

PAPATOETOE HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

Ministry Number: 95

Principal: Vaughan Couillault

School Address: 19 Nicholson Ave, Papatoetoe

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Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Paul Maguire	Presiding Member	Elected	May 2025
Vaughan Couillault	Principal ex Officio	Appointed	
Barry Williams	Associate Principal ex Officior	Appointed	
Peter Cleal	Staff Representative	Elected	December 2024
Stefan Chapman	Staff Representative	Elected	May 2025
Anne Nicholas	Parent Representative	Elected	May 2025
Setephano Takai	Parent Representative	Elected	May 2025
Catherine Behrent	Parent Representative	Elected	May 2025
Yolanda Ualesi	Parent Representative	Elected	May 2025
Patricia Borell	Parent Representative	Co-opted	May 2025
Golda Nayagar	Student Representative	Elected	October 2024
William Sauaso-Rasch	Student Representative	Elected	October 2025

PAPATOETOE HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Papatoetoe 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.

Paul Maguire

Full Name of Presiding Member



Signature of Presiding Member

26/05/2025

Date:

Vaughan Couillault

Full Name of Principal



Signature of Principal

26/05/2025

Date:

Papatoetoe High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	22,133,329	18,021,000	19,645,283
Locally Raised Funds	3	661,011	248,000	478,019
Interest		377,597	200,000	294,028
Gain on Sale of Property, Plant and Equipment		399	-	4
Total Revenue		23,172,336	18,469,000	20,417,334
Expense				
Locally Raised Funds	3	482,931	366,500	481,036
Learning Resources	4	14,501,904	14,025,500	12,874,702
Administration	5	3,032,420	954,000	2,617,716
Interest		7,315	15,000	5,091
Property	6	4,359,717	3,108,000	3,682,109
Total Expense		22,384,287	18,469,000	19,660,654
Net Surplus / (Deficit) for the year		788,049	-	756,680
Total Comprehensive Revenue and Expense for the Year		788,049	-	756,680

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



Papatoetoe 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		6,676,366	6,000,000	5,887,326
Total comprehensive revenue and expense for the year		788,049	-	756,680
Contributions - Te Mana Tūhono		234,674	-	-
Reserved Equity Movement		4,731	-	3,355
Contribution - Furniture and Equipment Grant		163,029	-	29,005
Equity at 31 December		7,866,850	6,000,000	6,676,366
Accumulated comprehensive revenue and expense		7,749,442	6,000,000	6,563,689
Reserves		117,408	-	112,677
Equity at 31 December		7,866,850	6,000,000	6,676,366

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.



Papatoetoe High School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	281,277	-	127,069
Accounts Receivable	8	1,252,216	900,000	1,158,169
GST Receivable		16,122	-	23,606
Investments	9	6,925,000	6,000,000	6,125,000
Funds Receivable for Capital Works Projects	16	111,089	-	14,125
		<u>8,585,704</u>	<u>6,900,000</u>	<u>7,447,969</u>
Current Liabilities				
Accounts Payable	11	1,424,805	1,200,000	1,324,802
Revenue Received in Advance	12	168,697	300,000	155,783
Provision for Cyclical Maintenance	13	119,069	90,000	-
Finance Lease Liability	14	39,255	-	23,375
Funds held in Trust	15	46,499	100,000	65,166
Funds held for Capital Works Projects	16	250,953	-	601,724
		<u>2,049,278</u>	<u>1,690,000</u>	<u>2,170,850</u>
Working Capital Surplus/(Deficit)		6,536,426	5,210,000	5,277,119
Non-current Assets				
Property, Plant and Equipment	10	1,690,143	1,400,000	1,409,850
		<u>1,690,143</u>	<u>1,400,000</u>	<u>1,409,850</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	316,490	400,000	-
Finance Lease Liability	14	43,229	300,000	10,603
		<u>359,719</u>	<u>700,000</u>	<u>10,603</u>
Net Assets		<u>7,866,850</u>	<u>5,910,000</u>	<u>6,676,366</u>
Equity		<u>7,866,850</u>	<u>6,000,000</u>	<u>6,676,366</u>

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



Papatoetoe High School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		6,500,997	5,021,000	5,439,212
Locally Raised Funds		459,753	48,000	263,214
International Students		194,425	200,000	125,514
Goods and Services Tax (net)		7,483	-	(7,012)
Payments to Employees		(3,483,219)	(3,316,000)	(3,202,964)
Payments to Suppliers		(2,358,104)	(1,888,000)	(1,783,752)
Interest Paid		(7,315)	(15,000)	(5,091)
Interest Received		400,861	200,000	216,841
Net cash from/(to) Operating Activities		1,714,881	250,000	1,045,962
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		399	-	4
Purchase of Property Plant & Equipment (and Intangibles)		(667,174)	(250,000)	(486,880)
Purchase of Investments		(800,000)	-	(900,000)
Net cash from/(to) Investing Activities		(1,466,775)	(250,000)	(1,386,876)
Cash flows from Financing Activities				
Furniture and Equipment Grant		163,029	-	29,005
Contributions from Ministry of Education		239,405	-	-
Finance Lease Payments		(29,932)	-	(46,687)
Funds Administered on Behalf of Other Parties		(466,400)	-	198,650
Net cash from/(to) Financing Activities		(93,898)	-	180,968
Net increase/(decrease) in cash and cash equivalents		154,208	-	(159,946)
Cash and cash equivalents at the beginning of the year	7	127,069	-	287,015
Cash and cash equivalents at the end of the year	7	281,277	-	127,069

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.



Papatoetoe High School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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



c) 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.

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Investments

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	50 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Motor vehicles	10 years
Textbooks	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	8 years
Library resources prior to 2008	12.5% Diminishing value



i) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

j) 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.

