



KAIAPOI
High School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 314
Principal: Jason Reid
School Address: 101 Ohoka Road, Kaiapoi, 7630
School Phone: 03 375 5004
School Email: learn@kaiapoi.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

KAIAPOI HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Kaiapoi High School

Statement of Responsibility

For the year ended 31 December 2024

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


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

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

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

Belinda Smith

Full Name of Presiding Member



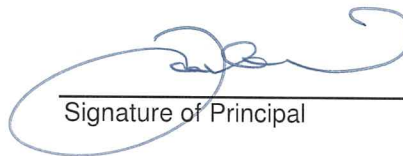
Signature of Presiding Member

28/5/2025

Date:

Jason Robert Reid

Full Name of Principal



Signature of Principal

28/05/2025

Date:

Kaiapoi High School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Belinda Smith	Presiding Member	Elected	Sep 2025
Jason Reid	Principal	ex Officio	
James Dring	Parent Representative	Elected	Jun 2027
Nat O'Donnell	Parent Representative	Elected	Jun 2027
Aaliyah Raja	Student Representative	Elected	Oct 2024
Sharon Russell	Parent Representative	Co-opted	Nov 2024
Sarah Saunders	Parent Representative	Elected	Sep 2025
Kaylene Siegenthaler	Parent Representative	Co-opted	Sep 2025
Christine Wilson-Greatbatch	Parent Representative	Elected	Jun 2025
Vicki Young	Staff Representative	Elected	Sep 2025

Kaiapoi High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	13,602,228	13,375,520	13,344,103
Locally Raised Funds	3	1,237,815	638,200	735,302
Interest		145,441	34,000	111,554
Gain on Sale of Property, Plant and Equipment		6,426	-	-
Total Revenue		14,991,910	14,047,720	14,190,959
Expenses				
Locally Raised Funds	3	661,769	363,880	272,236
Learning Resources	4	9,820,104	9,485,710	9,391,720
Administration	5	622,441	632,460	633,191
Interest		14,013	-	6,285
Property	6	3,783,864	3,804,500	3,603,474
Loss on Disposal of Property, Plant and Equipment		-	-	230
Total Expense		14,902,191	14,286,550	13,907,136
Net Surplus / (Deficit) for the year		89,719	(238,830)	283,823
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		89,719	(238,830)	283,823

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



Kaiapoi High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,824,487	2,824,487	2,540,664
Total comprehensive revenue and expense for the year		89,719	(238,830)	283,823
Contribution - Furniture and Equipment Grant		131,423	-	-
Equity at 31 December		3,045,629	2,585,657	2,824,487
Accumulated comprehensive revenue and expense		3,045,629	2,585,657	2,824,487
Equity at 31 December		3,045,629	2,585,657	2,824,487

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.



Kaiapoi High School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	1,086,548	460,276	788,445
Accounts Receivable	8	875,664	706,044	744,524
GST Receivable		47,091	37,870	37,870
Prepayments		21,696	148,165	148,165
Inventories	9	2,334	7,199	7,199
Investments	10	1,819,976	1,785,000	1,706,374
		<u>3,853,309</u>	<u>3,144,554</u>	<u>3,432,577</u>
Current Liabilities				
Accounts Payable	12	1,154,570	896,527	899,000
Revenue Received in Advance	13	312,102	349,410	364,199
Provision for Cyclical Maintenance	14	171,059	231,325	231,325
Finance Lease Liability	15	94,531	41,165	41,165
Funds held on Behalf of Third Parties		248,382	-	-
Funds held for Capital Works Projects	16	62,238	-	-
Funds Held on Behalf of the Te Kahu Ako Katote (COL) Cluster	18	35,854	54,369	54,369
Funds held for Teen Parent Unit	19	229,492	196,279	281,033
		<u>2,308,228</u>	<u>1,769,075</u>	<u>1,871,091</u>
Working Capital Surplus		1,545,081	1,375,479	1,561,486
Non-current Assets				
Property, Plant and Equipment	11	1,798,363	1,456,922	1,456,922
		<u>1,798,363</u>	<u>1,456,922</u>	<u>1,456,922</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	204,249	212,380	159,557
Finance Lease Liability	15	93,566	34,364	34,364
		<u>297,815</u>	<u>246,744</u>	<u>193,921</u>
Net Assets		<u>3,045,629</u>	<u>2,585,657</u>	<u>2,824,487</u>
Equity		<u>3,045,629</u>	<u>2,585,657</u>	<u>2,824,487</u>

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



Kaiapoi High School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,460,598	2,811,984	3,096,031
Locally Raised Funds		816,352	428,500	720,266
International Students		343,134	209,700	245,394
Goods and Services Tax (net)		(9,221)	-	3,028
Payments to Employees		(1,930,046)	(1,483,000)	(1,451,684)
Payments to Suppliers		(2,320,488)	(2,050,727)	(1,974,142)
Interest Paid		(14,013)	-	(6,285)
Interest Received		154,076	34,000	98,572
Net cash from/(to) Operating Activities		500,392	(49,543)	731,180
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(454,219)	(200,000)	(78,646)
Purchase of Investments		(113,602)	(78,626)	(265,891)
Net cash (to) Investing Activities		(567,821)	(278,626)	(344,537)
Cash flows from Financing Activities				
Furniture and Equipment Grant		131,423	-	-
Finance Lease Payments		(78,555)	-	(65,857)
Funds Administered on Behalf of Other Parties		312,664	-	(4,952)
Net cash from/(to) Financing Activities		365,532	-	(70,809)
Net increase/(decrease) in cash and cash equivalents		298,103	(328,169)	315,834
Cash and cash equivalents at the beginning of the year	7	788,445	788,445	472,611
Cash and cash equivalents at the end of the year	7	1,086,548	460,276	788,445

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.

Kaiapoi High School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Kaiapoi 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 24b.

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.

1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. 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 Ministry. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the 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 recognised as 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.



1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Inventories

Inventories are consumable items held for sale and comprised of school uniform and canteen. 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.

1.9. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.10. Property, Plant and Equipment

Land and buildings owned by the Ministry 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 to buildings owned by the Ministry are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	5 years
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

1.12. 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.

1.13. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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 the surplus or deficit in the period in which they arise.



1.14. 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 international students, should the School be unable to provide the services to which they relate.

1.15. 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.

1.16. 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.

1.17. 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.

1.18. Provision for Cyclical Maintenance

The property from which the school operates is owned by the Ministry of Education. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.19. 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.

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

1.20. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.



1.21. Budget Figures

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

1.22. Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	3,259,525	2,808,564	3,110,257
Teachers' Salaries Grants	7,318,253	7,500,000	7,292,613
Use of Land and Buildings Grants	2,954,266	3,000,000	2,874,187
Other Government Grants	70,184	66,956	67,046
	<u>13,602,228</u>	<u>13,375,520</u>	<u>13,344,103</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	158,042	92,300	140,924
Fees for Extra Curricular Activities	323,702	10,900	25,821
Trading	155,381	150,000	148,556
Fundraising and Community Grants	-	8,000	17,702
Other Revenue	236,600	77,300	262,356
Transport Revenue	87,868	90,000	94,713
International Student Fees	276,222	209,700	45,230
	<u>1,237,815</u>	<u>638,200</u>	<u>735,302</u>
Expenses			
Extra Curricular Activities Costs	308,454	5,000	39,228
Trading	193,845	187,000	191,216
Other Locally Raised Funds Expenditure	201	9,700	1,854
International Student - Employee Benefit - Salaries	95,302	85,000	27,230
International Student - Other Expenses	63,967	77,180	12,708
	<u>661,769</u>	<u>363,880</u>	<u>272,236</u>
<i>Surplus for the year Locally raised funds</i>	<u>576,046</u>	<u>274,320</u>	<u>463,066</u>

During the year ended December 2024, 28 students and 3 staff members undertook a classics tour to Europe at a cost of \$258,000, which included visits to significant cultural, historical and natural attractions. It enabled the students to experience different cultures and increase their understanding of European literature and history.

