



**Rototuna High Schools**  
**Te Kuranui o Rototuna**

Kimbrae Drive, Hamilton, 3281  
communication@rhs.school.nz

**2025**

Rototuna High Schools

# Annual Report

- Board Details
- Annual Financial Statement
- Good employer policy compliance
- Kiwisport





# Rototuna High Schools

## Annual Report - For the year ended 31 December 2025

**Ministry Number:** 0708 Rototuna Junior High School

0615 Rototuna Senior High School

**Principal:** Miranda Makin - Rototuna Senior High School

**Principal:** Melissa Moore - Rototuna Junior High School

**School Address:** 56 Kimbrae Drive, Rototuna North, Hamilton

**School Postal Address:** PO Box 21 116, Rototuna North, Hamilton

**School Phone:** (07) 854 0541

**School Email:** [communication@rhs.school.nz](mailto:communication@rhs.school.nz)

**Accountant / Service Provider:** Leanne Reynolds - Business Manager



## List of School Board Members

Name	Position	How Position Gained	Term Expired/ Expires
Heemi McDonald	Presiding Member	Elected	Sep-28
Melissa Moore	ex Officio	Principal	N/a
Miranda Makin	ex Officio	Principal	N/a
Cindy SeungHee Park	Board Member	Elected	Sep-28
Inas Ellouh	Board Member	Elected	Sep-28
Karin Adams	Board Member	Elected	Sep-28
Maria Teinakore	Board Member	Elected	Sep-28
Renika Siciliano	Board Member	Elected	Sep-28
Tim Ross	Board Member	Elected	Sep-28
Franda Zondagh	Staff Rep	Elected	Sep-28
Selena Xu	Student Rep	Elected	Sep-26
Cheryl Christini	Presiding Member	Elected	Sep-25
Kahn Denton	Board Member	Elected	Sep-25
Mark Stevensen	Board Member	Elected	Sep-25
Rae Gunn	Board Member	Elected	Sep-25
Ravendran Achari	Board Member	Elected	Sep-25
Kim Laurent	Staff Rep	Elected	Sep-25
Shreya Chandra	Student Rep	Elected	Sep-25



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# Rototuna High Schools

## Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

*Heemi McDonald*

Full Name of Presiding Member

18/05/2026

Date:

*Melissa Jane Moore*

Full Name of Principal - Rototuna Senior High School

18/05/2026

Date:

*Miranda Jane Makin*

Full Name of Principal - Rototuna Junior High School

18/05/2026

Date:

# Rototuna High Schools

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	31,735,354	31,046,271	30,236,455
Locally Raised Funds	3	1,772,499	1,206,998	1,358,168
Interest		139,760	100,000	260,294
Other Revenue		51,784	-	-
<b>Total Revenue</b>		<b>33,699,397</b>	<b>32,353,269</b>	<b>31,854,917</b>
<b>Expense</b>				
Locally Raised Funds	3	1,160,816	977,551	687,141
Learning Resources	4	22,581,959	21,511,434	20,881,883
Administration	5	1,195,572	1,028,009	1,182,667
Interest		35,102	22,000	34,838
Property	6	9,264,357	9,624,455	9,925,723
Loss on Disposal of Property, Plant and Equipment		25,596	-	18,670
<b>Total Expense</b>		<b>34,263,402</b>	<b>33,163,449</b>	<b>32,730,922</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(564,005)</b>	<b>(810,180)</b>	<b>(876,005)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(564,005)</b>	<b>(810,180)</b>	<b>(876,005)</b>

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

# Rototuna High Schools

## Statement of Changes in Net Assets/Equity

### For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		6,743,243	6,743,243	7,413,394
Total comprehensive revenue and expense for the year		(564,005)	(810,180)	(876,005)
Contribution - Furniture and Equipment Grant		10,614	-	13,605
Te Mana Tūhono		-	-	192,249
<b>Equity at 31 December</b>		6,189,852	5,933,063	6,743,243
Accumulated comprehensive revenue and expense		6,189,852	5,933,063	6,743,243
Reserves		-	-	-
<b>Equity at 31 December</b>		6,189,852	5,933,063	6,743,243

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.

**Rototuna High Schools**  
**Statement of Financial Position**  
**As at 31 December 2025**

	Notes	2025 Actual \$	2025 Budget \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	498,754	441,261	2,266,349
Accounts Receivable	8	1,704,465	1,540,000	1,549,484
GST Receivable		59,563	80,000	103,235
Prepayments		134,574	200,000	230,469
Inventories	9	34,993	-	-
Investments	10	3,543,857	1,500,000	1,572,529
Funds Receivable for Capital Works Projects	17	7,763	-	-
		<u>5,983,969</u>	<u>3,761,261</u>	<u>5,722,066</u>
<b>Current Liabilities</b>				
Accounts Payable	12	2,073,176	1,965,000	1,911,486
Painting Contract Liability	13	37,562	37,562	37,562
Revenue Received in Advance	14	302,392	150,000	188,189
Finance Lease Liability	16	108,460	128,711	121,036
Funds held for Capital Works Projects	17	92,416	-	-
		<u>2,614,006</u>	<u>2,281,273</u>	<u>2,258,273</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>3,369,963</b>	<b>1,479,988</b>	<b>3,463,793</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	<u>3,065,329</u>	<u>4,709,089</u>	<u>3,561,965</u>
		<u>3,065,329</u>	<u>4,709,089</u>	<u>3,561,965</u>
<b>Non-current Liabilities</b>				
Painting Contract Liability	13	38,013	40,000	43,271
Provision for Cyclical Maintenance	15	75,232	75,037	56,037
Finance Lease Liability	16	132,195	140,977	183,207
		<u>245,440</u>	<u>256,014</u>	<u>282,515</u>
<b>Net Assets</b>		<u><u>6,189,852</u></u>	<u><u>5,933,063</u></u>	<u><u>6,743,243</u></u>
<b>Equity</b>		<u><u>6,189,852</u></u>	<u><u>5,933,063</u></u>	<u><u>6,743,243</u></u>

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

**Rototuna High Schools**  
**Statement of Cash Flows**  
For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		7,081,247	6,499,611	6,606,114
Locally Raised Funds		1,283,081	979,068	1,153,509
International Students		567,843	380,496	404,203
Goods and Services Tax (net)		43,672	23,235	(8,167)
Payments to Employees		(4,063,798)	(3,569,274)	(3,820,126)
Payments to Suppliers		(4,480,699)	(4,397,381)	(4,330,515)
Interest Paid		(35,102)	(22,000)	(34,838)
Interest Received		129,103	103,578	283,061
Net cash from/(to) Operating Activities		525,347	(2,667)	253,241
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,328	-	1,699
Purchase of Property Plant & Equipment (and Intangibles)		(350,274)	(1,851,124)	(1,067,671)
Purchase of Investments		-	72,529	2,650,572
Proceeds from Sale of Investments		(1,971,328)	-	-
Net cash from/(to) Investing Activities		(2,319,274)	(1,778,595)	1,584,600
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		10,614	-	13,605
Finance Lease Payments		(63,588)	(34,555)	(25,409)
Repayment of Painting Contract Liability		(5,348)	(3,271)	(16,302)
Funds Administered on Behalf of Other Parties		84,654	-	(34,385)
Net cash from/(to) Financing Activities		26,332	(37,826)	(62,491)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(1,767,595)</b>	<b>(1,819,088)</b>	<b>1,775,350</b>
Cash and cash equivalents at the beginning of the year	7	2,266,349	2,266,349	490,999
<b>Cash and cash equivalents at the end of the year</b>	7	<b>498,754</b>	<b>447,261</b>	<b>2,266,349</b>

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.

# Rototuna High Schools

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Rototuna High Schools (the School) is governed by one Board, being a combined board of Rototuna Junior High School and Rototuna Senior High School. The School is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements 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 the previous year fell below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

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

###### **Useful lives of property, plant and equipment**

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

###### **Critical Judgements in applying accounting policies**

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

###### **Classification of leases**

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22(b).

**Rototuna High Schools**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2025**

**1. Statement of Accounting Policies (Cont'd)**

**Recognition of grants**

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

**c) Revenue Recognition**

**Government Grants**

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

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

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

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

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

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

**Other Grants Where Conditions Exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Operating Lease Payments**

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

**e) Finance Lease Payments**

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

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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

**h) Inventories**

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

**i) Investments**

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

**j) Property, Plant and Equipment**

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

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

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

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

**Rototuna High Schools**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2025**

**1. Statement of Accounting Policies (Conti'd)**

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

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

**k) Impairment of Property, Plant, and Equipment**

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

*Non cash generating assets*

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

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

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

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

**l) Accounts Payable**

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

**m) Employee Entitlements**

**Short-term employee entitlements**

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

**Long-term employee entitlements**

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

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

**n) Revenue Received in Advance**

Revenue received in advance relates to fees received from international students and grants received for resources: learning and behaviour 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.

**o) Funds Held for Capital Works**

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

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

**Rototuna High Schools**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2025**

**1. Statement of Accounting Policies (Conti'd)**

**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, and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**r) 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.

**s) Budget Figures**

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

**t) 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.

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2025**

**2. Government Grants**

	<b>2025 Actual \$</b>	<b>2025 Budget \$</b>	<b>2024 Actual \$</b>
Government Grants - Ministry of Education	6,823,949	6,434,271	6,444,894
Teachers' Salaries Grants	17,129,600	16,400,000	15,596,149
Use of Land and Buildings Grants	7,502,059	8,000,000	8,125,148
Other Government Grants	279,746	212,000	70,264
	<u>31,735,354</u>	<u>31,046,271</u>	<u>30,236,455</u>

**3. Locally Raised Funds**

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

	<b>2025 Actual \$</b>	<b>2025 Budget \$</b>	<b>2024 Actual \$</b>
<b>Revenue</b>			
Donations and Bequests	189,088	135,000	195,705
Fees for Extra Curricular Activities	592,699	585,022	610,277
Trading	212,189	-	11,462
Fundraising and Community Grants	21,032	-	16,915
Other Revenue	295,852	106,480	248,882
International Student Fees	461,640	380,496	274,927
	<u>1,772,500</u>	<u>1,206,998</u>	<u>1,358,168</u>
<b>Expense</b>			
Extra Curricular Activities Costs	592,564	754,061	530,026
Trading	335,999	12,000	10,840
Other Locally Raised Funds Expenditure	36,163	15,200	24,368
International Student - Employee Benefits - Salaries	122,182	99,000	64,768
International Student - Other Expenses	73,908	97,290	57,139
	<u>1,160,816</u>	<u>977,551</u>	<u>687,141</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>611,684</u>	<u>229,447</u>	<u>671,027</u>

**4. Learning Resources**

	<b>2025 Actual \$</b>	<b>2025 Budget \$</b>	<b>2024 Actual \$</b>
Curricular	1,304,566	1,406,153	1,416,217
Information and Communication Technology	371,656	381,662	375,303
Employee Benefits - Salaries	19,825,601	18,825,299	18,046,184
Staff Development	179,190	194,320	189,072
Depreciation	846,909	704,000	776,659
Other Learning Resources	54,037	-	78,448
	<u>22,581,959</u>	<u>21,511,434</u>	<u>20,881,883</u>

**5. Administration**

	<b>2025 Actual \$</b>	<b>2025 Budget \$</b>	<b>2024 Actual \$</b>
Audit Fees	13,920	13,677	13,746
Board Fees and Expenses	40,409	49,500	16,924
Operating Leases	135	7,020	3,450
Legal Fees	13,878	8,000	18,258
Other Administration Expenses	137,244	105,500	118,729
Employee Benefits - Salaries	914,992	767,412	946,470
Insurance	48,148	50,000	41,350
Service Providers, Contractors and Consultancy	26,846	26,900	23,740
	<u>1,195,572</u>	<u>1,028,009</u>	<u>1,182,667</u>

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2025**

**6. Property**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Consultancy and Contract Services	568,412	499,956	609,219
Cyclical Maintenance	19,195	19,331	18,616
Heat, Light and Water	480,241	500,000	400,658
Rates	41,470	33,168	30,003
Repairs and Maintenance	147,402	110,000	240,654
Use of Land and Buildings	7,502,059	8,000,000	8,125,148
Employee Benefits - Salaries	387,043	323,000	362,230
Other Property Expenses	118,535	139,000	139,195
	<u>9,264,357</u>	<u>9,624,455</u>	<u>9,925,723</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**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	498,754	441,261	2,266,349
Cash and cash equivalents for Statement of Cash Flows	<u>498,754</u>	<u>441,261</u>	<u>2,266,349</u>

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

Of the \$498,754 Cash and Cash Equivalents \$386,808 is subject to restrictions for the following reasons:

\$294,392 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.