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) 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.



n) Funds held for Capital works

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

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

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

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

r) Borrowings

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

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) 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	6,091,810	4,676,000	5,151,592
Teachers' Salaries Grants	10,718,965	11,000,000	9,752,496
Use of Land and Buildings Grants	2,732,149	2,000,000	2,540,778
Ka Ora, Ka Ako - Healthy School Lunches Programme	2,180,099	-	1,813,391
Other Government Grants	410,306	345,000	387,026
	<u>22,133,329</u>	<u>18,021,000</u>	<u>19,645,283</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	25,985	2,000	32,946
Fees for Extra Curricular Activities	254,875	20,000	115,804
Trading	11,969	-	1,497
Fundraising and Community Grants	14,559	-	10,341
Other Revenue	173,046	26,000	110,897
International Student Fees	180,577	200,000	206,534
	<u>661,011</u>	<u>248,000</u>	<u>478,019</u>
Expense			
Extra Curricular Activities Costs	285,506	181,500	279,619
International Student - Employee Benefits - Salaries	119,410	120,000	118,860
International Student - Other Expenses	78,015	65,000	82,557
	<u>482,931</u>	<u>366,500</u>	<u>481,036</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>178,080</u>	<u>(118,500)</u>	<u>(3,017)</u>

Donations include a \$5,200 from Appollo Projects and \$16,100 from NZMA which is earmarked for sport and music and arts equipment for students

During the year, the School hosted 14 International students (2023:16)

During the year ended December 2023 the Director of International Students and Principal travelled to Vietnam and Thailand at a cost of \$40,820 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	997,247	679,500	740,147
Information and Communication Technology	40,509	57,000	38,171
Employee Benefits - Salaries	12,928,148	13,024,000	11,707,103
Staff Development	70,681	15,000	45,915
Depreciation	465,319	250,000	343,366
	<u>14,501,904</u>	<u>14,025,500</u>	<u>12,874,702</u>



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	19,144	15,000	17,142
Board Fees and Expenses	27,174	21,000	19,729
Legal Fees	16,644	-	-
Other Administration Expenses	45,124	156,000	81,059
Employee Benefits - Salaries	533,554	562,000	490,287
Insurance	28,899	20,000	26,942
Service Providers, Contractors and Consultancy	181,782	180,000	169,166
Ka Ora, Ka Ako - Healthy School Lunches Programme	2,180,099	-	1,813,391
	3,032,420	954,000	2,617,716

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	435,559	90,000	-
Heat, Light and Water	219,714	200,000	185,316
Repairs and Maintenance	112,064	108,000	89,248
Use of Land and Buildings	2,732,149	2,000,000	2,540,778
Employee Benefits - Salaries	753,482	610,000	747,129
Other Property Expenses	106,749	100,000	119,638
	4,359,717	3,108,000	3,682,109

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 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	281,277	-	127,069
Cash and cash equivalents for Statement of Cash Flows	281,277	-	127,069

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

Of the \$281,277 Cash and Cash Equivalents and \$6,925,000 Short Term Bank deposits (Note 9) \$250,953 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$281,277 Cash and Cash Equivalents and \$6,925,000 Short Term Bank deposits (Note 9), \$168,023 of revenue in advance is held by the school as disclosed in Note 12



8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	81,781	-	62,034
Receivables from the Ministry of Education	17,954	-	16,835
Interest Receivable	98,964	-	122,227
Teacher Salaries Grant Receivable	1,053,517	900,000	957,073
	<u>1,252,216</u>	<u>900,000</u>	<u>1,158,169</u>
Receivables from Exchange Transactions	180,745	-	184,261
Receivables from Non-Exchange Transactions	1,071,471	900,000	973,908
	<u>1,252,216</u>	<u>900,000</u>	<u>1,158,169</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	6,925,000	6,000,000	6,125,000
Total Investments	<u>6,925,000</u>	<u>6,000,000</u>	<u>6,125,000</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Art	35,405				-	35,405
Buildings	-				-	-
Building Improvements	226,922	39,291			(11,055)	255,159
Furniture and Equipment	473,301	110,254			(126,764)	456,792
Information and Communication T	548,995	454,477			(260,468)	743,004
Motor Vehicles	70,332	46,864			(17,238)	99,959
Leased Assets	32,036	92,229			(44,716)	79,549
Library Resources	22,859	2,496			(5,079)	20,275
	1,409,850	745,612	-	-	(465,319)	1,690,143

The net carrying value of furniture and equipment held under a finance lease is \$79,549 (2023: \$32,036)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Land	35,405	-	35,405	35,405	-	35,405
Building Improvements	391,642	(136,484)	255,158	352,351	(125,429)	226,922
Furniture and Equipment	2,022,196	(1,565,404)	456,792	1,911,942	(1,438,641)	473,301
Information and Communication T	3,297,619	(2,554,615)	743,004	2,843,142	(2,294,147)	548,995
Motor Vehicles	363,621	(263,662)	99,959	316,757	(246,425)	70,332
Textbooks	74,705	(74,705)	-	74,705	(74,705)	-
Leased Assets	134,735	(55,185)	79,550	148,526	(116,490)	32,036
Library Resources	194,606	(174,331)	20,275	192,111	(169,252)	22,859
	6,514,529	(4,824,386)	1,690,143	5,874,939	(4,465,089)	1,409,850

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	118,260	1,200,000	253,517
Accruals	18,000	-	11,594
Employee Entitlements - Salaries	1,057,104	-	840,089
Employee Entitlements - Leave Accrual	231,441	-	219,602
	1,424,805	1,200,000	1,324,802
Payables for Exchange Transactions	1,389,520	1,200,000	1,324,802
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	35,285		
	1,424,805	1,200,000	1,324,802

The carrying value of payables approximates their fair value.



12. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
International Student Fees in Advance	121,522	-	107,674
Other revenue in Advance	47,175	300,000	48,109
	<u>168,697</u>	<u>300,000</u>	<u>155,783</u>

13. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	-	400,000	-
Increase to the Provision During the Year	435,559	90,000	-
Provision at the End of the Year	<u>435,559</u>	<u>490,000</u>	<u>-</u>
Cyclical Maintenance - Current	119,069	90,000	-
Cyclical Maintenance - Non current	316,490	400,000	-
	<u>435,559</u>	<u>490,000</u>	<u>-</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025 This plan is based on the schools 10 Year Property plan

14. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	39,255	-	23,375
Later than One Year and no Later than Five Years	43,229	-	10,603
	<u>82,484</u>	<u>-</u>	<u>33,978</u>
Represented by			
Finance lease liability - Current	39,255	-	23,375
Finance lease liability - Non current	43,229	300,000	10,603
	<u>82,484</u>	<u>300,000</u>	<u>33,978</u>

15. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	46,501	100,000	65,166
	<u>46,501</u>	<u>100,000</u>	<u>65,166</u>