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	710,342	568,100	638,717
Information and Communication Technology	168,119	270,220	166,844
Employee Benefits - Salaries	8,573,878	8,383,000	8,274,138
Other Learning Resources	9,805	14,890	9,331
Staff Development	26,372	49,500	16,627
Depreciation	331,588	200,000	286,063
	<u>9,820,104</u>	<u>9,485,710</u>	<u>9,391,720</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	20,167	10,000	9,548
Board Fees and Expenses	15,256	36,000	25,829
Other Administration Expenses	128,623	141,460	173,410
Employee Benefits - Salaries	411,558	395,000	381,107
Insurance	35,121	39,000	34,523
Service Providers, Contractors and Consultancy	11,716	11,000	8,774
	<u>622,441</u>	<u>632,460</u>	<u>633,191</u>



6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	189,527	200,000	184,101
Cyclical Maintenance	48,898	30,000	38,867
Other Adjustment	(26,005)	-	-
Heat, Light and Water	208,189	169,000	157,139
Rates	15,710	16,000	14,723
Repairs and Maintenance	170,834	151,300	119,171
Use of Land and Buildings	2,954,266	3,000,000	2,874,187
Other Property Expenses	107,352	118,200	101,683
Employee Benefits - Salaries	115,093	120,000	113,603
	<u>3,783,864</u>	<u>3,804,500</u>	<u>3,603,474</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	1,086,548	460,276	788,445
Cash and Cash Equivalents for Statement of Cash Flows	<u>1,086,548</u>	<u>460,276</u>	<u>788,445</u>

Of the \$1,086,548 Cash and Cash Equivalents, \$88,653 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$1,086,548 Cash and Cash Equivalents, \$35,854 is held by the School on behalf of the Te Kahu Ako Katote cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

Of the \$1,086,548 Cash and Cash Equivalents, \$229,492 is held by the School on behalf of the Teen Parent Unit cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

Of the \$1,086,548 Cash and Cash Equivalents, \$45,026 of Other Revenue in Advance is held by the School, as disclosed in note 13.

Of the \$1,086,548 Cash and Cash Equivalents, \$267,076 of International Student Fees in advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	115,788	74,767	74,767
Receivables from the Ministry of Education	17,468	-	38,480
Interest Receivable	14,383	23,018	23,018
Teacher Salaries Grant Receivable	728,025	608,259	608,259
	<u>875,664</u>	<u>706,044</u>	<u>744,524</u>
Receivables from Exchange Transactions	130,171	97,785	97,785
Receivables from Non-Exchange Transactions	745,493	608,259	646,739
	<u>875,664</u>	<u>706,044</u>	<u>744,524</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	874	6,090	6,090
Canteen	1,460	1,109	1,109
	<u>2,334</u>	<u>7,199</u>	<u>7,199</u>



10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,819,976	1,785,000	1,706,374
Total Investments	1,819,976	1,785,000	1,706,374

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	776,406	83,055	-	-	(25,602)	833,859
Furniture and Equipment	457,444	28,638	-	-	(115,207)	370,875
Information and Communication Technology	88,607	161,044	-	-	(40,983)	208,668
Motor Vehicles	26,419	183,980	-	-	(36,043)	174,356
Leased Assets	75,904	212,384	-	-	(109,244)	179,044
Library Resources	32,142	6,197	(2,269)	-	(4,509)	31,561
Balance at 31 December 2024	1,456,922	675,298	(2,269)	-	(331,588)	1,798,363

The net carrying value of equipment held under a finance lease is \$179,044 (2023: \$75,904)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	1,118,244	(284,385)	833,859	1,035,189	(258,783)	776,406
Furniture and Equipment	1,756,825	(1,385,950)	370,875	1,728,187	(1,270,743)	457,444
Information and Communication Technology	924,679	(716,011)	208,668	763,635	(675,028)	88,607
Motor Vehicles	364,851	(190,495)	174,356	215,871	(189,452)	26,419
Leased Assets	382,425	(203,381)	179,044	267,065	(191,161)	75,904
Library Resources	136,674	(105,113)	31,561	140,388	(108,246)	32,142
Balance at 31 December	4,683,698	(2,885,335)	1,798,363	4,150,335	(2,693,413)	1,456,922

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	157,708	129,480	129,480
Accruals	19,995	52,275	52,275
Banking Staffing Overuse	127,139	-	2,473
Employee Entitlements - Salaries	789,035	659,402	659,402
Employee Entitlements - Leave Accrual	60,693	55,370	55,370
	1,154,570	896,527	899,000
Payables for Exchange Transactions	1,154,570	896,527	899,000

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	14,789
International Student Fees in Advance	267,076	200,164	200,164
Other Revenue in Advance	45,026	149,246	149,246
	<u>312,102</u>	<u>349,410</u>	<u>364,199</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	390,882	390,882	352,015
Increase to the Provision During the Year	48,898	30,000	50,069
Other Adjustments	(26,005)	22,823	(11,202)
Use of the Provision During the Year	(38,467)	-	-
Provision at the End of the Year	<u>375,308</u>	<u>443,705</u>	<u>390,882</u>
Cyclical Maintenance - Current	171,059	231,325	231,325
Cyclical Maintenance - Non current	204,249	212,380	159,557
	<u>375,308</u>	<u>443,705</u>	<u>390,882</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	103,348	44,588	44,588
Later than One Year	98,908	35,715	35,715
Future Finance Charges	(14,159)	(4,774)	(4,774)
	<u>188,097</u>	<u>75,529</u>	<u>75,529</u>
Represented by:			
Finance lease liability - Current	94,531	41,165	41,165
Finance lease liability - Non current	93,566	34,364	34,364
	<u>188,097</u>	<u>75,529</u>	<u>75,529</u>

16. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Boiler Project - 242455	-	34,537	(11,255)	-	23,282
Block H Old Gym Repair & Repaint - 242457	-	69,416	(71,256)	1,840	-
Block A Admin Toilet Upgrade - 242458	-	48,375	(36,149)	-	12,226
Blocks D, E, K Internal Upgrades	-	65,380	(38,650)	-	26,730
Totals	-	<u>217,708</u>	<u>(157,310)</u>	<u>1,840</u>	<u>62,238</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 62,238

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block H Gym Heating - 242456	-	28,799	(28,799)	-	-
Totals	-	<u>28,799</u>	<u>(28,799)</u>	-	-



17. Funds Held on Behalf of the Kaiapoi Transport Network School Boards Cluster

Kaiapoi High School is the lead school and holds funds on behalf of the KTNSB cluster, a group of schools funded by the Ministry of Education to provide transport for eligible students to their schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Received from MoE	484,332	-	481,974
Funds Spent on Behalf of the Cluster	(396,464)	-	(387,261)
Distribution	(87,868)	-	(94,713)
Funds Held at Year End	-	-	-