\$92,416 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.

**8. Accounts Receivable**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Receivables	38,173	30,000	21,765
Receivables from the Ministry of Education	11,370	-	-
Interest Receivable	24,235	10,000	13,578
Teacher Salaries Grant Receivable	1,630,687	1,500,000	1,514,141
	<u>1,704,465</u>	<u>1,540,000</u>	<u>1,549,484</u>
Receivables from Exchange Transactions	62,408	40,000	35,343
Receivables from Non-Exchange Transactions	1,642,057	1,500,000	1,514,141
	<u>1,704,465</u>	<u>1,540,000</u>	<u>1,549,484</u>

**9. Inventories**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
School Uniforms	34,993	-	-
	<u>34,993</u>	<u>-</u>	<u>-</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	3,543,857	1,500,000	1,572,529
Total Investments	<u>3,543,857</u>	<u>1,500,000</u>	<u>1,572,529</u>

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2025**

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	638,993	39,216	-	-	(31,545)	<b>646,664</b>
Furniture and Equipment	1,760,531	142,383	(9,255)	-	(415,988)	<b>1,477,671</b>
Information and Communication Technology	669,519	109,627	-	-	(210,542)	<b>568,604</b>
Motor Vehicles	140,340	-	(10,879)	-	(24,265)	<b>105,196</b>
Leased Assets	294,971	65,982	-	-	(133,092)	<b>227,861</b>
Library Resources	57,611	15,718	(2,519)	-	(31,477)	<b>39,333</b>
	<u>3,561,965</u>	<u>372,926</u>	<u>(22,653)</u>	<u>-</u>	<u>(846,909)</u>	<u><b>3,065,329</b></u>

The following note can be used for each class of asset that are held under a finance lease:  
The net carrying value of ICT equipment held under a finance lease is \$227,861 (2024: \$294,971)

*Restrictions*

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	825,010	(178,346)	<b>646,664</b>	802,820	(163,827)	<b>638,993</b>
Furniture and Equipment	4,787,119	(3,309,448)	<b>1,477,671</b>	4,656,743	(2,896,212)	<b>1,760,531</b>
Information and Communication Technology	2,690,049	(2,121,445)	<b>568,604</b>	2,580,422	(1,910,903)	<b>669,519</b>
Motor Vehicles	241,270	(136,074)	<b>105,196</b>	257,791	(117,451)	<b>140,340</b>
Leased Assets	509,129	(281,268)	<b>227,861</b>	516,696	(221,725)	<b>294,971</b>
Library Resources	244,597	(205,264)	<b>39,333</b>	244,541	(186,930)	<b>57,611</b>
	<u>9,297,174</u>	<u>(6,231,845)</u>	<u><b>3,065,329</b></u>	<u>9,059,013</u>	<u>(5,497,048)</u>	<u><b>3,561,965</b></u>

**12. Accounts Payable**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	149,464	160,000	158,963
Accruals	66,718	65,000	59,392
Employee Entitlements - Salaries	1,803,702	1,700,000	1,654,563
Employee Entitlements - Leave Accrual	53,292	40,000	38,568
	<u>2,073,176</u>	<u>1,965,000</u>	<u>1,911,486</u>
Payables for Exchange Transactions	2,073,176	1,965,000	1,911,486
	<u>2,073,176</u>	<u>1,965,000</u>	<u>1,911,486</u>

The carrying value of payables approximates their fair value.

**13. Painting Contract Liability**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Painting Contract due within one year	37,562	37,562	37,562
	<u>37,562</u>	<u>37,562</u>	<u>37,562</u>
Painting Contract due after one year	38,013	40,000	43,271
	<u>38,013</u>	<u>40,000</u>	<u>43,271</u>

In 2021 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering a ten year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2025**

**14. Revenue Received in Advance**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	8,000	-	-
International Student Fees in Advance	294,392	150,000	188,189
	<u>302,392</u>	<u>150,000</u>	<u>188,189</u>

**15. Provision for Cyclical Maintenance**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	56,037	56,037	37,421
Increase/(decrease) to the Provision During the Year	19,195	19,000	18,616
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>75,232</u>	<u>75,037</u>	<u>56,037</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	75,232	75,037	56,037
	<u>75,232</u>	<u>75,037</u>	<u>56,037</u>

The School's cyclical maintenance schedule details annual painting 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 schools 10 Year Programmed Property Services painting contract, see note 13.

**16. Finance Lease Liability**

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	124,354	147,846	141,954
Later than One Year	143,462	159,688	198,018
Future Finance Charges	(27,161)	(37,846)	(35,729)
	<u>240,655</u>	<u>269,688</u>	<u>304,243</u>
<b>Represented by</b>			
Finance lease liability - Current	108,460	128,711	121,036
Finance lease liability - Non current	132,195	140,977	183,207
	<u>240,655</u>	<u>269,688</u>	<u>304,243</u>

**17. Funds Held for Capital Works Projects**

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

2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Roofing Remedials (615/708 23-01)	-	11,370	(8,352)	-	3,018
Wall Lining Repairs (615 23-02)	-	25,615	(3,047)	-	22,568
Site: Drainage (708 23-02)	-	10,162	(10,162)	-	-
Automatic Door Replacements (615/708 23-04)	-	72,000	(6,228)	-	65,772
Site: Water Meter (615/708 23-05)	-	14,681	(13,623)	-	1,058
LSC Building Project	-	-	(7,763)	-	(7,763)
Totals	<u>-</u>	<u>133,828</u>	<u>(49,175)</u>	<u>-</u>	<u>84,653</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	92,416
Funds Receivable from the Ministry of Education	(7,763)

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2025**

**17. Funds Held for Capital Works Projects (Cont'd)**

2024		Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Sprinkler Upgrade	Project #245746	34,385	-	(34,385)	-	-
<b>Totals</b>		<b>34,385</b>	<b>-</b>	<b>(34,385)</b>	<b>-</b>	<b>-</b>

**Represented by:**

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

**18. 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.

One member of the Board for Rototuna High Schools is also on the Board of Trustees of the Rototuna Indoor Recreation Centre Trust (the Trust). The Recreation Centre was opened for operation in July 2017. Transactions incurred during the year were as follows:

Operating and Maintenance Contribution \$80,000, (2024: \$80,000), as disclosed in Note 22(b).

**19. Remuneration**

*Key management personnel compensation*

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

	2025 Actual	2024 Actual
	\$	\$
<b>Board Members</b>		
Remuneration	3,790	3,295
<b>Leadership Team</b>		
Remuneration	1,798,338	1,646,017
Full-time equivalent members	12	11
<b>Total key management personnel remuneration</b>	<b>1,802,128</b>	<b>1,649,312</b>

There are 8 members of the Board excluding the Principals. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance Committee (3 members excluding the Principals) that meet before the Board meetings. 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.

**Principals**

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

	2025 Actual	2024 Actual
	\$000	\$000
<b>Salaries and Other Short-term Employee Benefits:</b>		
<i>Rototuna Junior High School</i>		
Salary and Other Payments	220-230	210-220
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-
<i>Rototuna Senior High School</i>		
Salary and Other Payments	200-210	200-210
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2025**

**19. Remuneration (Cont'd)**

**Other Employees**

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

<b>Remuneration \$000</b>	<b>2025 FTE Number</b>	<b>2024 FTE Number</b>
100-109	39.00	27.00
110-119	37.00	32.00
120-129	10.00	8.00
130-139	6.00	9.00
140-149	3.00	-
	<u>95.00</u>	<u>76.00</u>

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

**20. 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:

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	-	\$1,974
Number of People	-	1.00

**21. Contingencies**

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

**Holidays Act Compliance – Schools Payroll**

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

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

**22. Commitments**

**(a) Capital Commitments**

At 31 December 2025, the Board had capital commitments of \$306,689, (2024: nil), as a result of entering into the following contracts

<b>Contract Name</b>	<b>Remaining Capital Commitment \$</b>
Roofing Remedials	3,018
Wall Lining Repairs	22,567
Automatic Door Replacements	73,772
LSC Building Project	207,332
<b>Total</b>	<u><b>306,689</b></u>

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

**(b) Operating Commitments**

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

**(i) Rototuna Indoor Recreation Centre Trust (the Trust)**

The Board has entered into an agreement with the Trust for the funding contribution and operating of Rototuna Indoor Recreation Centre.

- (i) Annual operating contribution for 2025 \$59,200: 2024 \$59,200;
- (ii) Annual contribution of \$20,800 for routine maintenance

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2025**

**22. Commitments (Cont'd)**

**(ii) Painting Contracts**

The Board has entered into the following painting contracts:

**Interior Painting:** a three year interior painting maintenance contract with Programmed Property Services starting on 1 November 2022 with the final interior paint per the contract during 2025. The annual cost of the contract was \$5,659 plus an inflationary adjustment each year.

**Exterior Painting:** a ten year exterior painting maintenance contract with Programmed Property Services starting on 1 September 2021 as described in note 13. The annual cost of the contract is \$37,562 plus an inflationary adjustment each year.

**(iii) Operating Lease of Photocopiers**

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
No later than One Year	1,149	1,149
Later than One Year and No Later than Five Years	1,436	2,585
Later than Five Years	-	-
	<u>2,585</u>	<u>3,734</u>

The total lease payments incurred during the period were \$1,149 (2024: \$1,149).

**23. 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**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Cash and Cash Equivalents	498,754	441,261	2,266,349
Receivables	1,704,465	1,540,000	1,549,484
Investments - Term Deposits	3,543,857	1,500,000	1,572,529
Total financial assets measured at amortised cost	<u>5,747,076</u>	<u>3,481,261</u>	<u>5,388,362</u>

**Financial liabilities measured at amortised cost**

Payables	2,073,176	1,965,000	1,911,486
Painting Contract Liability	38,013	40,000	80,833
Finance Leases	240,655	269,688	304,243
Total financial liabilities measured at amortised cost	<u>2,351,844</u>	<u>2,274,688</u>	<u>2,296,562</u>

**24. Events After Balance Date**

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



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ROTOTUNA HIGH SCHOOLS' FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Rototuna High Schools (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on pages 5 to 19, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 18 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.