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



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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hall Upgrade	32	-	(32)	-	-
Block C Refurbishment	(2,654)	-	(102,426)	-	(105,080)
Block E - Flooring, lighting, Wallcoverings	(1,256)	-	-	-	(1,256)
Block E - Roof & ILE	(4,427)	-	4,427	-	-
Block F - Flooring, lighting, Wallcoverings	(1,256)	47,706	(44,242)	-	2,208
Block H & C Toliets Upgrade and Refurishment	305,112	198,493	(483,430)	-	20,175
Block R1-R5 & Library - Flooring, lighting, Wallcoverings	4,855	-	(4,855)	-	0
Gym and T Block Flooring	(2,777)	-	-	-	(2,777)
Gym Floor - Small side	(1,509)	91,735	(92,201)	-	(1,976)
Roofing Replacement	200,727	-	(200,727)	-	(0)
Tractor Shed alarm	(246)	246	-	-	0
Wharekai	3,731	-	(3,731)	-	(0)
Wharenui Maihi and Amo Carving	59,216	-	(45,979)	-	13,237
5YA - Other projects	28,052	-	1,244	-	29,296
R Bloc 2 New Classrooms	-	701,737	(515,700)	-	186,037
Totals	587,599	1,039,917	(1,487,652)	-	139,864

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

250,953
(111,089)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Alarm Upgrade	(1,708)	-	1,708	-	-
Hall Upgrade	32	-	-	-	32
Block C Refurbishment	(2,654)	-	-	-	(2,654)
Block E - Flooring, lighting, Wallcoverings	(1,256)	-	-	-	(1,256)
Block E - Roof & ILE	(3,878)	-	(549)	-	(4,427)
Block F - Flooring, lighting, Wallcoverings	(1,256)	-	-	-	(1,256)
Block H & C Toliets Upgrade and Refurishment	(28,455)	691,000	(357,433)	-	305,112
Block M Replacement	1,442	-	(1,442)	-	-
Block R1-R5 & Library - Flooring, lighting, Wallcoverings	(1,256)	117,000	(110,889)	-	4,855
Gym and T Block Flooring	53,866	-	(56,643)	-	(2,777)
Gym Floor - Small side	-	-	(1,509)	-	(1,509)
Roofing Replacement	220,668	-	(19,941)	-	200,727
Tractor Shed alarm	-	9,072	(9,318)	-	(246)
Wharekai	3,731	-	-	-	3,731
Wharenui Maihi and Amo Carving	99,216	-	(40,000)	-	59,216
5YA - Other projects	28,111	-	(59)	-	28,052
	-	-	-	-	-
Totals	366,601	817,072	(596,074)	-	587,599

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

601,724
(14,125)



17. 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.

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	7,990	7,250
<i>Leadership Team</i>		
Remuneration	2,160,669	2,134,108
Full-time equivalent members	17	18
Total key management personnel remuneration	2,168,659	2,141,358

There are 9 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. 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 1

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	290-300	280-290
Benefits and Other Emoluments	10-20	10-20

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	15	24
110 - 120	20	14
120 - 130	8	7
130 - 140	-	5
140 - 150	4	-
180 - 190	1	1
	48.00	51.00

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



19. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	\$40,000	\$42,283
Number of People	1	1

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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



21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$186,037 (2023:\$530,536) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Two New Classrooms	\$ 186,037
Total	186,037

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

22. 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	281,277	-	127,069
Receivables	1,252,216	900,000	1,158,169
Investments - Term Deposits	6,925,000	6,000,000	6,125,000
Total financial assets measured at amortised cost	8,458,493	6,900,000	7,410,238

Financial liabilities measured at amortised cost

	2024	2024	2023
	1,389,520	1,200,000	1,324,802
Payables	-	-	-
Borrowings - Loans	82,484	300,000	33,978
Finance Leases	1,472,004	1,500,000	1,358,780
Total financial liabilities measured at amortised cost			

23. Events After Balance Date

On the 25 March 2025, the board approved for the purchase of a shade canopy for the amount of \$1,418,465.



INDEPENDENT AUDITOR'S REPORT

To the readers of Papatoetoe High School's financial statements for the year ended 31 December 2024

The Auditor-General is the auditor of Papatoetoe High School (the School). The Auditor-General has appointed me, Paul Walker, 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 2 to 19, 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 26 June 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 comprises the information included Kiwisport Funding report, Analysis of Variance and 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.



Paul Walker
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Hastings, New Zealand

Kiwisport funding

"Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$44,649.18 (excluding GST).

The funding was spent on (details can be viewed in the annual accounts)

- salaries of the sports coordinators.
- sport related expenses.

The number of students participating in organised sport was 38% (28% in 2023)."



PAPATOETOE
HIGH SCHOOL

Analysis of Variance for 2024 school year

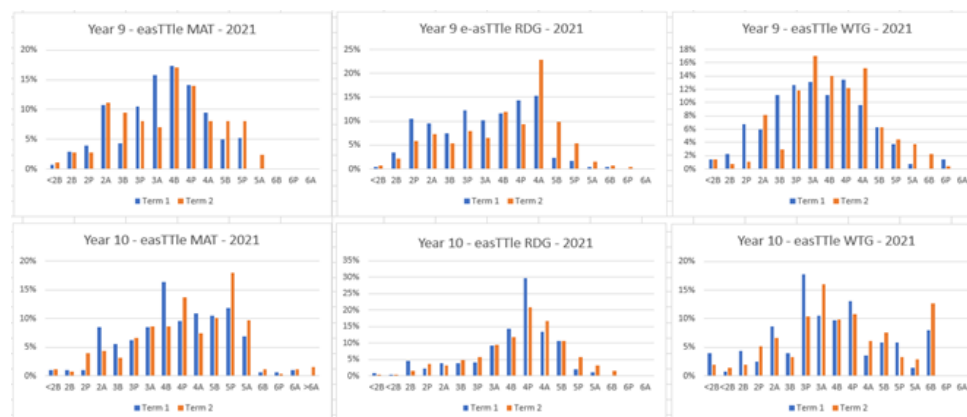
PART 3: Annual Plan

Annual target 1: Improve rates of students' achievement.