18. Funds Held on Behalf of the Te Kahu Ako Katote (COL) Cluster

Kaiapoi High School was the lead school and holds funds on behalf of the Te Kahu Ako Katote (COL) cluster, a group of schools funded by the Ministry of Education to share professional support.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	54,369	54,369	59,321
Funds Received from Other Sources	27,568	-	9,000
Funds Received from MoE	-	-	30,000
Funds Spent on Behalf of the Cluster	(46,083)	-	(43,952)
Funds Held at Year End	35,854	54,369	54,369

19. Funds Held for Teen Parent Unit

The school's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the school's Statement of Revenue and Expense. During the year the funds were spent on curriculum resources, employee benefits, transport, administration and property management expenses.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	281,033	281,033	240,431
<i>Revenue</i>			
Funds Received from the Ministry of Education	158,687	155,796	144,896
Other Revenue	88,327	122,800	145,302
	247,014	278,596	290,198
Total funds available	528,047	559,629	530,629
<i>Expenses</i>			
Employee Benefit - Salaries	163,628	130,500	128,845
Administration	32,730	43,150	41,582
Curriculum Resources	58,189	51,000	27,420
Property Management	28,064	45,000	32,223
Other Expenses	15,944	93,700	19,526
	298,555	363,350	249,596
Funds Held at Year End	229,492	196,279	281,033



20. Related Party Transactions

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

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

21. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,405	4,013
<i>Leadership Team</i>		
Remuneration	857,784	835,269
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	861,189	839,282

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

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	190 - 200
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	10.00	15.00
110 - 120	12.00	13.00
120 - 130	4.00	3.00
130 - 140	4.00	3.00
	30.00	34.00

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

22. Compensation and Other Benefits Upon Leaving

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

	2024 Actual \$	2023 Actual \$
Total	-	\$0- 10
Number of People	-	1



23. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

24. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$1,196,194 (2023:\$nil) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Boiler Project - 242455	568,819
Block A Admin Toilet Upgrade - 242458	12,226
Blocks D, E, K Internal Upgrades	615,149
Total	1,196,194

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

(b) Operating Commitments

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

(Operating commitments at 31 December 2023: nil)

25. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,086,548	460,276	788,445
Receivables	875,664	706,044	744,524
Investments - Term Deposits	1,819,976	1,785,000	1,706,374
Total Financial assets measured at amortised cost	<u>3,782,188</u>	<u>2,951,320</u>	<u>3,239,343</u>

Financial liabilities measured at amortised cost

Payables	1,154,570	896,527	899,000
Finance Leases	188,097	75,529	75,529
Total Financial liabilities measured at amortised Cost	<u>1,342,667</u>	<u>972,056</u>	<u>974,529</u>



26. Events After Balance Date

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

27. 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 Kaiapoi High School's financial statements for the year ended 31 December 2024

The Auditor-General is the auditor of Kaiapoi High School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 28 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report are Statement of Responsibility, Members of the Board, Statements of Kiwisport Funding, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Report on how the School has Given Effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, but does not include the financial statements and our auditor's report thereon.

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

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

Independence

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

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



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

KAIAPOI HIGH SCHOOL KIWISPORT 2024

Students participated in organized sport. In 2024 the school received \$28,108.91 (excluding GST). This funding was spent on sports equipment, sending teams to tournaments, student development and coaching.



KAIAPOI
High School

Annual Report 2024

Published - March 2025

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Introduction

Welcome to Kaiapoi High School's reflection on the 2024 year. Our ongoing commitment to supporting the tamariki entrusted to our care begins with thoughtful reflection and learning from the past. As the whakataukī reminds us: "*Ka mua, ka muri*" – we walk backwards into the future, guided by our history.

True commitment to our young people requires the courage to acknowledge both our successes and challenges, making bold changes where needed to enhance their experience. Through care, support, and continuous improvement, we strive to ensure every student reaches their full potential.

The following statements are instrumental in guiding our mahi, shaping the direction and culture of our kura.

Our Mission

To motivate and inspire all students to achieve their best academically, culturally and physically in order to become adults who contribute to their community.

Our Vision

Kaiapoi High School, in partnership with the community, is committed to providing a high-quality education that supports a wide range of opportunities in a learning environment where relationships are paramount.

Our Learner Vision

At Kaiapoi High School teachers actively support students to achieve our shared Learner Vision. Our teaching strategies focus on engaging and motivating students to achieve to the best of their ability, to feel valued, and to strive for excellence.

Our Motto

Mā te aroha ka tutuki.

Through caring, concern, and support for others, all things are possible.

Core Values

Our core school values underpin the way we interact and engage at our kura. They provide a strong foundation for fostering success, as well as guiding conversations when approaches to situations need reflection and growth. These values shape the culture we continually strive to build.

We present our values through both an English and a Māori lens. Rather than direct translations, each expresses the essence of key values from two worldviews, enriching our shared understanding and guiding our community.

Respect

Treat others with fairness and kindness; follow instructions; be punctual and prepared to learn; use equipment responsibly.

Integrity

Act with honesty and accountability; take ownership of your actions and choices.

Community

Engage positively in group work; support and uplift the learning of others.

Excellence

Strive to be your best; take pride in your achievements and celebrate success.

Manaakitanga

Demonstrating integrity, respect, sincerity, and equity in our interactions with others and ourselves.

Whanaungatanga

Building strong, respectful relationships within our community, upholding high expectations, and fostering a culture of excellence through collaboration and shared responsibility.

Tuakana - Taina

Encouraging reciprocal learning and support from peers, ensuring students are guided through key transitions—into, through, and beyond secondary school.

Maungateretanga

Celebrating the diverse ways individuals and communities express their unique excellence, embracing personal and collective success.

Ngā Tikanga o te Kura.
Follow the Kaiapoi High School Way.

Kaiapoi High School – Strategic Plan Development

At Kaiapoi High School, our strategic planning process is a structured and collaborative journey, ensuring our kura remains focused on continuous improvement and student success. Guided by our values and a commitment to excellence, we have undertaken a thorough approach to shaping our direction for the coming years.

Our strategic plan is the result of extensive consultation, analysis, and refinement. The process has involved our Board of Trustees (BOT), Senior Leadership Team (SLT), staff, and the wider community, ensuring that our goals and actions align with the needs and aspirations of our students and whānau.

This timeline outlines the key stages of our planning and review process, from gathering and analysing information to refining strategic goals, setting annual targets, and monitoring progress. Each step reflects our dedication to a well-informed and responsive approach to school improvement.

Strategic Planning Timeline

2023 – Gathering and Refining Information

- **October** – BOT initiates community consultation planning and refines key questions.
- **November** – SLT and staff contribute insights; data is gathered, summarised, and analysed. Strategic goals and draft actions are developed.
- **December** – BOT refines strategic goals; SLT develops draft annual targets.

2024 – Implementation and Monitoring

- **January** – Strategic Plan (goals and actions) comes into effect.
- **March** – Strategic Plan published to the Secretary of Education.
- **March** – The annual implementation plan was finalised and published.
- **Ongoing** – Progress towards strategic goals is reported monthly at BOT meetings.