### **Other information included in the Board's annual report**

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding, How school gave effect to Te tiriti o Waitangi, and BOT list

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

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

### **Independence**

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

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

A handwritten signature in black ink, appearing to read 'JVL', written in a cursive style.

Johann van Loggerenberg  
PKF Hamilton Audit Ltd  
On behalf of the Auditor-General  
Hamilton, New Zealand



## Rototuna High Schools

### Compliance with Education and Training Act 2020 Requirements to be a Good Employer for the year ending 31 December 2025

The following questions address key aspects of compliance with a good employer policy:

#### Reporting on the Principles of Being a Good Employer

<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Extensive Health and Safety Policies reviewed and reported on regularly to both the Health and Safety Committee and the Board. Policies and procedures inducted to staff when they start and refreshers on a regular basis. Policies reviewed on a rotational basis and updated for any changes required. Last policy review 2025.</p> <p>Internal audit review on policies and procedures 2022/2023. External audit of Health and Safety at Rototuna High Schools in 2025 with positive feedback and no significant improvements required.</p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>The schools' operates under an Equal Employment Opportunities policy which is available through our School Docs website. Policy includes procedures undertaken by the Schools to comply with the policy. Policy is considered in all aspects of employment.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>The Board and Senior Leadership Team (SLT) practises the impartial selection of suitably qualified persons for appointment through applying the Equal Employment Opportunities policy discussed above.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p>All staff complete a formal performance appraisal on an annual basis. Each staff member sets their own goals in conjunction with their appraiser and these goals focus not only their individual needs but on the strategic direction of the Board and SLT. Maori aims and aspirations are included as applicable for our staff members.</p> <p>Our schools work widely with the Maori community and local Iwi who are involved in key decisions of the school including input into significant school builds and where applicable curriculum areas. Our staff also participate in networking with other Education providers in this area as and when the opportunity arises. The Board and SLT recognises the requirements for the appointment of Maori through applying the Equal Employment Opportunities policy discussed above.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>See comments above regarding the formal annual performance appraisal process</p>
<p>How are you recognising the employment requirements of women?</p>	<p>The Board and Senior Leadership Team (SLT) recognises the employment requirements of women through applying the Equal Employment Opportunities policy discussed above.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>The Board and Senior Leadership Team (SLT) recognises the employment requirements of persons with disabilities through applying the Equal Employment Opportunities policy discussed above.</p>



# Rototuna High Schools

## **Kiwisport Statement for the year ending 31 December 2025**

Kiwisport is a government initiative to support student participation in organised sport. In 2025 the following Kiwisport funding was received:

- 1) Rototuna Junior High School, \$32,665.75 (excluding GST)
- 2) Rototuna Senior High School, \$25,870.40 (excluding GST)

The funding continues to be spent on various items of sports equipment and payment to third parties to further the participation, skills and experience of students in PE modules and co-curricular, both of which include various disciplines of sport.

*(2024: Rototuna Junior High School, \$31,081.96 (excluding GST), Rototuna Senior High School, \$23,685.82 (excluding GST))*



Hon Erica Stanford  
Minister of Education

Tēnā koe e te Minita,

### **Rototuna High Schools Board – Commitment to Te Tiriti o Waitangi**

As the Board of Trustees for Rototuna High Schools, both Rototuna Junior High School and Rototuna Senior High Schools, we are writing to express our concern regarding the Government's decision to remove the requirement for school boards to give effect to Te Tiriti o Waitangi. While we acknowledge the legislative change, we want to be clear that it does not alter our direction, our values, or our commitments as a learning community.

For us, Te Tiriti is not an obligation that begins or ends with statute. It is the foundation on which our schools were established and the compass that continues to guide our governance, leadership, curriculum design, and cultural identity.

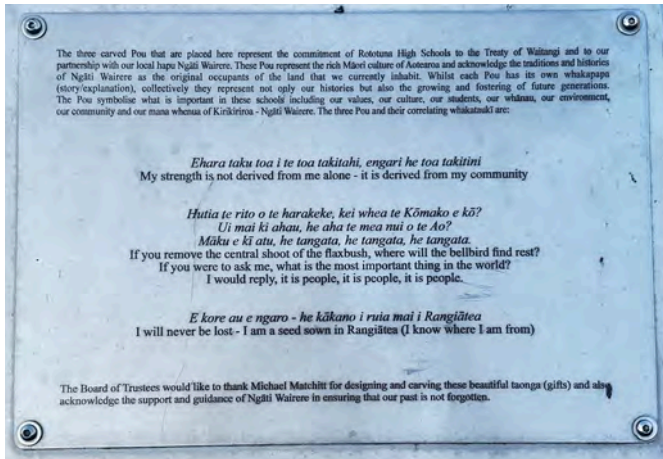
### **Our Enduring Partnership with Ngāti Wairere**

From the inception of Rototuna High Schools, our partnership with mana whenua, Ngāti Wairere, has been essential to who we are. Their kōrero, guidance, aspirations, and tikanga have shaped every aspect of our kura. This relationship has never been symbolic. It is active, ongoing, and deeply woven into our practices and spaces.

Our identity as a school is grounded in this partnership. This is visible and lived through:

- our gifted school names and the narratives that underpin them
- the design of our buildings and learning environments
- the colours, motifs, and visual storytelling throughout our campus
- the naming of spaces that honour the whenua, the people, and the kaupapa we stand upon
- the installation of our pou, placed at the front of the school to represent our commitment to Te Tiriti and to our partnership with mana whenua - Ngāti Wairere, as original occupants of the land we currently inhabit.
- our ongoing curriculum work to reflect local histories, mātauranga, and iwi aspirations.

These elements are not ornamental. They anchor our responsibility to uphold Te Tiriti and maintain relationships with tangata whenua and iwi.



## Our Commitment to Te Tiriti as a Driver of Equity and Excellence

As a Board, we have seen first-hand that giving effect to Te Tiriti strengthens outcomes for all learners. It ensures Māori ākonga experience belonging, identity affirmation, and success. It enriches the learning of every student. It builds stronger whānau engagement. It sharpens our governance and strengthens community trust. These outcomes are well evidenced within our own kura community.

We will continue to honour the Treaty principles of partnership, protection, and participation including:

- maintaining authentic engagement with mana whenua, hapū, iwi, and Māori whānau
- ensuring te reo Māori me ōna tikanga remain integral to our curriculum and culture
- supporting staff capability to deliver culturally sustaining practice
- monitoring progress for Māori learners and addressing inequities with intention and care
- embedding mātauranga Māori and local histories into learning across the schools.

## Our Direction Remains Firm

Legislative shifts do not change the foundation upon which Rotorua High Schools stand. Our Board, in partnership with both our tumuaki, senior leaders, teachers, support staff, whānau, and ākonga, will continue to uphold Te Tiriti o Waitangi in all aspects of our mahi.

We take this stance because it reflects our integrity, our commitments to our community, and our belief that giving effect to Te Tiriti o Waitangi is essential for the success and wellbeing of every learner in Aotearoa New Zealand.

Nāku iti nei, nā

**Rototuna High Schools Board | Te Poari o Te Kura Nui o Rototuna**  
(Rototuna Junior High School & Rototuna Senior High School)



**Rototuna High Schools**  
**Te Kuranui o Rototuna**

Kimbrae Drive, Hamilton, 3281  
communication@rhs.school.nz

**2025**

Rototuna Junior High School

# Annual Report





# RJHS 2025 STATEMENT OF VARIANCE

## Achievement Target 1

## Achievement Target 2

### WRITING

80% of students in Years 8 - 10, who are below or well below curriculum expectation, will make progress and 60% of them will make accelerated progress.

### MATHEMATICS

90% of students in Years 9 & 10, who are below or well below curriculum expectation, will make progress and 60% of them will make accelerated progress.

Strategic Goal  
Three  
**WAANANGA**

**Provide engaging and challenging learning opportunities so everyone thrives.**

**TARGET 1: 80% of students in Years 9 & 10, who are below or well below curriculum expectation in Writing, will make progress and 50% of them will make accelerated progress.**

Writing progress and achievement continues to be an area of focus at RJHS. While the writing data improved in 2024, there was still a 2 - 4% difference between reading and writing achievement in the End of Semester OTJ data.

Of the Year 10s in 2024 that sat the Writing CAA for NCEA, we saw a significant improvement in the Writing Co-requisite Standard (compared to 2023). 84% of Year 10s who were entered into the standard across both sitting windows achieved it. We still believe this number can be improved.

We have chosen to focus on Years 9 and 10 because these are the cohorts for whom the learning programme focus is achievement in the NCEA qua Co-requisite Standard. Our data also shows us that those student who enrol with us at Year 9 or later, on average, are less likely to be working at the expected level of the curriculum or pass the CAA, and so a focus on these levels is important to us.

TARGET GROUP	GROUP SIZE - 95*	GENDER																																															
<a href="#">SPREADSHEET</a>	Year 9 - 36 Year 10 - 59	Within this group, 70.5% are male and 29.5% are female.																																															
	ETHNICITY	LANGUAGE AT HOME																																															
	<p>2025 Writing Target Student Ethnicity</p> <table border="1"> <caption>2025 Writing Target Student Ethnicity</caption> <thead> <tr> <th>Ethnicity</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>NZ European</td><td>52</td></tr> <tr><td>Māori</td><td>13</td></tr> <tr><td>Chinese</td><td>5</td></tr> <tr><td>British</td><td>1</td></tr> <tr><td>Tongan</td><td>1</td></tr> <tr><td>Filipino</td><td>4</td></tr> <tr><td>Vietnamese</td><td>1</td></tr> <tr><td>Afghan</td><td>1</td></tr> <tr><td>South African E...</td><td>3</td></tr> <tr><td>European</td><td>1</td></tr> <tr><td>Indian</td><td>3</td></tr> <tr><td>African</td><td>2</td></tr> <tr><td>Sikh</td><td>1</td></tr> <tr><td>Cambodian</td><td>1</td></tr> <tr><td>Gujarati</td><td>1</td></tr> <tr><td>Other South Afr...</td><td>1</td></tr> <tr><td>Australian</td><td>1</td></tr> <tr><td>Ethiopian</td><td>1</td></tr> <tr><td>Samoan</td><td>2</td></tr> </tbody> </table>	Ethnicity	Count	NZ European	52	Māori	13	Chinese	5	British	1	Tongan	1	Filipino	4	Vietnamese	1	Afghan	1	South African E...	3	European	1	Indian	3	African	2	Sikh	1	Cambodian	1	Gujarati	1	Other South Afr...	1	Australian	1	Ethiopian	1	Samoan	2	<p>Language Spoken at Home</p> <table border="1"> <caption>Language Spoken at Home</caption> <thead> <tr> <th>Language</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>ENG</td><td>88.4%</td></tr> <tr><td>PAN</td><td>2.1%</td></tr> <tr><td>MDR</td><td>2.1%</td></tr> </tbody> </table>	Language	Percentage	ENG	88.4%	PAN	2.1%	MDR
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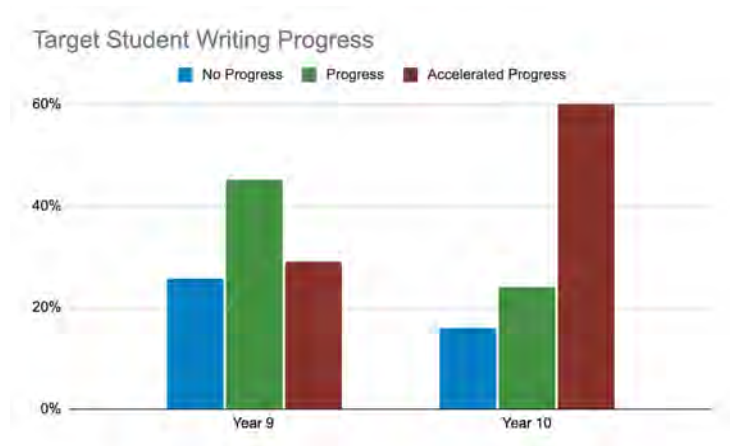
## INTERVENTIONS

The interventions that will be undertaken to achieve this target are:

- CoL / Kahui Ako In School leaders team planning and delivering PLD on literacy teaching to the whole teaching staff, and Inclusive Learning staff, and analysing data.
- Whole school Writers Toolbox programme taught and monitored during Hapuu time, in Advisories (6 x 30min sessions in a fortnightly skill focus cycle)
- Teacher identification of target students with close monitoring of their progress
- Small group interventions by the inclusive learning team

## RESULTS

	Year 9	Year 10
<b>No Progress</b>	26%	16%
<b>Expected Progress</b>	45%	24%
<b>Accelerated Progress</b>	29%	60%



Our Year 10 cohort made considerable progress, especially in the programme to prepare them for the CAA. 50% of the target student group passed the CAA writing exam.