Target aligns with Strategic goal(s) as listed;

1. Culturally responsive and relational pedagogy.
2. Educationally Powerful Connections with Parents, Families and Whānau
3. Instructional Capability
4. Evaluative Capability

Baseline data and analysis:
asTTle 2021



Interim (March 2021) NCEA Roll based measure

	Papatoetoe High School				National				Decile 3			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2017	72.5	73.4	47.1	29.1	75.0	78.5	65.5	48.9	70.3	75.3	55.6	31.7
2018	74.2	84.8	60.9	37.7	72.4	77.6	66.1	48.9	65.6	74.8	57.1	31.8
2019	66.1	82.1	68.8	41.4	70.6	77.5	67.3	49.3	63.6	75.4	60.4	34.6
2020	74.6	80.7	73.6	39.2	71.8	80.1	72.1	53.4	66.9	77.9	69.1	38.6
2021	57.5	75.4	70.9	44.5	68.5	77.4	69.9	50.8	62.5	73.9	64.6	35.2

Actions to achieve target	Strategic Goal(s)	Led by	Time	Ongoing Monitoring /Review	Progress/variance
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<p>Year 9/10 target groups Learner behaviours <3B (not home room) Priority learners At risk pastoral Learning support register</p> <p>Learning areas utilise differentiation and adaptation (D&A) to meet the needs of these groups.</p> <p>Learning area dialogue to commence whereby subject teachers and form teachers track and monitor identified students.</p> <p>asTTle testing undertaken 3x per annum for junior co-construction and board reporting requirements.</p> <p>Continue to develop teacher understanding of asTTle data and its use for evidence-based teaching</p>	1 2 3 4	RF	W6 T1	RF to gather Year 9 enrolment data from contributing schools. OTJ data from feeder schools and transition profiles. Students to be tested using CAT4 early in term 1.	<p>Worked closely with Papatoetoe Intermediate School (main contributing school for new students to PHS) supporting transition of new students. SENCO/guidance teams worked together to identify students who require extra support. 2024 Term 1, Year 9 & 10 Co-construction meetings used asTTle data to identify students who may require extra LIT/NUM support.</p> <p>IEPs continue to be used for targeted students across all learning areas</p> <p>Gifted programme – decision to not review. Gained some feedback from students and it seems quite stable and useful as is.</p> <p>Encouraging all HoLAs to include differentiation and adaptation in junior programmes, to guide teachers. A variety of interventions are being used across the school to support targeted students.</p> <p>AsTTle testing completed successfully and used very productively for co-construction conversations, and board reporting. Testing cycle is T1 (start) – T3 (start) – T4 (end)</p> <p>This piece of work has been overtaken by conversations about the literacy and numeracy corequisites. The focus has been more about getting all staff to better understand and be aware of the levels, and their implications for meeting individual learning needs in all junior learning programmes, currently.</p>
				HoLA's include differentiation and adaptation in Year 9 course plans, and include commentary in milestone reports. Targeted students to have IEPs.	
				Review Gifted program. SLT to then work with learning areas.	
				Form teachers – Deans – SLT- YSWs - differentiation and adaptation and other Interventions created and applied to target groups.	
	1 2 3 4	All staff	W5 T1	asTTle testing start, middle and end of year (T1,2/3&4)– DO	
				asTTle – teacher professional development of understanding of data and next steps as outlined in asTTle reports.	
		DO KT BH			

Targeted learner support NCEA level 1 – 3 Students in these target groups are supported by appropriate programmes of work (established criteria). Eg, Literacy and Numeracy	1 2 3 4	GW DO	W1&2 T1 Senior exam T3 & 4 Ongoing	XCEL interventions. For targeted students' teachers to produce ILP. HoLA's – interventions detailed via milestone reporting and 16+ actions and discussions with line managers. Continue to include deans from early in 2022 to be involved in M&T. Implement foundational skills qualification.	NCEA L1: 24 Students achieved L1 through Xcel. L1 achievement data is 43% after the xcel intervention. The L1 achievement would have been 34.6% otherwise. NCEA L2: 54 Students achieved L2 through Xcel. L2 achievement data is 64.5% after the xcel intervention. The L2 achievement would have been 42.8% otherwise. NCEA L3: 23 Students achieved L3 through Xcel. L3 achievement data is 72.1% after the xcel intervention. The L3 achievement would have been 62.4% otherwise.
Monitoring and tracking progress/achievement				Role of form teacher Role of classroom teacher Utilize variety of tools	This area has continued to be challenging in terms of addressing it across the school. The focus on attendance has been more important in 2023. In 2024 there will be In school trackers for each senior year group, to initially focus on at risk groups.
Maintain Literacy & Numeracy committee. IEP ELLP ESOL verification action plan NCEA change package	1-4	DO/GR	T1	Quarterly feedback to SLT.	PLD on Literacy and Numeracy strategies to support staff. Use of PLD hours from external PLD facilitator to meet and strategies around how to best support staff. Conducted a GAP analysis from learning areas and then provided specific workshops on those areas. Facilitator shared these workshop resources and they have been stored as a resource for staff to use.

DMIC project	1-4	RF/SG	Ongoing	Through Massey University implementation team	<p>Continued with DMIC programme for Term 1 – 4. However, during Term 3 Maths Learning Area completed a review of the DMIC project.</p> <p>The outcome was that the maths team decided to continue with aspects of the DMIC programme but adapt to suit PHS junior programme.</p> <p>2024 will no longer be formally involved in the Massey University DMIC project.</p>
Communication of key competencies and student progress	2-3	DO/AST /IST	T2	<p>Curriculum based information to parents, key competencies information</p> <p>Working within the Kahui Ako explore use of PaCT</p>	<p>Due to curriculum refresh conversations, work relating to key competencies and the Progress and Consistency Tool (too complex) were put aside, with a renewed focus instead on how we can effectively look at reporting in the junior school in 2024.</p> <p>KAMAR automated emails to parents when there is a new result for an NCEA standard, were actioned and have been well received.</p>
Review of gifted support across the school		DO	1-4	Begin the review process and utilise the funding provided	<p>The decision was made to not undertake a wholesale review and rework.</p> <p>We sought feedback from students and it seems quite stable and useful as is.</p> <p>A possible focus on providing opportunities to accelerate some junior students in future, in all learning areas.</p>
<p>Overall NCEA achievement</p> <p>NCEA 1 – 80%</p> <p>NCEA 2 – 85%</p> <p>NCEA 3 – 65%</p>		All staff	T4		<p>See analysis below.</p> <p>Level 1 not met</p> <p>Level 2 not met</p>