2025 – Reflection and Reporting

- **Annual Report** – Monthly progress tracking informs the 2024 Analysis of Variance, which is submitted to the Ministry of Education. This document captures the essence of our strategic direction, including our mission, vision, values, and community feedback, as well as the successes and challenges encountered throughout the year.

This structured approach ensures that our mahi remains purposeful, transparent, and impactful, enabling us to adapt and grow in response to the evolving needs of our kura and community.

Kaiapoi High School – Strategic Plan Overview

Our strategic plan is a living document that sets the direction for our kura, ensuring we are continuously working towards equitable and excellent outcomes for all ākonga. Developed in consultation with our school community, it provides a structured approach to achieving our vision through clear goals, strategic actions, and annual targets.

Key Components of the Strategic Plan

Strategic Plan (2024-2025)

- A two-year plan (transitioning to a three-year plan from 2025).
- Focused on two high-level strategic goals (four from 2025).
- Goals reflect the aspirations of our community and are broken into 2-3 strategic actions per goal to be implemented over the strategic planning period.
- During 2025, we will be refining and improving our strategic direction for the next three-year plan (2026-2028)

Strategic Goals

- High-level, long-term objectives that guide the school's direction.
- Each goal is supported by strategic actions that define how we will achieve success.

Strategic Actions

- Tangible, school-wide initiatives that span the strategic planning period.
- Ensure a clear, focused approach to achieving our strategic goals.

The development of these strategic components is led by the Principal and SLT in collaboration with the Board of Trustees (BOT) and the wider school community.

Annual Planning and Reporting

Annual Plan

- A detailed action plan for each year.
- Consists of annual targets and annual actions linked to strategic actions.
- Guides the practical steps taken to enact the strategic plan.

Annual Targets

- Specific, measurable objectives linked to strategic actions.
- A single strategic action may have multiple annual targets across different years.

Annual Actions

- The specific steps taken each year to achieve annual targets.
- Each annual target may have six or more related actions.

Annual Report

- A formal evaluation and analysis of progress towards annual targets.
- Assesses the school's effectiveness in working towards its strategic goals.
- Includes financial reporting and is submitted to the Ministry of Education.

This structured approach ensures accountability, transparency, and continuous improvement, allowing us to adapt and refine our strategy to best support the success of our ākonga.

Reporting for the 2024 School Year

The following sections provide a comprehensive review of Kaiapoi High School's performance in 2024, covering three key areas:

1. 'State of the Nation' – A broad overview of the school's position, key developments, and overall progress throughout the year.
2. Strategic Goals – An evaluation of the outcomes and impact of our 2024 strategic initiatives.
3. Academic Outcomes – A summary of student achievement and progress across key learning areas.

Overview of 2024 Key Events

Despite a nationwide shortage of educators, Kaiapoi High School is uniquely positioned to access a broad employment base spanning Christchurch and North Canterbury. This wider pool of candidates has allowed us to attract and select high-calibre educators, resulting in a strong teacher recruitment process that we can be proud of.

While reports across the country highlighted an increase in problem behaviours, Kaiapoi High School experienced a 21% decrease in reported behavioural incidents during 2024. Full disclosure—this figure excludes warnings and actions related to the newly introduced cellphone ban, as there was no prior data for comparison. Notably, we also saw a 24% decrease in more serious behaviours leading to stand-downs or suspensions, reflecting the positive impact of our ongoing pastoral and behavioural support initiatives.

Student numbers continued to grow, with our roll increasing from 1,039 in 2023 to 1,068 in 2024 (March 1st roll returns). This does not include the number of students from Karanga Mai or international studies.

The nationwide cellphone ban was a significant policy shift following the change in government. However, Kaiapoi High School took a proactive approach, implementing the policy from the start of 2024. Interestingly, while increased participation in sports, itinerant music lessons, and library borrowing could be attributed to the phone ban, this trend was already evident in 2023, suggesting a broader cultural shift within the school community.

A key focus in 2024 has been strengthening literacy and numeracy support in preparation for NCEA corequisites. Additional staffing and resourcing have been strategically allocated across all year groups to ensure students are well-prepared for these essential qualifications.

Our already robust student transition programme was further enhanced this year with a revitalised peer support system. A record 92 student volunteers took on peer support leadership roles, resulting in one of the smoothest and least stressful transitions for our incoming Year 9 cohort.

The long-anticipated school uniform review was successfully concluded, offering students additional options to reflect diversity, improve warmth, and maintain a high standard of dress.

Kaiapoi High School continues to evolve, ensuring that every student is supported in their learning journey while fostering a strong sense of community, pride, and achievement.

Strategic Goal Outcomes for 2024

Strategic Goal 1 – Kaitiakitanga

Objective: To foster a collective sense of belonging and ownership over Kaiapoi High School's identity, promoting a culture of guardianship and respect for the school community and environment.

Summary of Actions and Progress (April – October 2024)

1. Strategic Planning and Communication

- A Strategic Planning Coordinator role was developed to oversee long-term planning.
- Social media processes were streamlined, improving accessibility and transparency for staff.
- Expanded promotion of school activities (Arts, Sports) via Instagram and other platforms.
- Newsletter modernisation is underway to enhance communication and visibility across platforms.
- School news format is being upgraded to a blog-style model for regular updates.

2. Community Engagement and Partnerships

- Strengthened relationships with community groups, including Rotary, Ngāi Tūāhuriri, and local businesses.
- Full staff participation in Ngāi Tahu workshops at Tuahiwi Marae.
- Kaiapoi Student Leadership Team established links with Rotary's youth initiative, "Interact."
- International partnerships expanded, including visits to and from overseas schools, Mandarin language support, and student delegation opportunities.
- Increased whānau engagement, including participation in local pōwhiri, kapa haka events, and the development of a new Māori and Pasifika awards evening aligned with school values.

3. Publicity and Marketing

- Strengthened media relationships led to national coverage of Kaiapoi High School in ODT, TV1 News, and RNZ.
- Formalising delegation processes for reporting on school initiatives to enhance consistency and visibility.
- The newsletter was converted to a newsfeed to allow for the continual dissemination of information.

4. School Environment and Property Development

- B-Block upgrade completed, with ongoing beautification projects (landscaping, fencing, and re-grassing).
- Re-cladding and painting of Gym 1 was completed.
- Further arborist work has enhanced school aesthetics.
- Grounds and maintenance roles have been streamlined for better prioritisation.

5. Culture, Wellbeing, and Student Support

- Implementation of "Phones Away for the Day" policy has seen a decrease in disruptions in class and cyber-bullying.
- Peer Support Programme has positively influenced school culture among Year 9 and 8 students.
- NZCER Wellbeing survey is being used to identify key focus areas for improvement.
- Ongoing work addressing increased reported bullying in year 9 with targeted responses.
- Additional pastoral support allocated to reinforce PB4L, school culture, and student leadership.

Key Outcomes and Next Steps

- Improved community partnerships and stronger student leadership engagement.
- Modernised communication channels enhancing school visibility and transparency.
- Physical environment improvements creating a more inviting and functional school space.
- Focus on student wellbeing and school culture, ensuring consistency in behavioural expectations and pastoral care.

The next phase includes finalising the school news upgrade, enhancing reporting processes, and continuing international and community engagement efforts.