The initiatives undertaken to achieve this progress are:

- The whole school Writing programme (3x 30 minutes session / week) or targeted and explicitly taught writing skills, using a consistent structure and effective resources.
- Explicit acts of teaching of writing skills being assessed in the CAA, especially in the areas that have been identified to have low levels of teaching i.e. writing for a specific audience.
- The use of Writer's Toolbox in which students learn and practice explicit writing skills and receive feedback on how to improve pieces of writing.
- Whole staff professional learning led by the in-school CoL Literacy team, particularly on the use of Writer's Toolbox.
- Ongoing professional learning in the English teaching team on effective pedagogical approaches to teaching writing.

The gap in achievement for Māori & Pasifika students compared to other ethnicities continues to close, but they are still more represented in this target group.

**TARGET 2: 90% of students in Years 9 & 10, who are below or well below curriculum expectation in Mathematics, will make progress and 60% of them will make accelerated progress.**

Despite the ongoing improvement in the Numeracy achievement of RJHS students, and the narrowing achievement gap between Māori and non-Māori, approximately 11% of Year 9 - 10 in students are still achieving below or well below in Mathematics.

This group has been chosen because they are part of a redesigned Numeracy programme, specific to Years 9 and 10. This programme is targeted to improve Numeracy skill, with a particular focus on literacy dependent Numeracy learning. This enables students to answer richer questions and demonstrate critical thinking in a Mathematics context.

We hope to see an improvement in Learning Module Mathematics End of Semester OTJs, as well as success for our Year 10 students in the NCEA Numeracy Co-requisite Achievement Standards (assessed through the CAA)

TARGET GROUP	GROUP SIZE - 96	GENDER	ETHNICITY
<a href="#">SPREADSHEET</a>	Year 9: 31 Year 10: 65	Within this group, 51% are male and 49% are female.	12% of this cohort are Māori, 45% are NZ European, 8% are South African European.

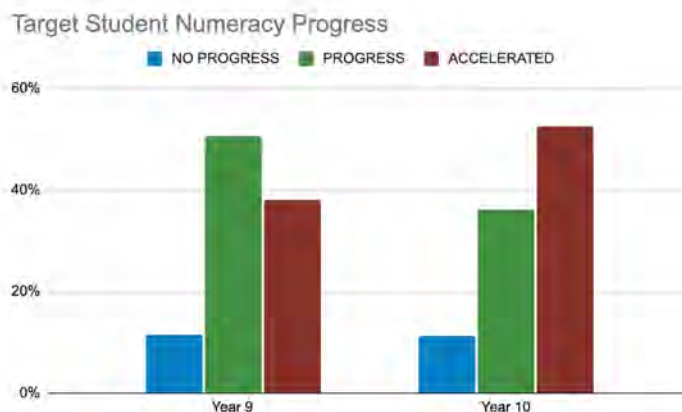
**INTERVENTIONS**

The interventions that will be undertaken to achieve this target are:

- The whole school Numeracy programme (3x 30 minutes session / week) or targeted and explicitly taught numeracy skills, using a consistent structure and effective resources.
- Quality acts of teaching of numeracy skills being assessed in the CAA, especially in the areas that have been identified to have low levels of teaching i.e. Explaining the reasonableness of a chosen mathematical and/or statistical response.
- Ongoing professional learning in the Mathematics teaching team on effective pedagogical approaches to teaching mathematics, including a focus on Mātauranga Māori, and using Te Āo Māori contexts.
- Strong leadership and coaching of the Mathematics teaching team, sharing of resources and good moderation practices.
- Teacher identification of target students with close monitoring of their progress
- Small group interventions by the inclusive learning team

**RESULTS**

	Year 9	Year 10
No Progress	11%	11%
Expected Progress	51%	36%
Accelerated Progress	38%	53%



Good progress has been made with this Year 9 Target Group, and excellent progress made with the Year 10 group. We believe that the NCEA Common Assessment Activity is highly motivating for students, as they see the importance of it to their future pathway options at Rototuna Senior High School.

50% of students from this target group passed the Numeracy CAA exam for the NCEA Mathematics/Numeracy Co-requisite Standard, giving them their 10 Numeracy credits for their NCEA qualification. This is up from 27% the previous year.

The gap between Māori and non-Māori student achievement has closed this year, especially in the Algebra strand. This has not been the case for our Pasifika students.



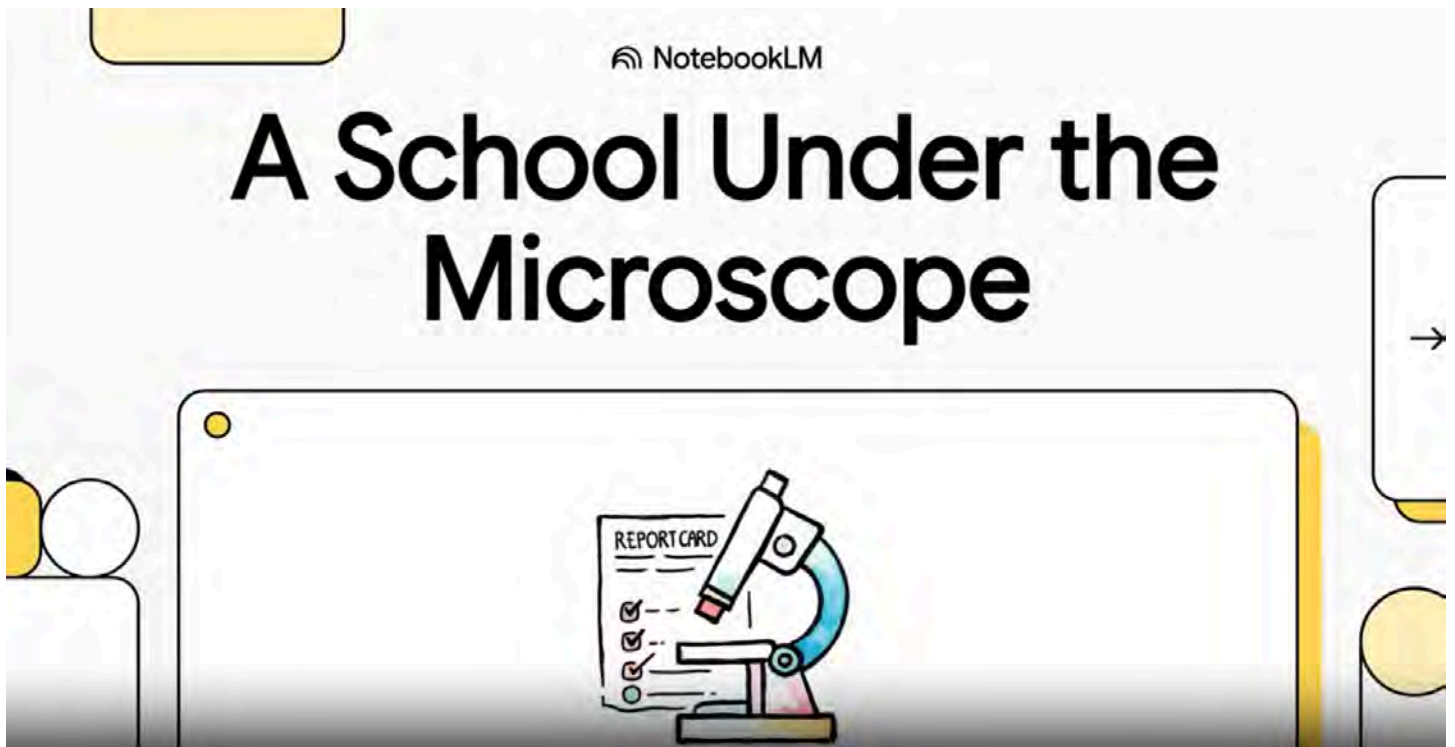
# RJHS Semester 1 2025 Curriculum Data Analysis

This document contains 3 sections, for you to select the way in which you wish to engage with the data.

- Overview video
- Briefing document
- Link to Specialist Curriculum Leaders Data Reports

## 1. Overview Video

Click on the image below to launch a video about our data analysis process, and overarching trends (optional).



## 2. Briefing Document

This briefing document summarises the key findings from the Semester 1, 2025 data analyses across multiple departments: English, Digital Technology, Drama, Food Technology, Health & Physical Education (HPE), Languages (Te Reo Māori), Mathematics, Music, Science, Social Sciences, Textiles Technology, and Visual Arts. The analyses consistently highlight areas of strength, ongoing challenges, and specific targets for Semester 2.



### Key Overarching Trends:

- **Gender Disparity:** A pervasive trend across most subjects is the underperformance of male students compared to female students, particularly in written assessments and higher-order thinking (Relational and Extended Abstract SOLO levels). This gap is significant in English, Digital Technology, Drama, Social Sciences, and Visual Arts. In HPE, males generally excel in Movement and Motor Skills but lag in Critical Thinking.
- **Māori and Pasifika Achievement Gaps:** Many departments report a consistent achievement disparity for Māori and Pasifika students, who are frequently overrepresented in the "below" and "well below" expected curriculum levels, and often demonstrate lower levels of higher-order thinking (SOLO). This is particularly evident in English, Maths, Science, Social Sciences, Te Reo Māori, and Visual Arts.
- **SOLO Taxonomy Focus:** There is a widespread emphasis on improving students' depth of thinking, moving them from Multistructural to Relational and Extended Abstract SOLO levels. Several departments note a disconnect between curriculum level achievement and SOLO results, suggesting students may understand concepts but struggle to articulate them deeply, especially in written form.
- **Junior Engagement vs. Senior Challenges:** Some departments (Drama, Digital Technology) observe higher engagement and achievement in junior year levels (Years 7-8) that decline as students progress to Years 9-10, where curriculum demands increase.
- **Curriculum Alignment and Assessment Validity:** Some departments are actively refining assessment processes, rubric creation, and curriculum mapping (Drama, HPE). The validity and application of the SOLO framework are questioned in English and Drama when it doesn't align with curriculum level data for specific groups.