UE – 40%					Level 3 exceeded UE
Actively promote achievement targets to students and staff		SLT/ Student Leadership team	T1	Design promotional campaign that keeps the learning and achievement targets in the forefront of learners' minds. Obtain student voice around how this might work.	2023 posters adopted targeting 80 credits. However, this will change for 2024 (60 + 20) so new ideas will be needed then, especially around the LIT/NUM corequisites. Messaging in assemblies was useful because form teacher were able to reinforce ideas during form time.
Digital Technologies curriculum implementation and embedding Support process of implementation and embedding of the new Digital Technologies curriculum into existing courses. Re-familiarisation process with full staff. Utilise external facilitator support	1-4	GR HoLAs/ SLT	T1 Ongoing	Implementation Support Team Some PLD to support implementation across whole school curriculum. Continue to provide PLD both internal and external	Workshops provided for staff to upskill. Digital Literacy lessons created and taught to all year 9 for the first two terms. BYOD devices given to students and large focus on getting all year 9 and 10 to have and bring a device. Emails sent home to whānau.
NCEA change package NZC refresh	1 2	DO/GR	T1-4	Utilise the teacher only days as per the MoE Engage in mini pilots in appropriate learning areas PLD for Lit & Num	Learning areas given time during ToDs to access and interpret what was available, with an emphasis on LIT/NUM. Social studies, English and maths began engaging in the requirements of the curriculum refresh. Science and technology took part in a zoom feedback session about their new draft material. Ongoing support around LIT/NUM with external contractors.

Iwi & whānau engagement	2 3	SLT IST/AST	Ongoing	Continue to enhance mana whenua links to create improved outcomes for students and whānau Work within the Kahui Ako	<p>Examples include - End of year awards evenings Samoan endorsement evening, welcome interviews.</p> <p>Significant connection has been made with the team at the Manurewa Marae. As Mana Whenua in this area their support has proven significant in many areas including</p> <ul style="list-style-type: none"> • Kahui ako wide commonality of waiata and karakia • Powhiri support • Curriculum guidance • Tikanga support
Attendance and engagement	1 2 3	All Staff	ongoing	<p>to continue process of improving attendance and engagement to school.</p> <p>Working with EWiS (attendance service)</p> <p>Working with all middle leaders</p>	<p>Senior leaders check attendance service reports and this is very helpful and productive in seeing where interventions and meetings will be most useful.</p> <p>Form teachers are continually encouraged to pass on to deans, any attendance issues that are challenging move from deans to senior leaders.</p> <p>Middle leaders help teachers to find appropriate teaching and learning materials to support students who find it difficult to engage.</p> <p>Late queue conversations by senior and middle leaders, continue to be very productive in encouraging regular and timely attendance.</p> <p>Senior leaders regularly following up on period truancies is slowly improving the patterns of on-going truancy.</p>

Annual target 2: Promote student and staff well-being.

<p>Target aligns with Strategic goal(s) as listed;</p> <ul style="list-style-type: none"> Culturally responsive and relational pedagogy. Educationally Powerful Connections with Parents, Families and Whānau Instructional Capability Evaluative Capability Organisational Capability 					
<p>Baseline data and analysis:</p> <ul style="list-style-type: none"> Significant change to Whaitake/PB4L team in 2020. PB4L at Tier 2 as at Jan 2018 Recognitions structure has been reinstated and is embedded. 5 ways to well being framework selected in 2021. Wellbeing at school survey (students) undertaken in 2019. Teacher workforce survey undertaken in 2019 and 2020 , 2021. 					
Actions to achieve target	Strategic Goal(s)	Led by	Time	Ongoing Monitoring /Review	
Maintain 5-ways to wellbeing framework	1-3	SLT/ Wellbeing Team	ongoing	Regular staff and students voice	
<p>Support Deans (linked to whaitake and tracking with the House) to lead staff in their houses</p> <ul style="list-style-type: none"> Clarify Deans' responsibility for major incidents Ensure an accessible Deans' service. Ensure a consistent Deans' service. 	2 4 5	RF	ongoing	<p>Regular pastoral care meetings. Deans' milestone reports. Regular report to the SLT by end of term Data analysis of incidents and referrals Regular and consistent triangle meetings with DPs, Deans and each house</p>	<p>Re-introduced a <i>Deans Handbook</i> to assist new & existing deans with clarity of deans role and responsibilities.</p> <p>Term 1 – 3 Deans milestone reports continue to be used to assist with identifying and monitoring at risk students who need extra support.</p> <p>Consistent school wide messages prepared regularly throughout year by SLT and delivered by deans/student leaders via house assemblies.</p>

<p>Role of teachers</p> <p>Continue to clarify the expectations of the form/subject teacher in fulfilling their obligations around our school foci, including;</p> <p>Attendance and engagement focus – unjustified absences targets</p> <ul style="list-style-type: none"> o 5.0% overall o 3.0% Y9 o 4.5% Y10 o 4.0% Y11 o 6.0% Y12 o 8.0% Y13 <p>Academic progress</p> <p>Learning programme</p> <p>Pathway planning</p>	2 4 5	SLT	Ongoing	Socialise attendance data to staff	<p>Senior leaders check attendance service reports and this is very helpful and productive in seeing where interventions and meetings will be most useful.</p> <p>Form teachers are continually encouraged to pass on to deans, any attendance issues that are challenging move from deans to senior leaders.</p> <p>Middle leaders help teachers to find appropriate teaching and learning materials to support students who find it difficult to engage.</p> <p>Late queue conversations by senior and middle leaders, continue to be very productive in encouraging regular and timely attendance.</p> <p>Senior leaders regularly following up on period trancies is slowly improving the patterns of on-going truancy.</p>
			Ongoing	House meetings	
		Deans	Profile once per term	Form teacher check-in conversation records in profile section of KAMAR.	
		SLT	T1	Explore ways to maintain high levels of subject teacher involvement in post lockdown environment	
			T1	Welcome interviews with form teachers at the beginning of the year	
				Work across the Kahui Ako to meet achievement challenges	