Strategic Goal 2 – Kete

Objective: To equip ākonga with targeted knowledge and skills, empowering them for success in life. This includes fostering both individual wellbeing and collective support within the school community, reinforcing the principles of Kaitiakitanga (Strategic Goal 1).

Summary of Actions and Progress (April – October 2024)

1. Gathering and Analysing Ex-Student Voice

- Ex-student feedback was collected, identifying perceived gaps and strengths in KHS's preparation for life beyond school.
- Key findings:
 - Job interview skills were a gap for those not in “Ready to Work” courses.
 - Higher-level maths preparation was identified as an area for improvement.
- Plans for expanding data collection in 2025 to ensure broader representation of school leavers.

2. Identifying Curriculum Gaps and Development Needs

- Initial plans to map where key skills are delivered across year levels were postponed due to time constraints.
- This action has now been reprioritised for 2025 to ensure a more structured approach.

3. Tool 1 – Literacy and Numeracy Corequisites

- Literacy and numeracy were identified as a top priority due to their critical impact on student achievement and future pathways.
- Significant work undertaken, including:
 - Staffing and leadership roles established for literacy and numeracy.
 - Kāhui engagement to align primary and secondary strategies for supporting students at Level 2 and below.
 - Schoolwide initiatives adjusted to ensure all students receive adequate support.
 - New targeted Year 9 courses were introduced, including 10-week blocks of literacy (x2), numeracy (x1), and Te Reo Māori (x1).
- Implementation of Literacy and Numeracy Lead roles is underway for 2025, supported by Kāhui WSL resourcing.

4. Tool 2 – Empowering Male Leadership: Pathways and Participation (2025 Focus)

- Planning for implementation in 2025.

5. Communication of Tools and Strategic Developments

- SchoolPoint was investigated and implemented as a communication tool.
- September newsletter launched awareness campaign on Literacy and Numeracy Corequisites and their impact on students, whānau, and employers.
- Ongoing whānau and employer information campaign in place to provide regular updates.

Key Outcomes and Next Steps

- Ex-student voice has provided valuable insights, shaping future curriculum and support initiatives.
- Literacy and numeracy support structures are well underway, with dedicated leadership and staffing in place for 2025.
- Male leadership participation programme is in development, set to launch in 2025.
- Communication strategies are being strengthened to ensure clarity and transparency in strategic initiatives.

The next steps will focus on finalising the male leadership initiative, expanding student voice engagement, and refining the literacy and numeracy implementation strategy for 2025.

Business as Usual (BAU)

Alongside our two main strategic goals for 2024, we maintained a strong focus on key business as usual (BAU) priorities that are essential to the ongoing success of our school. While these areas are not part of our formal strategic plan, they play a crucial role in supporting our students, staff, and wider community.

Regular updates on BAU progress were provided to the Board of Trustees throughout the year, ensuring continued oversight and improvement. The following is a summary of key developments and achievements in these areas during 2024.

NCEA Change Implementation

Key Actions and Progress

- **Faculty Adaptation & Professional Development**
 - Ongoing NCEA Level 1 implementation, with regular PD and faculty collaboration.
 - Teacher Only Days (TODs) and weekly PD sessions focused on NCEA changes.
- **Student & Whānau Support**
 - Hosted NCEA information evenings for Year 10 & 11, including Māori and Pasifika pathways.
 - Assessment schedules are updated to reflect new requirements.
- **Assessment & Literacy/Numeracy Co-requisites**
 - Developed a school-led approach to assessment due to inconsistent NZQA guidance.
 - Trialled submitted external exams, but NZQA later cancelled the format, requiring further curriculum changes.
 - Literacy/Numeracy results highlight challenges, prompting new Year 9 structure:
 - Two terms of Numeracy, one of Literacy, one of Te Reo Māori.
 - New leadership roles established to drive improvements in 2025.
- **Challenges & Next Steps**
 - NZQA's last-minute changes require faculty adjustments in November TOD.
 - Awaiting finalised NZQA standards to finalise 2025 curriculum planning.
 - Continued focus on improving literacy and numeracy success rates.

Overall

Despite shifting NZQA requirements, KHS has proactively supported staff, students, and whānau while preparing for stronger literacy/numeracy outcomes and NCEA success in 2025.

PB4L (Positive Behaviour for Learning) Implementation

Key Actions and Progress

- **Peer Support Programme**
 - A highly modified and improved programme running all year with positive feedback, strengthening student connections.
 - Presented at Canterbury PB4L workshop as a successful initiative.
- **Student Recognition & School Values**
 - Recognition system integrated into KAMAR, aligning with school values and incorporating Te Reo Māori.
 - School values posters in Te Reo Māori now ready for display.
- **Restorative Practices & Staff Training**
 - Two new deans and a recently appointed DP attended three-day restorative training.
 - PB4L team reviewing restorative practices for further enhancement.
 - School-wide restorative training at the start of the 2025 school year.
- **Wellbeing & School Climate Data**
 - NZCER Wellbeing at School Survey completed by students (August) and staff (September).
 - PB4L team analysing results to identify strengths and areas for growth.

Next Steps

- Use survey insights to guide PB4L initiatives.
- Continue embedding restorative practices across the school.
- Further develop Peer Support Programme to strengthen student culture.

Overall

PB4L initiatives are enhancing student connection, behaviour management, and school values, with ongoing improvements driven by data-informed strategies.

Curriculum Refresh Implementation

Key Actions and Progress

- **Schoolwide Preparation & Professional Development**
 - February Teacher Only Day (TOD) led by Heads of Faculty (HOFs) to support Te Mātaiaho implementation.
 - Thursday morning PD sessions (Term 3) focused on NCEA changes and Curriculum Refresh support.
- **Curriculum Adjustments in Response to Ākongā Needs**
 - Increased focus on Literacy & Numeracy in preparation for 2025.
 - Integration of Mātauranga Māori across subject areas.
- **Concerns Over English Curriculum Changes**
 - Significant pushback from English teachers nationwide regarding the refreshed English Curriculum.
 - KHS's HOF English actively voiced concerns, leading to the MoE pausing its current approach.
 - Schools instructed to continue using the 2007 NZC until further notice.
- **Current Status & Next Steps**
 - Faculties have made all possible curriculum adjustments while awaiting further MoE directives.
 - Mid-November Accord TOD planned, but no requirement to work on junior curriculum until new MoE documents are released.

Overall

Progress towards Te Mātaiaho continues where possible, but implementation is limited due to uncertainty and delays from the MoE, particularly in English. The school remains proactive in NCEA changes, literacy/numeracy improvements, and Māori knowledge integration, ensuring a student-centred approach despite curriculum delays.