## Departmental Summaries and Key Facts

### English

- **Overall Achievement:** "The data patterns (unfortunately) are not surprising and are consistent with nationwide longitudinal trends." While 74% of Year 7 students are at or above the expected reading level, and 73.2% for writing, a significant 26% are below or well below.
- **Gender Disparity:** A "notable gap" exists, with girls outperforming boys in reading (77% vs 70%) and writing (77.6% vs 67.7%). This gap is nearly 10% in writing.
- **Ethnic Disparity:** "Achievement disparity for Māori students" is evident in reading (63.7% at or above) and writing (62% at or above), which is lower than Pasifika and Asian students.
- **SOLO Achievement:** Most students are at Multistructural or Relational, but "few are pushing into deeper thinking (only 1.9% at Extended Abstract)." There's a 7% gender gap with girls outperforming boys, and Māori students have the lowest SOLO results (72.5%).
- **Key Action for S2:** "Consider targeted strategies and interventions to support the learning and progress of those students who are below and well below to move to at or above; particularly to respond to Māori students' and boys' achievement disparity."



## Digital Technology

- Overall Trend: "Digital technology students are achieving exceptionally well at the Year 7 and Year 8 levels... There is a significant shift in Year 9 and Year 10 where students struggle to meet the increasing demands of the curriculum."
- Persistent Disparities: "There is a consistent disparity between Maori students and other ethnic groups and also a consistent disparity between genders with female students continually achieving higher than male students."
- SOLO & Grades: "Overall, there appears to be a flattening of grades with students clustering around the good or the early good grades and multi-structural."
- Key Action for S2: Shift 5% of Year 9 Multistructural grades to Relational and Extended Abstract by applying computational thinking pedagogical techniques (PRIMM, Block Model), explicit SOLO criteria, and Structured Literacy tools in written assessments.

## Drama

- Overall Trends: "Junior students are more engaged with drama than the senior students... Females are experiencing success more than the males are in drama... Maori and Pasifika students do not make up a very high % of students engaging with the drama programme."
- Year 7: 85% at expected curriculum level. 35% of boys are below. No Māori or Pasifika students at Extended Abstract.
- Year 9: A significant drop from Year 8. "58% of males are below the expected curriculum level" (though caution advised due to small cohort size).
- Year 10: "50% of boys are below expected curriculum level" due to a "gender imbalance of this class" and potential self-consciousness as they get older.
- SOLO Concerns: Year 7 students are building foundational skills; "few are reaching a deeper level of thinking. Especially Māori and Pasifika learners. Is our Drama program designed as culturally responsive as it could be?"
- Key Action for S2: Adapt tasks for male engagement ("more physical or more 'Male themes'"), build culturally responsive content, and research methods to engage Pasifika boys using process drama.

## Food Technology

- Overall Trends: "Across Years 7–10, most students have missed a semester before taking this course again and are working within Multistructural SOLO level, especially in their written reflections."
- Strengths: "Practical skills and oral explanations are generally strong," and "ability to prototype and iterate is strong."
- Area for Development: Students struggle to "make clear connections, justify design choices, and reflect deeply in writing." "Year 8 boys have emerged as a key target group due to lower levels of written evaluations."
- Key Action for S2: "Continue to lift Year 8 boys from Multistructural to Relational SOLO level by 20%." Implement PLD on sentence scaffolds and writing across the curriculum, embed "justify your decision" prompts, and create reflection checkpoints.



## Health & Physical Education (HPE)

- Overall Achievement: "Year 7s overall achievement level is strong across both Movement and Motor Skills and SOLO... Year 8s movement and motor skill achievement is strong... Year 9s continue to achieve highly in Movement and Motor Skills, however, Critical Thinking and Big Idea SOLO achievement in the 'concern' band is higher than we'd like."
- Target Met: The target of "25% of students gaining Excellent in Movement and Motor Skills across Year 7 and 8 was achieved to the exact figure."
- Gender Differences: Males show higher achievement in Movement and Motor Skills (Year 7: 25% more in Excellent grade band than females; Year 9: 17% difference), while females are generally higher achievers in Critical Thinking and Big Idea SOLO.
- Māori Achievement: Māori achievement in Year 8 Movement and Motor Skills increased from 77.5% in 2024 to 82.8% in 2025, potentially "linked to the RRR."
- Key Action for S2: Increase female achievement in upper grade bands for Movement and Motor Skills (Years 9-10) and increase Relational/Extended Abstract for males by at least 5% by reviewing resources and considering alternative submission options (videos/recordings).

## Languages (Te Reo Māori)

- Key Concern: "Students are working two levels below the expected curriculum level and are not yet thinking critically in Te Reo Māori."
- Achievement vs. Expectation: "Achievement across all year levels is below curriculum expectations. Most students are working within Level 2, rather than the expected Level 3-5."
- SOLO Disconnect: "SOLO levels reveal that deep thinking is only evident in a small portion of learners, most are operating at a surface level (Multistructural)."
- Gender: "Females are outperforming males in both curriculum level and SOLO depth of thinking" in Year 7. In Year 9/10, males are "significantly ahead of females in curriculum level" but neither gender reaches the expected Level 4. Females show a stronger spread across higher SOLO levels despite lower curriculum levels.
- Contextual Factors: "Learners are likely facing a double challenge: limited prior exposure to Te Reo Māori and needing to accelerate both language proficiency and depth of thinking."
- Key Action for S2: Implement explicit teaching of thinking strategies using SOLO, scaffolded language acquisition (repetition, oral routines), and culturally sustaining pedagogy.

## Mathematics

- Target Progress: "The shift in cohort SOLO data... has been 7 - 10% into relational from multistructural." This is attributed to "teacher understanding of explicit teaching of the skills, assessment moderation and what each level looks like."
- Māori Achievement: "There has been a regression of Māori achievement data across Number and Statistics in the year 8 and 9 cohort, and no change in the year 10 cohort. The year 8 cohort has had a change in reporting/curriculum, however the dip is concerning. This is still a major focus for the remainder of the year."
- Gender: "With the exception of year 9 students, there are only small differences in gender achievement, with girls slightly outperforming boys (more disparity of females over males in year 9)."
- Key Action for S2: Raise Māori achievement through identifying target students and culturally responsive teaching strategies. Continue SOLO focus by highlighting links to new curriculum "Do's" and sharing SOLO tasks.



## Music

- Overall Trends: "Students continue to demonstrate overall good Music Performance skills compared to Composition, Conventions, and Research (the more 'academic' strands)."
- Music Research Target: "Music Research will continue to be a focus area at all year levels." Year 8 showed a "higher level" in Music Research compared to 2024, but Year 7 was "still lower."
- Prior Experience: "Many students at Year 7 & 8 come into school without previous experience in Music. Therefore, demonstrating a lower NZC level overall than would be the case in other curriculum areas."
- Gender & Ethnicity: "Ethnicity and Gender continue not to be barriers in Music learning." However, some disparities are noted, e.g., Year 7 males outperforming females in Composition, but females outperforming males in Performance and Research.
- SOLO: "SOLO data showing higher results than 2024 data - no Unistructural" in Year 9. "79% of students displayed Relational or Extended Abstract thinking" in Year 10.
- Key Action for S2: Focus on Music Research (exemplars, scaffolding), utilise online tools (Flat for Education, Melodics), and ongoing PLD for software integration.

## Science

- Overall Improvement: "Overall, there seems to be an improvement in the number of students who aren't achieving the expected curriculum level compared to the 2024 data."
- Target Groups: Focus on "our two most at risk groups Māori students and males." Achievement for these groups "tends to trend downwards as students go from year 7 to year 10."
- Gender Gap: "In 2025, we reached our goal of less than 10% gender difference in 5 of the 8 assessment areas across both strands." Males are "overrepresented" in students below expected levels in Years 9 and 10 (16-19% higher than females in Year 9, 9-10% higher in Year 10).
- Māori Achievement: "In 2025, we achieved our goal for Māori achievement of less than 30% of students below the expected curriculum area in 5 of the 8 areas assessed." However, Year 9 Living World (37.5%) and Year 10 Material World (36.4%) remain concerns.
- Mātauranga Māori: The Living World strand "does open itself more naturally to Mātauranga Māori. This is an area we need to continue to develop in the other curriculum strands."
- Key Action for S2: Continue to incorporate Mātauranga Māori, develop varied assessment techniques, focus on engaging boys (hands-on, vocational connections, addressing "anti Intellectualism"), and consider AI in assessment.

## Social Sciences

- Overall Achievement: "Across Years 7–10, most students are achieving well in Social Sciences."
- Gender Gap: "In every year level, girls outperformed boys in both strands." The target of "90% of boys achieve at or above" was only met in Year 7 SOG strand. "Marked decline in achievement for Year 9 boys."
- Ethnicity Disparity: "NZ European students generally achieved higher than Māori students, especially in Culture and Collective Identity." However, "in Year 7, Māori students did better than NZ Europeans in Society, Organisation and Government."
- SOLO Focus: Goal is to "support students to think conceptually... to make deeper connections, understand patterns and explore big ideas. This will lift SOLO levels."



- Curriculum Transition: "Teachers are currently implementing the refreshed Social Sciences Curriculum, and this transition may have an impact on student outcomes."
- Key Action for S2: Design learning tasks to encourage conceptual thinking and higher SOLO levels. Use a variety of assessment techniques (oral, visual, practical) and culturally responsive pedagogy to increase engagement and achievement for Māori students and boys.

## Te Reo Māori

- Key Concern: "Students are working two levels below the expected curriculum level and are not yet thinking critically in Te Reo Māori."
- Achievement vs. Expectation: "Achievement across all year levels is below curriculum expectations. Most students are working within Level 2, rather than the expected Level 3–5."
- SOLO Disconnect: "SOLO levels reveal that deep thinking is only evident in a small portion of learners, most are operating at a surface level (Multistructural)." This "could indicate a disconnect between language proficiency and thinking capability."
- Gender Trends: Year 7 females are outperforming males. In Year 9/10, males are "significantly ahead of females in curriculum level" (40% of males at Level 3 vs 8% of females), but females show a "stronger spread across higher SOLO levels despite lower curriculum levels."
- Contextual Factors: Many students likely have "limited prior exposure to Te Reo Māori."
- Key Action for S2: Explicitly teach thinking strategies using SOLO, scaffold language acquisition (repetition, oral routines, sentence structures), and prioritise culturally sustaining pedagogy.

## Textiles Technology

- Overall Trend: "Across Years 8–10, most students are achieving expected curriculum levels." No Year 7 courses this semester.
- Target Achievement: "Shift year 8 boys from multistructural to relational depth of thinking in written tasks by 20%, measured through formative assessments (SOLO)." This is aligned with Food Technology.
- Strengths: "Students are demonstrating solid understanding of each of the 5 stages of the design process." "Curriculum delivery is meeting expectations, and students are able to articulate design thinking in reflective writing."
- Area for Development: "Consistent need to support the shift from multistructural to relational thinking, especially for Year 8 boys." "A lack of clear transfer between practical and theoretical components may be limiting relational thinking."
- Key Action for S2: "Achieve a 20% shift of Year 8 boys to relational thinking." Strengthen connections between practical and written tasks through reflection checkpoints and workshops.