Participation and service Whole school focus around participation and service. Arts / Culture Sports Service Other		SLT Student Leaders	Ongoing	SSSC reports. Kamar data around group initiatives and membership. Activities reports from student councils and groups.	Data in kamar. Detailed report including numbers per group is available on request. In total from approximately 85 recorded groups 1738 students (data shows overall total with some students in multiple groups) were involved in extra-curricular activities. Reports from various activity groups submitted for 2023 yearbook.
Health and Safety Regular H&S meetings Review training of staff H&S reporting to board Compliance with PHO/CPF requirements	2 5	CO/DET	Ongoing	Training record developed Training logs tracked Manual/instructions located appropriately Monthly reporting to the BOT via Principals Report	High risk tool users guides have been maintained and added to as tools purchased. Training log maintained by H & S representative. Regular H & S committee meetings held. Reproting to board via principals report (every board meeting).
Whaitake (PB4L) Continue to develop Tier 2 interventions and enhance communication for staff, students, and whānau Use student voice to help guide direction. PLD opportunities are utilised (external) and provided for (internal) Continue using some PLD time and make more effective use of Whaitake Champions	1 2 3 4 5	SLT/Deans Whaitake(PB4L) team	Ongoing	SET survey undertaken as needed KAMAR Pastoral entry data used as basis for discussion (and de-privatised) on a regular cycle Student focus groups held Review recognition system i.e. what to stop, start and continue (based on student feedback)	SET survey not needed in 2023. Regular Whaitake (PB4L) meetings occur. Recognition system established and thriving. Little modifications happen on a regular basis. Focus groups continue to generate meaningful feedback.

De-privatising the pastoral data Teaching of positive behaviours embedded into classroom practice					
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Annual target 3: Promote the highest levels of staff performance and accountability.

Target aligns with Strategic goal(s) as listed;

Culturally responsive and relational pedagogy.

Educationally Powerful Connections with Parents, Families and Whānau

Instructional Capability

Evaluative Capability

Co-construction began in 2016

BYOD in year 09 in 2018, year 10 in 2019

Mentoring timetable changed in 2016 to allow longer PLD time and due to student feedback that mentoring was not meeting their needs.

Uniform update in place for 2019.

Year	Basic	Developing	Integrating	Teachers
2014	0	8	21	12
	0%	17%	46%	20%
	0	29	17	46/108
	0%	63%	37%	43%
2015	4	11	19	8
	5%	24%	42%	18%
	4	30	11	45/109
	8%	66%	26%	41%
2016	7	16	21	9
	11.80%	27%	36%	17%
	7	37	15	9%
	11.80%	63%	26%	59/94
2017	4	15	22	11
March	7%	26%	32%	19%
	4	37	16	8%
	7%	58%	27%	57
2017	2	10	27	15
August	2%	10%	44%	25%
	2	37	22	11%
	3%	61%	36%	61/94
2018	4	6	24	17
March	7%	11%	44%	30%
	4	30	20	5%
	7%	55%	42%	38%
2018	3	6	27	18
October	5%	11%	44%	32%
	3	33	20	3%
	5%	55%	33%	60%
2019	0	6	20	26
March	0%	11%	37%	49%
	0	26	27	2%
	0%	48%	53%	72
2020	0	4	22	39
August	0%	6%	31%	56%
	0	26	40	10%
	0%	37%	66%	66
2020	0	1	17	33
October	0%	2%	30%	50%
	0	18	48	23%
	0%	28%	73%	

Actions to achieve target

Strategic Goal(s)

Led by

Time

Ongoing Monitoring /Review

Culturally Responsive and Relational Pedagogies
Attempt to share good practice across the Kahui Ako

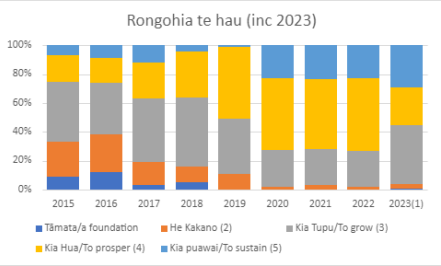
GR

T3

Ongoing

Maintain our own CR&RP **ropu** using Kahui Ako IST + Apirana, GR

PLD ran throughout the year with the inclusion of the CR and RP Rōpu.
Hui Whakarewa held for new staff.
Staff and student voice collected
Introduction of Karakia and Waiata

<p>➤ Hui whakarewa for new staff</p> <p>Pivot peer observation and feedback model established using the common observation tool to meet the needs of the professional growth cycle.</p> <p>Engage in Rongohia te Hau process 2 per annum</p> <p>Target</p> <ul style="list-style-type: none"> – 70% of staff at integrating by end 2022. No staff at level 1 or 2 at the end of 2022. 	1	GR	T1-T3		<p>Rongohia te hau conducted twice. See results here.</p> 
	2		Ongoing		
	3		T3		
	4		Ongoing		
			T1 and T3		
			W1 T1 Then ongoing		

<p>Co-construction practice (Y9 and 10 core classes)</p> <p>Based on learning behaviour data.</p> <p>Comms expectations.</p> <p>Use of data.</p> <p>Agreed strategies.</p> <p>Clarity of purpose.</p>	1-4	DO		<p>Co-construction meetings to be facilitated by learning teachers</p> <p>Feedback from co-con meetings.</p>	<p>Meetings are held on a regular basis and include viewing e-asTTle data to highlight students needing additional support.</p> <p>Discussions include students to be referred to counsellors, health centre, ESOL and TWM for support and these names are passed on.</p> <p>Productive conversations happen, with a view to best practice and shared strategies across the teachers of each class, knowing what works well.</p> <p>Now led by a different person each meeting so the leadership and recording is shared by the teachers themselves.</p> <p>Increased student engagement is anecdotally one of the positive outcomes.</p>
<p>Professional Growth Cycle</p> <p>Embed the requirements of the professional growth cycle.</p>	3	GW	Ongoing	<p>Continuation of 2022 PGC model.</p> <p>Collaboration across LA and Middle leader teams. Leadership focus for SLT.</p> <p>Implement LA & Leadership summary.</p> <p>Further develop leadership observation.</p> <p>Review PGC model at end of 2023</p>	<p>PGC 2023 continued with the same format as 2022. Progression towards merging observations with rongohia te hau will be explored in 2024.</p> <p>Review of PGC model was briefly considered at the end of 2023.</p> <p>More discussion/action is needed during 2024 for implementation in 2025.</p>
<p>Reporting to the community</p> <p>Reporting</p> <p>Embed Key Competency reporting across the school.</p>	1	MY/DO	Ongoing		<p>This goal was overshadowed by the LIT/NUM and curriculum refresh conversations and requirements.</p> <p>Out of general conversations the idea of reintroducing a term one progress report in 2024 was approved, which will give parents an initial</p>

					picture of participation, progress, attitude and attendance.
Kahui Ako engagement <ul style="list-style-type: none"> Continue to work with member schools with Kahui Ako on relevant work streams 	1 2 3 4 5	CO SLT	Ongoing	Annual review of material plan.	See Kahui Ako annual feedback below.