Te Tiriti o Waitangi: Commitment to Partnership

Key Actions and Progress

- **Strengthening Te Ao Māori in Curriculum & Leadership**
 - Te Reo Māori & Mātauranga Māori PLD for staff (ongoing).
 - Te Reo Māori no longer sits under the English faculty—from 2025, it will be a stand-alone Te Ao Māori learning area with a dedicated SLT line manager.
 - New roles created to support growth:
 - Kaitiaki o te Ao Māori role trialled—combining curriculum leadership with broader strategic guardianship.
 - Māori and Pasifika Dean role split into two Kaitoko Angitū (Success Mentors) to enhance engagement and success.
 - Additional curriculum development time allocated for 2025 to strengthen Te Ao Māori integration.
- **Student & Community Engagement**
 - NCEA & Māori and Pasifika Pathways Evening to support student success.
 - Kapa Haka and Manu Kōrero competitions supported, including the school's commitment to the Nelson Kapa Haka trip.
 - Mihi whakataū for new staff, reinforcing cultural identity as a core part of school life.
 - Whānau Core Class Initiative under investigation for 2025, aiming to enhance learning experiences for Māori ākonga.
- **Structural Changes to Support Growth**
 - Appointment of a second full-time Te Ao Māori Kaiako to strengthen delivery. However, this second role has now been distributed across current staff as a result of staff changes at the end of 2024.
 - Kaitiaki o Te Ao Māori role trialled in 2024–2025, with evaluation and refinement planned before permanent implementation.

Next Steps

- Evaluate new leadership roles to ensure they meet student needs.
- Continue strengthening Te Ao Māori integration within curriculum and school structures
- Refine and formalise new job descriptions based on 2025 trial outcomes.

Overall

The school has made significant strides in elevating Te Ao Māori as a core part of its identity, with new leadership, curriculum, and pastoral structures in place. The next 12 months will focus on evaluating and refining these initiatives to ensure long-term success and impact.

Kāhui Support Effectiveness

Key Actions and Progress

- **Strengthening Kāhui Leadership & Collaboration**
 - Redesign of Within School Lead (WSL) roles, ensuring alignment with school and kāhui priorities.
 - Regular engagement with Kāhui Tumuaki (Principals) and Across School Leads (ASLs) to refine support structures.
 - Jason was appointed to the 2025 Lead Principal appointment panel and actively involved in the 2024 Kāhui review.
- **Support for Literacy & Numeracy Co-requisites**
 - Discussions with kāhui principals on supporting literacy and numeracy challenges.
 - WSL roles redesigned with input from SLT, HOFs, and Kāhui leadership to focus on key areas of need for 2025.
- **Community and School Engagement**
 - KHS hosted a highly successful Kāhui guest speaker event (Kathryn Berkett).
 - Ongoing support of primary school student initiatives and Year 8 induction visits.
 - Secured continued funding for the Peer Support Programme through both Kāhui and KHS streams.
- **New Appointments to Strengthen Cultural Connections**
 - New WSL (Culture) appointed— with focus on encouraging kapa haka in contributing Year 8 schools and strengthening ties with Ngāi Tūāhuriri.

Next Steps

- Support the transition of the new Kāhui Lead Principal
- Embed redesigned WSL roles with a focus on literacy, numeracy, and cultural engagement.
- Strengthen links with contributing schools through kapa haka, peer support, and community initiatives.

Overall:

KHS continues to play a key leadership role within the Kāhui, ensuring effective collaboration, cultural engagement, and targeted student support, with a strong foundation set for 2025 initiatives.

Attendance Improvement

Key Actions and Progress

- **Targeted Attendance Interventions**
 - Year 11 students below 85% attendance received letters highlighting the strong correlation between attendance and NCEA success.
 - Year 12 and 13 students below 85% required to meet with SLT before being granted permission to attend the school formal.
 - Deans and tutor teachers actively working with students and whānau to improve attendance and engagement.
- **Data-Driven Insights & Trends**
 - Term 1 2024 attendance (88%) was the highest in five terms, with chronic non-attendance (below 70%) at its lowest.
 - Term 2 attendance slightly declined due to illness but remained stable overall.
 - Term 3 attendance averaged 83%, with 69% of students attending 80% or more—tracking identically to Term 3, 2023.
- **Engagement with External Attendance Services**
 - Improved support from the School Attendance Service for non-enrolled students (NENS).
 - Continued focus on raising awareness of attendance's impact on NCEA success.
- **Current Focus & Next Steps**
 - Year 9 and 10 attendance under review, with a particular focus on lateness—only 55% of students are marked on time.
 - Staff-driven efforts remain key, as external agency support remains limited.

Overall

While attendance remains stable, KHS has successfully maintained engagement levels despite external challenges. Continued targeted support, strong internal systems, and proactive whānau engagement remain central to sustaining and improving attendance outcomes.

Mātauranga Māori Integration

Key Actions and Progress

- **Collaborative Approach to Embedding Mātauranga Māori**
 - Faculties sharing best practices via a collaborative document to foster cross-curricular integration.
 - Early morning hui held to discuss next steps for further embedding Mātauranga Māori into teaching and learning.
- **Professional Development and Staff Growth**
 - Development of a PLG (Professional Learning Group) for teachers, co-facilitated by Connor and a National Implementation Facilitator (NIF).
 - Tūahiwi Marae visit (TOD) included a foundation for staff to develop their pepeha.
 - Quarter of teachers opted into the PLG, focusing on understanding and applying Mātauranga Māori in their practice.
 - PLD sessions with Tania Roxborough (National Implementation Facilitator) helped shift focus from curriculum content to how teaching practices embody Mātauranga Māori.
- **Next Steps & Implementation**
 - Accord TOD session planned, where faculties will:
 - Expand on how Māori knowledge is woven into their subjects.
 - Identify next steps to enhance authentic integration across learning areas.

Overall

KHS is taking a thoughtful and structured approach to incorporating an integral part of teaching practice. The next phase will deepen faculty integration and refine implementation strategies, building on the confidence and momentum gained through PLD and collaborative learning Mātauranga Māori, ensuring it is not just a subject area.

Health & Safety (Including EOTC)

Key Actions and Progress

- **EOTC Safety & Risk Management**
 - Reinforced procedures for off-site trips, ensuring clear safety protocols and contingency planning.
 - Successful completion of overseas trips, with strict risk management in place.
 - New EOTC plan set for Board review in November to further strengthen processes.
- **Emergency Preparedness & School Security**
 - Lockdown drill successfully completed, confirming effective emergency procedures.
 - Clarifications provided on evacuation protocols, ensuring staff understand best practices.
 - Ongoing property maintenance to address environmental hazards.
 - Regular safety audits and staff training to maintain compliance and preparedness.
- **Site Security & Staff Training**
 - Increased vigilance regarding unauthorised visitors, with appropriate responses taken.
 - Updated induction processes for staff, with a focus on EOTC and health & safety procedures.

Next Steps

- Board review of EOTC procedures to enhance safety measures.
- Continued focus on emergency readiness and staff training.
- Strengthened site security protocols to manage external risks effectively.