## Visual Arts

- Overall Achievement: "The semester one target of 80% of students achieving at or above the expected standard for their Curriculum Level was largely met or exceeded across all year groups." Year 9 (93.5%) and Year 10 (84.2%) met this target, which is "pleasing" as they historically fell below.
- SOLO Progress: "Clear progression in SOLO achievement from Year 7 to Year 9, with an increasing percentage of students reaching Relational and Extended Abstract levels." Year 9 (64.6%) and Year 10 (63.2%) exceeded the 60% target.



- Māori Achievement Disparity: "Consistent trend of lower achievement in higher-order SOLO thinking (Relational and Extended Abstract) across all year levels." In Year 10, Māori students also fall "significantly below the 80% expected standard for Curriculum Level OTJ" (64.8%).
- Significant Gender Gap: "Prominent and consistent trend... female students consistently outperforming male students in both Curriculum Level achievement and, particularly, in higher-order SOLO thinking across all year levels." Year 8 boys (74%) and Year 10 boys (63%) did not meet the 80% curriculum level threshold.
- Key Action for S2: Increase SOLO achievement to 60% (Relational/Extended Abstract) across all levels through explicit teaching, targeted feedback, and exemplars. Improve Māori student achievement through culturally responsive pedagogy. Narrow the gender gap for males through diverse art forms/themes, collaborative learning, and showcasing male role models.

## Consolidated Key Themes and Recommendations

### 1. Addressing Gender and Ethnic Disparities (Māori and Pasifika):

- Consistent Male Underperformance: Across English, Digital Technology, Drama, Food Technology, Social Sciences, and Visual Arts, male students consistently lag in written expression and higher-order thinking (SOLO). Even in HPE, where they excel physically, they struggle with critical thinking.
- Māori and Pasifika Achievement: Significant gaps persist for Māori and Pasifika students in English, Maths, Science, Social Sciences, Te Reo Māori, and Visual Arts, both in curriculum levels and SOLO thinking.
- Recommendations: Tailored Pedagogies: Implement strategies like "more physical or more 'Male themes'" (Drama), "hands-on learning experiences with real connections to vocational work" (Science), and diverse art forms (Visual Arts) to increase male engagement.
- Culturally Responsive Practices: Prioritise "culturally responsive pedagogy" across subjects (English, Drama, Maths, Science, Social Sciences, Te Reo Māori, Visual Arts) to affirm identity and make learning relevant. Research initiatives like "You can try to sound brainy": The use of process drama to engage Pasifika boys" (Drama) should be explored.
- Varied Assessment Methods: Offer "alternate submission options such as videos/recordings/discussions rather than written/typed ideas" (HPE, Science, Drama, Social Sciences) to allow students to demonstrate understanding in ways that suit their strengths.
- Targeted Interventions: Identify specific "target students" (English, Maths) and provide small-group or one-on-one support, especially for those below expected levels.

### 2. Deepening Thinking with SOLO Taxonomy:

- Shift from Multistructural: Multiple departments (English, Digital Technology, Food Technology, Maths, Social Sciences, Visual Arts) aim to move students from basic recall (Multistructural) to making connections (Relational) and applying ideas (Extended Abstract).
- Disconnect Between Curriculum & SOLO: English, Drama, Te Reo Māori, and Visual Arts noted instances where high curriculum achievement didn't always translate to higher SOLO levels, or where SOLO indicated potential for deeper thinking not fully expressed in the curriculum grade due to language proficiency (Te Reo Māori).
- Recommendations: Explicit SOLO Teaching: "Explicit teaching of thinking strategies (Relational & Extended Abstract) using SOLO language in lessons" (Te Reo Māori, Visual Arts, Maths).



- Scaffolded Tasks & Feedback: Integrate "sentence scaffolds and writing across the curriculum" (Food Technology), "explicit teaching around making connections and justifying decisions" (Textiles Technology), and "specific, actionable feedback that guides students on how to move their thinking" (Visual Arts).
- Exemplars: Use "student exemplars, share teacher examples related to SOLO rubrics" (Food Technology, Visual Arts, Music) to demonstrate higher-order thinking.

### **3. Refining Curriculum and Assessment Practices:**

- Data-Driven System Development: The English department is creating new systems for accessing and tracking student progress, highlighting a need for better data infrastructure.
- Moderation and Clarity: Drama aims to continue "building up a robust bank of examples that can support consistent OTJ's across different strands and levels" and develop teacher knowledge of the curriculum. HPE has also refined its assessment process.
- Curriculum Review: Drama is mapping out its program with the NZ Curriculum 2007. Social Sciences is implementing a refreshed curriculum. Music is integrating new online tools like "Flat for Education" and "Melodics."
- Consideration of AI: Science is considering "assessment with increasing use of AI" and "incorporation of AI meaningfully."
- Recommendations: Ongoing PLD: Facilitate regular professional development on curriculum knowledge, effective assessment (including SOLO-based rubrics), and culturally responsive pedagogy.
- Inter-Departmental Collaboration: Share successful strategies, especially regarding SOLO implementation and engaging priority learners, across departments.
- Student Voice: Actively gather "student voice at the start of the term [to] help to engage any of these learners" (Drama, HPE) and inform curriculum and task design.

### **4. Bridging Language and Content Knowledge:**

- Te Reo Māori Specific Challenge: Te Reo Māori faces the unique challenge of low initial language proficiency alongside the need to develop critical thinking, indicating students "can think critically but lack the language fluency to express it."
- Writing Across the Curriculum: Several departments (Food Technology, Music) noted students struggling to articulate their ideas in written form, reinforcing the need for "Structured Literacy tools" (Digital Technology) and focused writing support.
- Recommendations: Integrated Literacy Support: Provide consistent "scaffolded literacy strategies" and "oral language activities" across subjects, particularly for language acquisition and expressing deeper thinking.
- Structured Progression: Develop "structured progression and scaffolding throughout the semester prior to summative assessment tasks" (HPE, Te Reo Māori).

This briefing highlights a collective commitment to improving student outcomes, particularly for male, Māori, and Pasifika students, and to fostering deeper, more conceptual thinking. The proposed actions for Semester 2 provide clear pathways for addressing these critical areas.



### 3. Link to original reports

Please click on [THIS LINK](#) if you would like to see the original data reports from each Specialist Curriculum Leader.



# RJHS Semester 2 2025 Curriculum Data Analysis

This document contains 3 sections, for you to select the way in which you wish to engage with the data.

1. Overview video
2. Briefing document
3. Link to Specialist Curriculum Leaders Data Reports
4. 2026 Achievement Target Setting

## 1. Overview Video

Click on the image below to launch a video about our data analysis process, and overarching trends (optional).





## 2. Briefing Document

### 2025 SCL Individual Achievement Targets: Status Overview

Learning Area	Primary Strategic Target	Progress Status
<b>Mathematics</b>	Shift SOLO grades by 5% into Relational/Extended Abstract	Partially Met (Y7 successful; Y9/10 Stagnant)
<b>English</b>	Accelerate progress for all students "Below" expected level	Ongoing (Tracking systems established)
<b>Science</b>	Reduce gender gap to <10%; Māori/European gap to <15%	Met (Y10 ESS remains an outlier)
<b>Social Science</b>	85% of boys achieve "At" or "Above" curriculum level (Y9/10)	Not Met (Current range: 72%–84%)
<b>Visual Arts</b>	80% of students achieving "At" or "Above" curriculum level	Met (All year groups >91%)
<b>HPE</b>	25% "Excellent" achievement across Year 7 and 8	Met
<b>Te Reo Māori</b>	Improvement in curriculum levels across all year groups	Met (Clear upward shift from 2024)
<b>Technology</b>	Shift Y8 boys from Multistructural to Relational (20% shift)	Ongoing (Improved engagement noted)

The overarching trends for 2025 reveal a persistent "Multistructural Ceiling." While the majority of students successfully identify and describe multiple ideas (Multistructural), shifting learners into deeper levels of connection and abstraction (Relational/Extended Abstract) remains our primary strategic hurdle. This stagnation is particularly pronounced among male, Māori, and Pasifika cohorts, posing a direct threat to our 2025 equity goals. As deep thinking is the prerequisite for success in the refreshed curriculum and the NCEA Level 1 pathway, addressing this plateau is a non-negotiable priority for senior school readiness.

This analysis now turns to the foundational subjects of Mathematics and English to explore these systemic trends in detail.



## Deep Dive Analysis: Mathematics

Mathematics achievement serves as our most critical indicator for senior school readiness and logical reasoning. Proficiency in this area is a primary predictor of success in the NCEA Numeracy Co-requisite, requiring students to move beyond surface-level calculation toward conceptual synthesis.

### Strand Variance and Equity "Bright Spots"

Analysis of Year 7–10 data reveals consistent strand variance, with Geometry proficiency (82%–88%) significantly outperforming Algebra. While Geometry benefits from visual and practical engagement, we must highlight specific equity wins:

- **Māori Achievement Jump:** In Year 9 Geometry, Māori achievement increased by 16%—a massive success for our equity goals.
- **Pasifika Algebra Success:** In Year 8, Pasifika students showed 100% concentration within the Consolidating and Proficient brackets in Algebra, indicating a complete elimination of the "Emerging" tail in this cohort.

### The Gender/Ethnicity Paradox

Despite these bright spots, the transition to Year 9 and 10 reveals widening disparities:

- **Algebra Disparity:** In Year 9, 36% of Māori and 46% of Pasifika students are performing below expectations in Algebra, compared to only 18% of New Zealand European students.
- **The Geometry Gender Gap:** By Year 10, 90% of females meet expectations in Geometry, compared to 81% of males.
- **High-End Polarization:** Females are consistently over-represented in the "Exceeding" and "Relational" categories, while males remain over-represented in "Developing" bands.

### SOLO Taxonomy Transition

The following data tracks the percentage of students reaching "Deep Thinking" (Relational and Extended Abstract levels):

Year Level	Surface Thinking (Pre/Uni/Multi)	Deep Thinking (Relational/Ext. Abstract)
Year 7	75%	25%
Year 8	57%	43%
Year 9	57%	43%
Year 10	56%	44%



**"So What?" Layer:** The "SOLO stagnation" in senior years is a critical bottleneck for NCEA. While the school's Numeracy Co-requisite pass rate of 79% exceeds the national average (63%), the non-pass rates for Māori (35%) and Pasifika (53%) are unacceptable. The data suggests that while surface-level content is being delivered, we are not successfully accelerating priority learners into the relational thinking required for high-stakes assessment.

**"Now What?" Strategies:** Instructional leaders will mandate a 5% shift goal for Māori and male achievement in 2026. This will be supported by a focus on "quality pedagogy" and rigorous moderation to ensure that "Consolidating" students are pushed into "Proficient" and "Exceeding" benchmarks.

## Deep Dive Analysis: English

English acts as the master key to the broader curriculum. Literacy levels directly dictate a student's ability to access the conceptual demands of other subjects, such as the high literacy loads found in Year 10 Science and Social Science.

### Achievement Data: Reading vs. Writing

Receptive skills (Reading) consistently outperform productive skills (Writing). Year 7 reading achievement (86.1%) remains stronger than writing (80.6%), a trend that narrows only slightly by Year 10 (87% vs 86%).