PART 4: Kāhui Ako

Achievement Challenge 1: Student, Family and Whānau Engagement and Wellbeing

Achievement Challenge 1: To collaborate with mana whenua and iwi in order to promote whānau engagement that will support student learning and wellbeing.

Achievement Challenge 1 will be demonstrated by our leaders, teachers, ākonga and whānau when we have:

- Developed reciprocal working relationships and made cultural connections with key iwi and other community people in our Kāhui Ako school networks (reciprocal networks).
- Made a strong commitment to the existing expertise found within our communities and have brokered more effective whānau engagement (community expertise).
- Increased opportunities to engage more effectively with whānau who are not currently engaging with school activities (engaging the non-engaged).
- Seen a reduction in our students' overall records of lateness alongside an improvement in their overall attendance.

Over the coming two years, our Kāhui Ako aspires to the following improvements in the current situation;

- A 15% increase in retention of Māori students into Y11-13
- Increased authentic use of Te Reo in classrooms by teachers (difficult to get a measure on this at the moment as no baseline data)
- A 5% increase in the attendance of our Māori students
- A 20% improvement in whānau engagement at parent/teacher opportunities.

Achieving this challenge is important because:

- We are aware that regular, timely attendance at school has a significant impact on learning.
- the funds of knowledge in these communities can help make our schools more inviting and culturally relevant and authentic spaces
- a stronger alliance with whānau can increase the likelihood that we will benefit from their skills and expertise in this regard.
- Improved engagement with mana whenua.

The evidence to inform Challenge 1 and to track our progress includes:

- Numbers of learners identified and registered as:
 - Māori
 - Tainui
 - Other
- Numbers of teachers/staff who are:
 - Māori
- Evidence of retention and engagement at Years 11 to 13 (numbers and student/whānau/teacher interviews and experiences)
- Number of teachers who are learning and /or are able to use conversation Māori Language or better.

- Attendance and engagement statistics.
- Number of learners learning Te Reo Māori at L1, L2 and L3
- Number of ways in which schools regularly engage with and learn from mana whenua about things like:
 - iwi/ maunga/ whenua/ awa/ waka
 - Whakapapa and tipuna
 - Moteatea/ karakia/ Waiata ringa
 - Pakiwaitara
 - Tikanga and kawa
 - Iwi history
- Develop formalised relationships and responsibilities with local marae
- Develop relevant teaching resources
- Number of localised resources, including people developed through and with Tainui and whānau expertise.
- Developing a database of Tainui expertise and sights of significance for wider sharing.
- Number of schools and students who participate in a range of cultural settings such as Kapa Haka at a local, regional and national level.
- Numbers of parents and other whānau attending and actively contributing to formal and informal iwi and other cultural events

We will track our progress by:

- **Undertaking annual checks as indicated above**
- **Developing, aligning and implementing our intentions into our school's strategic vision**
- **Electronic surveys with ākonga, whānau and staff.**
- **Prioritising the attendance and participation in cultural learning and events.**
- **Getting yearly feedback from Tainui and/or mana whenua.**
- **Tracking cultural events and new resources as they are produced.**
- **Sharing relevant written and digital medium across our schools and with external agencies.**

This work will be led by school leaders in collaboration with local iwi, and finalised once the Across School roles are established.

Achievement Challenge 2: [To increase seamless transitions, practices and pathways across and between all formal learning settings in the Kāhui Ako.](#)

Achievement Challenge 2 will be demonstrated by our leaders, teachers, ākonga and whānau when we have:

- Clear pathways for learners that are followed by the community.
- Reduction of out of zone drift from our community.
- Clarity and quality of information when transition from school to school takes place.
- Increased participation in our Kāhui Ako from primary schools in our area to better reflect our student population and actual pathways that exist now.

Over the coming two years, our Kāhui Ako aspires to the following improvements in the current situation;

- A 5% increase in the transition of in zone learners from Wymondley Road School and Papatoetoe East School enrolling at Papatoetoe Intermediate School.
- A 5% increase in the transition of in zone learners from Papatoetoe High School enrolling at Papatoetoe High School.
- Want to increase the in zone capture by 10% over two years.
- Want to increase number of curriculum link opportunities – currently ad hoc and infrequent across schools. Want a planned, regular engagement system.
- Want to try and build a post-secondary engagement tool to help create a picture of where our students go. Currently we are dependent on tertiary providers sending us graduation information. No other data is available or easy to gather.
- Development of a cross Kāhui Ako student voice and student agency framework.

Achieving this challenge is important because:

- The building of community and pathway expectations makes sense and makes things easier and better for whanau.
- The feeling of community adds value
- Continuity of learning can be developed in areas such as:
 - Languages
 - Science and technology
 - Digital literacy and learning progressions in this area
 - Cultural performance
 - Co-curricular engagement
 - Learning support needs

The evidence to inform Challenge 2 and to track our progress includes:

- Enrol data
- [Enrolment data](#)
- [Zone data](#)
- Learning data transferred when students move from one school to another

- Across school workshops / mini conference around key learning areas where progressions can be discussed (eg, digital tech, mathematics, science, etc).
- Teacher judgements where appropriate.
- 47 out of 58 Papatoetoe East students who left Papatoetoe Intermediate School in 2019 enrolled at Papatoetoe High School.
- 4 out of 19 Wymondley students who left Papatoetoe Intermediate School in 2019 enrolled at Papatoetoe High School (note that not all of the Wymondley catchment area fits in the Papatoetoe High School zone.
- Diagnostic assessment tools ([e-asTTle](#), [PAT](#), [Probe](#), etc).
- Learning support co-ordinators, [RTL](#) service, [Learner Support Action Plan](#).