Overall

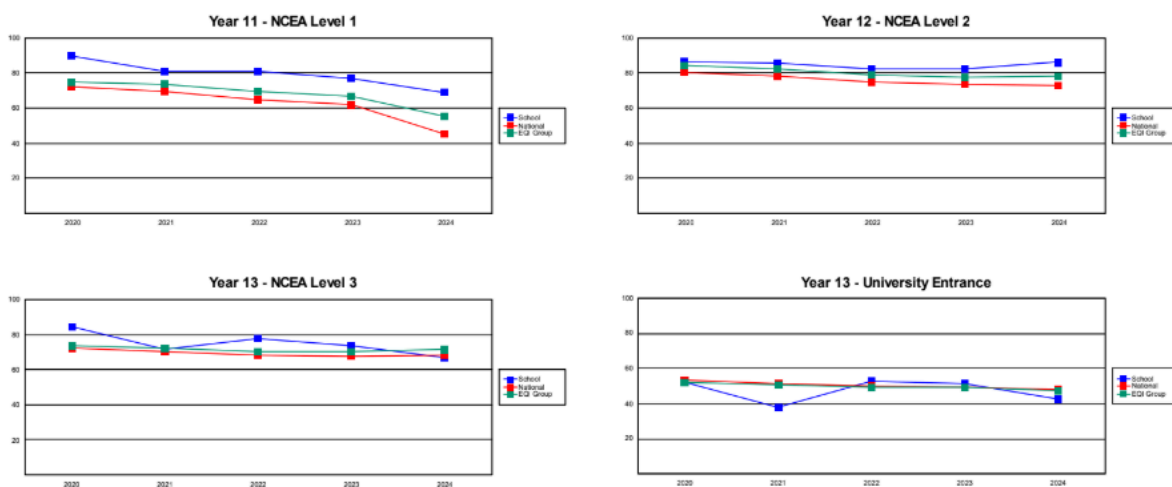
KHS remains committed to robust safety procedures, well-managed EOTC experiences, and a proactive approach to security and emergency preparedness.

Academic Outcomes for 2024

The following section presents Kaiapoi High School's formal academic outcomes for 2024, based on NZQA data provided at the start of 2025. This data offers valuable insights into student achievement across NCEA Levels 1, 2, and 3, as well as literacy and numeracy co-requisites and University Entrance attainment.

By analysing these outcomes, we can evaluate student progress, identify areas for improvement, and refine our approaches to teaching, learning, and academic support in the year ahead.

Achievement Rates



In NCEA, there are three levels of achievement: Level 1, Level 2, and Level 3. These levels are based on the complexity and depth of knowledge required for the standard or assessment.

The data above is for Year 11 students achieving at Level 1, Year 12 students achieving at Level 2 and Year 13 students achieving at Level 3.

A 'pass' means a student achieving "Achieved" at Level 1. They have demonstrated a basic understanding of the knowledge, skills, and understanding required for that standard. If they achieve "Achieved" at Level 2, it means that they have demonstrated a more advanced level of knowledge, skills, and understanding than Level 1. Similarly, achieving "Achieved" at Level 3 indicates a higher level of complexity and depth of knowledge than Levels 1 and 2.

It's important to note that in order to achieve a qualification in NCEA, students need to earn a certain number of credits at each level of achievement, e.g. 60 credits at each level, along with the appropriate literacy and numeracy co-requisites

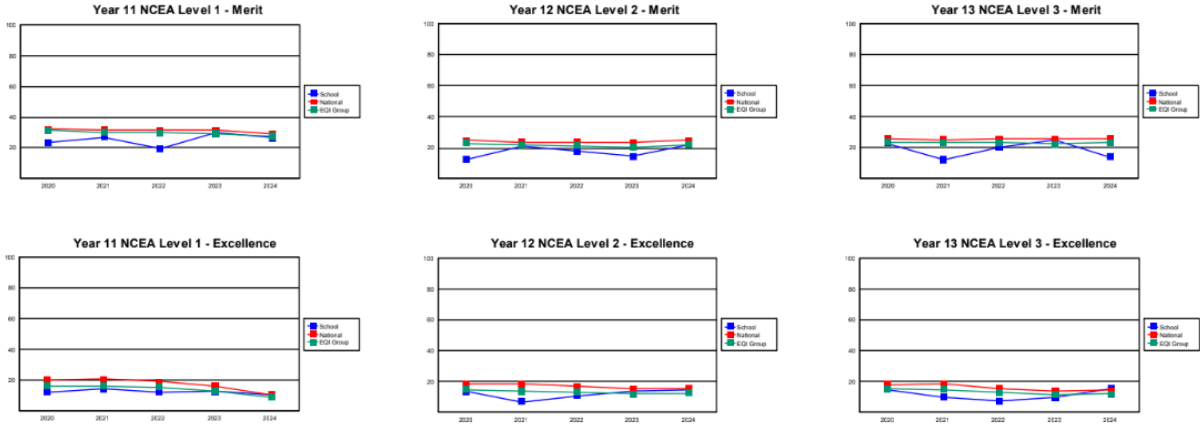
This is the second year of reporting comparisons to schools of similar Equity Index (EQI) levels. The Equity Index replaces previous comparisons to Decile ratings. Currently, Kaiapoi High School has an Equity Index number of 464. This places us in Band 4 of 7 ('Average') and Group 2 of 3 ('Moderate'). For more information on the Equity Index, see the [Ministry of Education website](#).

The graphs above show that Kaiapoi High School students had a very successful year. In summary:

- All Kaiapoi High School achievement rates across levels 1 and 2 were above national school averages. However, at level 3, we were 1% below national averages.
- All Kaiapoi High School achievement rates across all levels were above EQI Band school averages in Level 1 and 2. However, at Level 3, we were 4% below EQI averages.
- Kaiapoi High School University Entrance rates were 6% below national and EQI Band averages

Note - While our Level 1 enrolment-based achievement appears outstanding, it is important to consider that national averages include schools that did not offer NCEA Level 1 in 2024, artificially inflating comparative results.

Endorsement Rates



In the NCEA framework in New Zealand, students can earn certificate endorsements at Merit and Excellence level if they achieve a certain number of Merit or Excellence grades in their NCEA subjects.

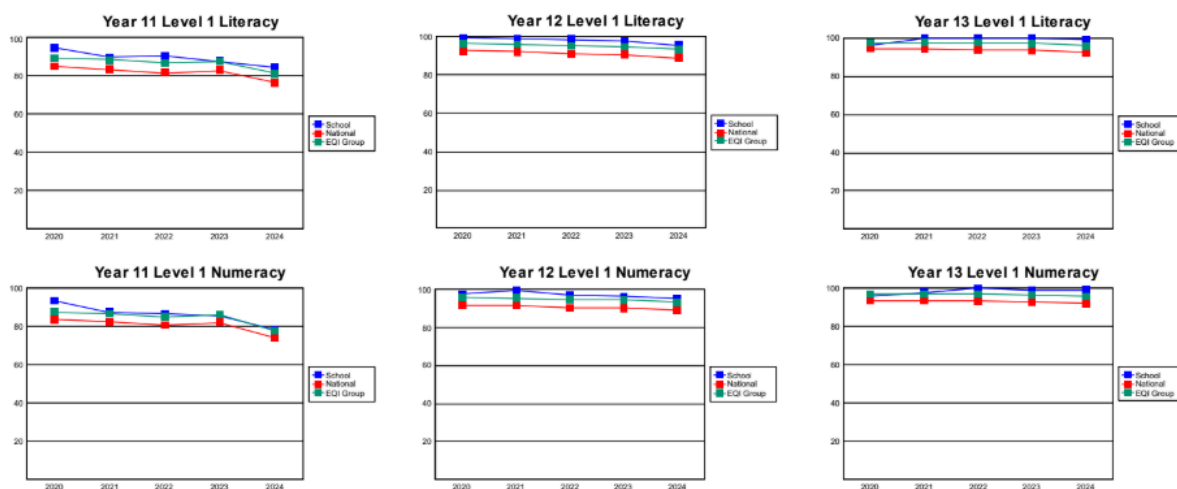
To earn a Merit endorsement at an NCEA level, a student must achieve the majority of their credits (50 credits) at Merit or Excellence level.