### Priority Learner Tracking

Māori and Pasifika students remain over-represented in the "Below Expectation" writing bands. In Year 7, only 70.6% of Māori students reached the expected level for writing, compared to 84% of Asian students.

### The Writing Gender Gap (Years 7–10)

- **Year 7:** 85.1% Females vs. 75.0% Males "At/Above"
- **Year 8:** 93.3% Females vs. 75.6% Males "At/Above"
- **Year 9:** Females significantly outperform; males over-represented in "Below Expectation" bands.
- **Year 10:** 86.0% overall "At/Above," but males remain clustered in lower achievement bands compared to females.

**"So What?" Layer:** The concentration of students at the Multistructural level—where they can identify ideas but struggle to link them—limits NCEA readiness. If a student can identify a literary device (Multistructural) but cannot explain *how* it develops a theme (Relational), they cannot access higher merit/excellence grades. This "literacy-achievement nexus" is the primary barrier to equity across the curriculum.

**"Now What?" Interventions:** Interventions will prioritize explicit instruction in analytical paragraphing and idea development. To support male learners, we will introduce high-interest contexts and mandate oral feedback options to bypass written literacy barriers while building conceptual depth.



## Summary of Achievement: STEM & Technology Learning Areas

Integrated "Design Thinking" and practical application are essential for developing the evaluative skills required in the modern NZC.

- **Science:** While the school narrowed Māori/European gaps in Year 8 and 9, a significant 19.2% gender gap persists in Year 10 Earth & Space Science (ESS). This is directly linked to the subject's heavy literacy load and "literacy fatigue" among male students.
- **Technology (Product/Food/Textiles/Digital):** These areas have successfully used "shared design language" to transition students toward Relational thinking. Year 10 Product Design utilized individual project ownership to effectively close the gender gap.

### Key Successes in Technology

- **Pasifika Acceleration:** Digital Technology saw a significant shift for Pasifika students, with Unistructural results dropping from 31% to 0% and Relational results rising to 40%.
- **Male Engagement:** Improved outcomes in Year 10 Product Design through 1:1 mentoring and self-selected projects.
- **Scaffolding success:** Embedded "How Might We" statements moved students from simple task completion to purposeful design.

## Summary of Achievement: Arts, Social Sciences & Languages

These subjects are vital for conceptual depth and cultural identity, yet they reflect the same "Multistructural ceiling" seen in foundational areas.

- **Te Reo Māori:** A "concerning gap" exists in Year 7, where 65–70% of boys are at Level 1. However, Year 8 shows a dramatic recovery, with 66% of males achieving Relational or higher, matching female peers.
- **Visual & Performing Arts:** Visual Arts achievement is exceptional (>91%), yet Performing Arts faces a "Ceiling vs. Floor" issue, with 80% of Year 8 students stuck at the Multistructural level. They can perform a technique but struggle to explain *why* it serves the intent.
- **Social Science:** The 85% target for Year 9/10 boys was not met, particularly in "Economic Activity" (72%). This strand's higher conceptual and literacy load mirrors the achievement barriers seen in English and Year 10 Science.



### Relational SOLO Achievement: Arts vs. Social Science

Year Level	Visual Arts (Relational+)	Social Science (Relational+)
Year 7	32.1%	10.0% (Place and Environment)
Year 8	47.0%	~15.0% (Strand average)
Year 9	58.3%	33.0% (Overall average)
Year 10	53.3%	20.0% (Relational plateau)

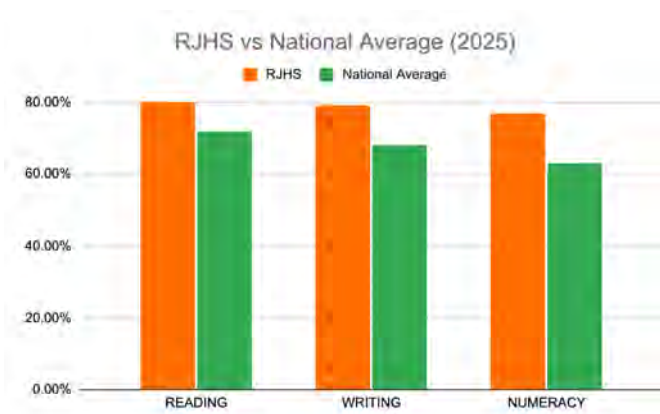
### Summary of Achievement: Health & Physical Education (HPE)

HPE maintains a unique balance between "Movement Skills" (practical) and "Big Ideas" (conceptual).

Across Years 7–10, 95% of students met expectations in Movement and Motor Skills. However, the Movement vs. Conceptual split remains: males dominate practical "Excellent" bands, while females demonstrate stronger higher-order thinking in SOLO/Big Ideas. Notable "bright spots" include **Asian students** achieving the highest percentage of Extended Abstract in Year 7 Big Ideas, and **Pasifika students** achieving the highest Extended Abstract percentage in Year 7 BIS. The school successfully met its 25% "Excellent" target for Years 7 and 8.

### Year 10 Common Assessment Activity results

We had another strong year of CAA results in 2025, with a particularly notable increase in the Numeracy pass rate, compared to 2024.



	RJHS	National Average
<b>READING</b>	80%	71.80%
<b>WRITING</b>	79%	68%
<b>NUMERACY</b>	77%	63%



## Strategic Synthesis & School-Wide "Now What?"

The 2025 data indicates that while our proficiency is high, our "equity of depth" requires immediate intervention. We are teaching students *what* to learn, but we must become more deliberate in teaching them *how* to connect and abstract that learning.

### Four Critical School-Wide Priorities for 2026:

1. **Lifting the "Multistructural Ceiling":** All departments will mandate explicit scaffolds (e.g., connective word banks, "Why" prompts) to transition students from identifying ideas to connecting and justifying them.
2. **Addressing the Literacy-Achievement Nexus:** The 19.2% gap in Year 10 Science proves literacy is a gatekeeper. Literacy support will be embedded directly into STEM and Social Science contexts rather than treated as an isolated English department responsibility.
3. **Māori & Pasifika Acceleration:** We will move toward "culturally sustaining" pedagogy, embedding Te Ao Māori contexts (e.g., in Science and Technology) as non-negotiable standards to increase relevance and engagement.
4. **The "Just About Boys" Initiative:** This targeted plan will prioritize "high-interest, low-stakes" assessment models, including oral submissions and movement-based learning, to build confidence and conceptual risk-taking in male learners.

**As we transition to the updated curriculum in 2026**, rigorous moderation of Overall Teacher Judgments (OTJ) is essential. We must ensure that our "Proficient" and "Exceeding" benchmarks are applied consistently as they progress through Phases 3 and 4. We will also be considering, in depth, the place of assessing and reporting against SOLO taxonomy. The taxonomy can still be used in teaching and learning design and implementation, but may not be necessary to use with the new Progress Descriptors. The 'Exceeding' Progress Descriptor encompasses higher order thinking skills, connecting ideas and concepts across contexts and using learning in purposeful and innovative ways.

## 3. Link to original reports

Please click on [THIS LINK](#) if you would like to see the original data reports from each Specialist Curriculum Leader.



## 4. 2026 Achievement Targets

In an effort to better understand whole cohort achievement and progress, we are setting wider school targets in the priority areas identified by the MOE. Having 5 common Progress Descriptors to assess and report against within each phase of the curriculum allows us to set whole cohort achievement targets to set and reflect against. Individual curriculum teams, as well as the inclusive learning team, will still identify lists of target students to accelerate so that they might meet curriculum expectations. These targets are aspirationally based on 2025 achievement results.

	Mathematics		Writing		Reading	
Target	80% Proficient (or above)	10% Exceeding	80% Proficient (or above)	10% Exceeding	85% Proficient (or above)	15% Exceeding



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**2025**

Rototuna Senior High School

# Annual Report





## Analysis of Variance 2025

### Progress Against Annual Goals:

This section provides an overview of our progress toward achieving our four strategic goals, outlining the key actions taken, the extent to which intended outcomes have been realised and the overall impact on our kura. It draws on a range of evidence, including student voice, data from our Student Management System and staff feedback, to evaluate our impact. The analysis highlights areas of strong progress, as well as areas where further work is needed. Recommendations are included to support next steps and ensure continued improvement in line with our school's vision and values.

Strategic Goal One - HAPORI	Strategic Goal Two - WHANAUNGATANGA	Strategic Goal Three - WAANANGA	Strategic Goal Four - MANAAKITANGA
<b>Foster a culture that is inclusive and values all.</b>	<b>Strengthen our partnerships with whaanau, iwi and community.</b>	<b>Provide engaging and challenging learning opportunities so everyone thrives.</b>	<b>Ensure our environment enhances wellbeing/hauora for all RHS students.</b>
1.1 Celebrate diversity and promote inclusion (language, culture and ethnicity; identity).	2.1 Review and refine the way we engage with whaanau.	3.1 Refine our curriculum using the RSHS quality teaching model to ensure deep learning for all	4.1 Develop and strengthen prosocial practices across the schools.
1.2 Recognise successes (awards, recognition, prizegiving, comms)	2.2 Strengthening the role of the Kaiarahi in the learning partnership with whaanau	3.2 Develop teaching capabilities using our RSHS quality teaching model to cause deep learning	4.2 Ensure effective wellbeing supports are available for all students.

Strategic Goal One - HAPORI			
Foster a culture that is inclusive and values all.			
		Initiative: 1.1 Celebrate diversity and promote inclusion (language, culture and ethnicity; identity).	
Intended Actions	Intended Outcomes	Actions taken/progress	
<p>1) Increase visibility of school events, opportunities and cultural events so students /families can actively engage in these celebrations.</p> <p>2) Coordinate and continue to grow involvement in cultural celebrations across both schools.</p> <p>3) Continue to refine operations and structures of student councils to grow involvement</p> <p>4) Identify external opportunities for our Cultural Council to engage in. Events, Expos and Scholarships</p> <p>5) Expand how we recognise success</p>	<p>1a) Increase in participation in engagement opportunities</p> <p>2a) Increased attendance and positive feedback on events</p> <p>3a) Increased engagement opportunities</p> <p>4a) Higher numbers of cultural liaison and teaching staff involved</p> <p>5a) Improved results in feedback about sense of belonging and being valued</p>	<p>1a) The fortnightly RSHS newsletter has been updated to include regular curriculum features, attendance messaging and the celebration of student success. This has strengthened visibility of learning and student experiences and successes.</p> <p>2a) A range of cultural and community events were coordinated across the term to celebrate diversity and strengthen engagement across the kura. Attendance at key events included approximately 80 parents and students at the Supporting Student Success Evening (Week 5), and around 150 whaanau, families, and students at the Excellence Endorsement Evening (Week 6), where 40 students were recognised for achieving Excellence endorsements. A Pasifika event in Week 7 engaged 18 senior students and one parent, providing a targeted opportunity to connect and celebrate Pasifika identity. In Week 11, an Eid celebration was also held, further acknowledging and valuing the cultural diversity within our school community.</p> <p>These events provide opportunities to recognise achievement, celebrate cultural identity, and strengthen connections with whaanau, contributing to increased engagement and positive feedback.</p> <p>3a) Student councils continue to be strengthened as key drivers of student voice and engagement, with staff supporting students as change agents within the kura. Term 1 initiatives, including Spirit Week, have created visible opportunities for students to connect and participate, contributing to increased engagement and a stronger sense of belonging. This reflects positive progress toward expanding engagement opportunities across the school.</p>	<p>Spirit week (Week 10 Term 2)</p>