We will track our progress by:

- Recording how students move through the compulsory sector in our Kāhui Ako.
- Attempt to track more overtly where students move to post-secondary education.
- PLD engagement in across school learning.
- Diagnostic assessment tools and year end achievement data.
- Anecdotal evidence
- Student voice

This work will be led by school leaders in collaboration with local iwi, and finalised once the Across School roles are established.

Achievement Challenge 3: Developing agentic learners

Achievement Challenge 3: To help grow agentic learners through their development in the key competency areas.

Achievement Challenge 3 will be demonstrated by our leaders, teachers, ākonga and whānau when we have:

- Pedagogical approaches support the development of the key competencies.
- Developed a sense of progression in terms of key competency development for each learner.
- Developed tools to gather key competency data.
- Developed tools for reporting key competency progression to parents/whanau.
- Involved students in the process by
 - Developing learners understanding of their current progress and achievement.
 - Developing learners understanding of what to do next and how they might achieve this.
 - Identifying what students say helps them learn.
 - Identifying what is best practice for all learners.
 - Identifying how learners progress to higher levels of thinking.

Over the coming two years, our Kāhui Ako aspires to the following improvements in the current situation;

- Currently the manner in which KC data is gathered and used across the Kāhui Ako is rather varied. We wish to develop a common Kāhui Ako wide approach to the collection and use of KC information (see appendices for detail on KC collection and use at present).
- Establish a feedback framework to provide KC data consistently across the Kāhui Ako.
- Development of a cross school self-review tool for students.
- We hope to see improvement in exiting NCEA achievement and will target a 5% real increase in students leaving school having attained NCEA level 2 as a minimum.

Achieving this challenge is important because:

- The key competencies are integral to pro-social development of young people to ensure they can be active participants in society in the future.
- Key competencies are important in curriculum design and delivery as they are indicative of the holistic development that is the heart of the New Zealand education system.

The evidence to inform Challenge 3 and to track our progress includes:

- Personal goal setting.
- Student initiated feedback on progress.
- Self-review and assessment by students.
- Utilising existing SMS tools.
- Other best practice tools discovered by across school teams.

We will track our progress by:

- Analysis of the evidence above.

- NCEA achievement rate analysis regularly throughout the year.

This work will be led by school leaders in collaboration with local iwi, and finalised once the Across School roles are established.

How we have given effect to Te Tiriti o Waitangi

Papatoetoe High School and the Treaty of Waitangi

Papatoetoe High School has demonstrated a steadfast commitment to upholding the principles of the Treaty of Waitangi. Here is a summary of how we have gone about this.

Curriculum Integration and Māori Perspectives

Papatoetoe High School recognises that education plays a pivotal role in fostering cultural understanding and unity. The school's curriculum intentionally integrates Māori perspectives, ensuring that students learn about the Treaty's significance and its impact on New Zealand society. Through subjects like social studies, history, and te reo Māori (the Māori language), students gain insights into the rich tapestry of Māori culture, history, and values.

Te Reo Māori language teaching

Language is a powerful conduit for preserving culture and identity. Papatoetoe High School actively promotes the use of Te Reo Māori within its walls. Bilingual signage greets students and visitors alike, emphasising the importance of the Māori language. Language revitalisation efforts extend beyond the classroom, with cultural events celebrating Matariki (the Māori New Year) and other significant occasions.

Cultural Celebrations and Whakataukī

The school embraces cultural celebrations as opportunities for learning and connection. Matariki festivals, kapa haka performances, and integration of traditional Māori knowledge allows students to engage directly with Māori culture. Additionally, Papatoetoe High School incorporates whakataukī (proverbs), waiata and karakia into its daily practice.

Inclusion and Participation

Papatoetoe High School adheres to the Treaty's principles of partnership, protection, and participation. The school actively involves Māori parents, whānau, and iwi (Tainui via Manurewa Marae) in decision-making processes. Consultation occurs during policy development, cultural events, and strategic planning. By fostering genuine partnerships, the school ensures that Māori voices are heard and respected. Our board contains 3 members who identify as Māori or Cook Island Māori.

Acknowledging the Past and Shaping the Future

Papatoetoe High School acknowledges historical injustices and the impact of colonisation on our Māori community. By teaching students about the Treaty's history, the school encourages critical thinking and empathy. Students learn that honouring the Treaty is not merely a legal obligation but a moral imperative—one that shapes their roles as responsible citizens of Aotearoa New Zealand.

In summary, Papatoetoe High School's commitment to the Treaty of Waitangi extends beyond mere compliance; it reflects a genuine desire to create an inclusive, culturally rich environment. By weaving Māori perspectives into the fabric of education, the school prepares its students to navigate a diverse and interconnected world.

Statement of compliance with employment policy

The Board of Papatoetoe High School acknowledges its role as a responsible employer, committed to fostering a safe and supportive environment for all staff members. As stewards of the school's governance, we adhere to the following principles:

Representation and leadership:

The Board recognizes its duty to represent the school community and act in the best interests of students, staff, and parents. We provide leadership by setting the strategic direction and ensuring the school's ongoing improvement. We actively seek the operational leadership of the school.

Employer role:

As the employer, the Board ensures that all staff members, including the principal, work in a safe and healthy environment. We comply with employment laws and regulations, promoting fairness, equity, respect and employee health and safety.

Accountability:

The entire Board shares accountability for decision-making. No individual board member (or committee) has decision-making authority unless explicitly delegated and documented. We monitor progress against strategic aims and evaluate student achievement through our senior leadership team.

Principal support and assessment:

The Board appoints, assesses (using external expertise), and supports the principal. We have a professional growth cycle in place to support effective leadership and continuous improvement.

Financial governance:

The Board approves the budget and monitors the school's financial situation. We have oversight of financial management against the budget, supporting the school's educational goals.

Risk management:

The Board actively manages risk by staying informed about internal and external risk environments. We address trouble spots identified in audit statements and ensure the principal reports on, and acts to remedy, potential and real risks.

Legal compliance:

Board members read and understand the governance framework, including policies and the school's strategic plan. We seek appropriate advice when necessary and maintain accurate minutes of all Board meetings.

In summary, the board of Papatoetoe High School is committed to being a good employer, fostering a positive working environment, and upholding legal requirements. Our actions align with the well-being of our staff and the success of our students:

The entire Board shares accountability for decision-making. No individual board member (or committee) has decision-making authority unless explicitly delegated and documented. We monitor progress against strategic aims and evaluate student achievement through our senior leadership team.