Earning an endorsement at Merit or Excellence level is an additional recognition of a student's achievement in NCEA, and can be useful when applying for tertiary education or employment.

Kaiapoi’s strong focus on raising student capacity to tackle higher-level responses has begun to show the expected movement in student endorsement improvements. From the previous year:

- Kaiapoi High School reflected the decrease seen nationally in the new level 1 qualification’s endorsement rates
- Year 12 students showed improved endorsement rates at both merit and excellence.
- Year 13 showed improved endorsement rates at excellence but decreased rates at merit endorsement.

Literacy and Numeracy Data

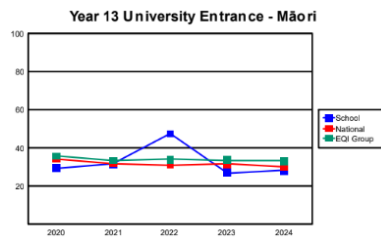
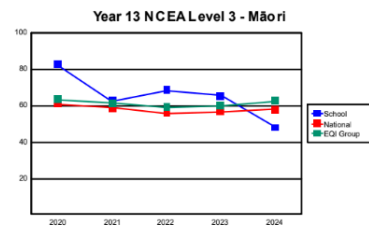
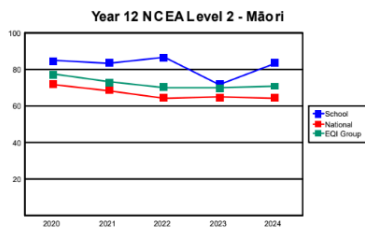
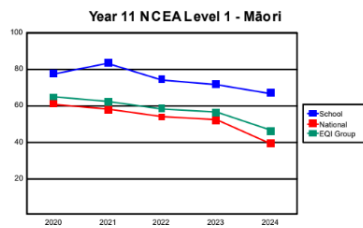


NCEA literacy and numeracy data measure the base level of these requirements across years 11 to 13.

Kaiapoi High School’s 2024 literacy data is pleasing across the board, once again maintaining levels higher than both national and EQI averages. It is important to both acknowledge the success and to maintain these levels, as these measure essential skills that students need outside of school - no matter what vocation is chosen.

The numeracy data also shows positive results across all year levels. Kaiapoi students continue to achieve well nationally, against both national and EQI school averages.

Achievement Rates of Māori Students



We have continued to see success in the NCEA achievement of our Māori students, which surpasses both national and decile levels at level 1 and 2. However, the drop in level 3 achievement and UE attainment need further study and unpacking to counteract any negative trend.

Concluding Remarks

As we reflect on 2024, Kaiapoi High School continues to demonstrate growth, resilience, and a commitment to excellence. Our strategic goals have guided us in fostering a stronger sense of belonging and identity (Kaitiakitanga) while ensuring our ākonga are equipped with the knowledge and skills needed for success (Kete).

Despite ongoing challenges in education nationwide, our school has remained proactive and adaptable, particularly in the face of curriculum changes, evolving NCEA requirements, and shifting attendance trends. The dedication of our staff, whānau, and wider community has been instrumental in maintaining high standards and supporting student achievement at every level.

Our business-as-usual priorities, from PB4L implementation to Te Tiriti o Waitangi commitments, attendance initiatives, and curriculum development, continue to shape a positive, future-focused learning environment. These efforts, alongside strong community engagement and leadership development, will ensure Kaiapoi High School remains a place where all students can thrive.

Looking ahead to 2025, we remain committed to strengthening our strategic focus, refining our initiatives, and continuing to prioritise the success and well-being of every student. Through collaboration, innovation, and a shared vision, we will build on our achievements and ensure Kaiapoi High School continues to grow as a place of excellence, inclusivity, and opportunity.

Ngā mihi nui to all who have contributed to another year of progress and success.

Mā te aroha ka tutuki.

Through caring, concern, and support for others, all things are possible





Executive Summary - Kaiapoi High School's Commitment to the Principles of Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Kaiapoi High School recognises our role and responsibility to honour and give effect to Te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the Kaiapoi High School board is giving effect to Te Tiriti o Waitangi. We achieve this by:

- Ensuring our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.
- Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
- Achieving equitable outcomes for Māori students.
- Providing opportunities for learners to appreciate the importance of Te Tiriti o Waitangi and te reo Māori.

Kaiapoi High School adheres to the principles of partnership, protection, and participation to meet our obligations under Te Tiriti o Waitangi. These principles reflect the three articles of Te Tiriti.

Partnership

Kaiapoi High School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local iwi, Ngāi Tūāhuriri, to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori.

We consult with Ngāi Tūāhuriri on the development of our charter/strategic plan to ensure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning environments.

Protection

Kaiapoi High School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, ensuring they are meaningfully incorporated into the everyday life of our school. We engage with initiatives like Ka Hikitia – Ka Hāpaitia to support this protection.

We have a specialist Māori teachers teaching Te Reo Māori and Te Ao Haka to Level 3 NCEA. Schoolwide, Kaiapoi High School supports our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori through professional development and cultural competency training.

Participation

Kaiapoi High School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākongā Māori experience educational success as Māori.

This policy aligns with NELP Objectives such as Learners at the Centre, Barrier Free Access, and Quality Teaching and Leadership.

Related Topics

Kaiapoi High School's commitment to Te Tiririti encompasses and informs all aspects of school governance, management, leadership, teaching and learning. Additional areas of focus include:

- Māori Educational Achievement
- School Planning and Reporting
- Equal Employment Opportunities
- Learning Support
- Inclusive Education



Employer Responsibility Policy

Kaiapoi High School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board:

- appoints the principal, through the **appointment committee**
- **appraises the principal**
- works transparently and positively with the principal
- ensures delegations to the principal are robust and regularly reviewed.

The board meets reporting and administrative requirements by:

- referring to the school's **Equal Employment Opportunities** policy in its annual report on the extent of its compliance as a good employer
- ensuring that systems are in place for keeping **employee files** safe and secure.

Support for school employees

The board:

- takes all steps, so far as is reasonably practicable, to meet its **primary duty of care** obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
- considers staff **health and wellbeing (hauora)** and work-life balance, and will consider applications for **flexible working arrangements**
- ensures that all employees maintain proper standards of **integrity and conduct**, and a concern for the **safety and wellbeing of students, colleagues**, and public interest
- promotes high levels of staff performance through:
 - **performance management** and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
 - acknowledgement of staff achievements
 - **salary units and management allowances** and **non-contact time**.
- deals effectively and fairly with any concerns through the **concerns and complaints** and **protected disclosure** procedures.



Recruitment and appointments

The board delegates the recruitment and appointment process to the principal and senior management but may be represented in **appointment committees**. The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to **student wellbeing and safety**
- robust recruitment (including **reference checking**), **appointment**, and induction processes, including complying with the Children's Act 2014
- **annual reports** from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
- information, in committee, from the principal regarding **concerns and complaints** raised about staff, and the actions taken
- compliance with the [mandatory reporting requirements](#) to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

Legislation

- Public Service Act 2020
- Human Rights Act 1993
- Education and Training Act 2020
- Privacy Act 2020
- Children's Act 2014
- Health and Safety at Work Act 2015
- Employment Relations Act 2000
- Employment Relations Amendment Act 2018