Keep updated through Instagram: @rototuna.senior.high

## SPIRIT WEEK 2025

"Sense of Belonging"

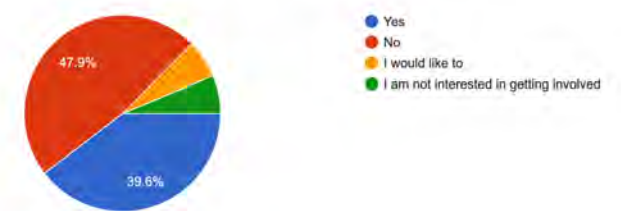
	Monday March 31st	Tuesday April 1st	Wednesday April 2nd	Thursday April 3rd	Friday April 4th
Whaanau	Start of Kindness Box Community Council In each Iwi	Blooket Marutaha During Whaanau Time		School Māori quiz Cultural Council Te Awanui Itara	All Day Blood Drive Large theatre
Interval	Mauī Matau Cultural Council In Te Awanui	Friendship Bracelet Making Community Council In Mangapu	Chalk Competition Senior High Courtyard Frameboard to take photos	Teachers vs Student Volleyball Game Sports Council Located in the park	All Day Blood Drive Large theatre
Lunch	NCEA Info Day Academic Council In Mangapu	Trash Shooting Competition Sports Council In Te Awanui	White Noise Wednesday Te Awanui Stairs (Cafe)	International Family Feud International Council In Te Awanui	Frameboard around school Media Council Department Quiz Academic Council

As part of strengthening student councils and increasing opportunities for engagement, a range of student-led initiatives were implemented. Spirit Week (Term 2, Week 10) created multiple shared experiences that promoted participation and connection across the kura.

In addition, councils organised a number of inclusive activities with strong student turnout, such as the Community Council's friendship bracelet initiative, which encouraged whakawaanaungatanga and peer connection. Our Cultural Council created a school-wide [Spirit Week Kahoot](#) during whaanau time.

Student voice was also gathered through the Sense of Belonging survey which completed every term, including data on student involvement in clubs, teams, councils and other activities. This has provided valuable insight into current engagement levels and will inform ongoing refinement of council structures to further grow participation opportunities.

Are you involved in any clubs, teams, councils or other activities at school?  
144 responses



Term 2 data tells us that just over 6% percent of students aren't involved in clubs, teams of activities, but would like to be. Some of the themes:

- Promote Involvement and Access to Activities: Increase communication about the available clubs and councils, including how to join them.
- Address Sports Inclusivity: Resolve issues related to sports, specifically fixing the "elitist mindset" associated with school sports, providing better sports equipment resources, and potentially helping with sports fees.

**4a)** We have multiple staff that support each student lead council, with a Deputy Principal supporting the staff of each council. Staff look for ways to engage students beyond the gates of our kura. This year the teachers of the Cultural Council organise a Univeristy of Waikato Maaori Visit Event, ensuring all yr 12 and 13 RSHS Maori students were invited to this event in Term 1. A second trip was organised for our Maaori and Pasifika students, who visited AUT for a whirlwind tour

**5a)** Feedback from our [Sense of belonging](#) survey, completed in Terms 1, 2 and 3 by different cohorts across our kura shows a positive shift from Term 1to Term 3 in students' sense of belonging. There has been a decrease in students reporting feeling awkward or out of place, alongside increased consistency in students feeling known and supported by their Kaiārahi. Confidence to contribute in class has also strengthened, with high levels of perceived safety maintained. These shifts indicate improved outcomes in belonging, reflecting the impact of ongoing focus on whakawaanaungatanga and manaakitanga in our Whaanau curriculum. June data shows a strong baseline, with 94% of students reporting they feel a sense of belonging. By Term 3, there is a clear positive shift, with more students moving from "Sometimes/Usually" to "Always," indicating deeper connection over time. High levels of perceived safety (near 100%) have been maintained, supporting these gains. This reflects positive progress in strengthening belonging through whaanau and pastoral structures.

Attendance awards now being celebrated in Iwi celebrations at the

end of the term, those students that have gained 100% (this includes 'justified absences').

Analysis

**Impact:**

There is clear evidence of increased visibility, participation, and engagement across cultural, community, and student-led opportunities. Strengthened communication through the fortnightly newsletter, alongside regular assemblies and events, has improved awareness, celebrated success and reinforced an inclusive school culture. Strong attendance at key events reflects positive engagement from students and whaanau, while targeted events (e.g. Pasifika and Eid celebrations) support identity and belonging. Student councils have also played a growing role in leading initiatives such as Spirit Week, contributing to a more participatory culture.

Student voice data shows positive shifts in belonging, with 94% of students reporting a sense of belonging by mid-year and increased movement toward "always" feeling connected by Term 3. High levels of perceived safety have been maintained, alongside increased confidence to contribute and stronger connections with Kaiārahi.

**Recommendations:**

- Continue to strengthen the promotion of RSHS clubs, councils, and activities, ensuring clear pathways for students to get involved
- Ensure barriers to participation in sport, including perceptions of exclusivity, access to equipment, and affordability are minimised. KAS to work with MAJ (Director of Sport) in this regard - opportunities for physical activity and social sport available as well.
- Continue to refine student council structures to broaden participation and leadership opportunities
- Continue to grow culturally responsive opportunities, including partnerships with external providers (e.g. universities, community groups) NAM to work with Pathway team to look for these opportunities with tertiary providers.
- Maintain and further embed regular celebration and recognition opportunities across the kura, SLT and Kaihautu team to promote these opportunities
- Use ongoing 'Sense of Belonging' survey data to track impact and inform responsive actions, particularly for priority groups
- Ensure we record numbers of students and parents attending our events so we can monitor/see areas of growth.

**Strategic Goal One - HAPORI**

Foster a culture that is inclusive and values all.



**Initiative 1.2: As a school we embed routines that regularly monitor progress and understanding to encourage deep learning for all**

Intended Actions

1a) Increasing communication reach that celebrates a positive school culture and expanding the range of ways both students and staff are recognised grows

Intended Outcomes

1a) Improved results in feedback about sense of belonging and being valued

Actions taken/progress

1a) The fortnightly RSHS newsletter has been updated to include regular curriculum features, attendance messaging and the celebration of student success. This has strengthened visibility of learning and student experiences and successes.

Digital displays installed, ensuring a process established for updating displays and managing the amount and type of content displayed. A great way to promote events and opportunities happening across the kura, but also another visible way to celebrate.

Regular assemblies booked, twice a term which are organised and lead by Manukura (head students). These provide consistent opportunities to communicate key messages, celebrate student success, and strengthen connection across the kura. These promote student voice through things like student council sign-up, supporting early connection and engagement. The Term 1, Week 9 Manukura-led "Belonging" assembly reinforced school values and strengthened students' sense of identity and place within the kura. In Term 2, Week 3, a "Celebrating Each Other" assembly, including student speeches, further recognised student contribution and voice.

Additionally, iwi assemblies are held each term to recognise and celebrate student achievement across a range of areas. This includes sporting success at regional and national levels, cultural contributions (e.g. participation in the Tainui Secondary Schools Kapa Haka Festival), and 100% attendance. In addition, each whaanau nominates a 'Student of the Term', recognising values such as kindness, inclusiveness, and active participation in iwi and hapu activities and competitions. Students receive certificates and small prizes.

**Impact:**

Communication and recognition practices have been strengthened, increasing the visibility of student learning, achievement, and opportunities across the kura. Regular newsletters, digital displays, and consistent assembly routines (Manukura-led and iwi) have created clear, ongoing opportunities to celebrate success, elevate student voice, and reinforce school values.

These approaches recognise a broad range of achievements and contributions, helping to build a more positive and inclusive school culture. This is reflected in improving student voice data related to feeling valued and a growing sense of belonging.

**Recommendations:**

- Continue to refine communication channels to ensure consistency, clarity, and reach across all groups within the kura: Display TV's, Google Classrooms are utilised for Sports and Pathways and these include as part of the 'new student induction' programme, whilst also reminding current students to 'sign up' to these to receive messages.
- Ensure recognition systems capture a broad range of achievements, including quieter contributions and diverse forms of success
- Continue to monitor student voice data to identify groups who may not yet feel seen or valued, and respond with targeted strategies
- Continue to embed and strengthen assembly and recognition routines as a core part of school culture

**Strategic Goal Two - WHAANAUNGATANGA**

Strengthen our partnerships with whaanau, iwi and community.



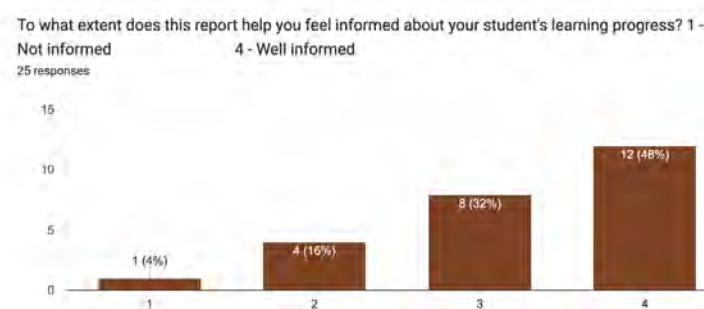
**Initiative 2.1. Review and refine the ways we engage with whaanau.**

1) Regularly engage with family and whaanau across the year to seek feedback and feedforward to strengthen our partnership

1) Whaanau feedback on having a voice and being in partnership with us

1) Whaanau feedback was gathered following the Term 1 reporting cycle ([report feedback here](#)), providing insight into how reporting can be strengthened.

Key themes included the need for clearer reporting dates, greater distinction between reporting categories, and more explicit information about student progress and achievement levels eg What level is he working at - E, M, A? whaanau also identified a need for clearer next steps and more proactive teacher communication, particularly for students requiring additional support.



There was also feedback around wanting more clarity on students' next steps. There are no personalised comments in the reports, so specific actions/steps rests on parents to get in touch with teachers. There was also a concern from parents that students receiving an 'orange' signalling a concern, and they are hearing about this for the first time in the report, Why are teachers not getting in touch and following up?

2) Improve coordination of communications so students and whaanau are well informed and feel connected to our school

2) Our school community reports they know what is happening at school and for their students learning/achievements/work-ons

2) The expectation was re-introduced to staff, that kaiako make direct contact with whaanau when a student is identified as "orange" in progress reporting. This ensures whaanau are better informed and supported with clear next steps prior to assessment, strengthening communication and connection between home and school. The earlier this is signalled the better

Intended Actions

Intended Outcomes

Actions taken/progress

**Impact:**

Whaanau voice is being actively gathered and used to inform improvements, particularly through feedback from the Term 1 reporting cycle. This highlighted the need for clearer communication around progress, achievement levels, and next steps.

The reintroduction of direct kaiako contact for "orange" progress has strengthened early, proactive communication, ensuring whaanau are informed sooner and better able to support their child's learning. However, whaanau do not yet consistently experience reporting as a two-way partnership. Limited personalised commentary and unclear next steps can reduce meaningful engagement, indicating a need for more consistent, proactive communication across the kura.

**Recommendations:**

- Review our current Progress Reports, how can we provide more clarity to our whaanau about their students 'next steps'?
- Strengthen consistent, proactive communication from kaiako that highlights any areas of concern early. Messaging from SLT to staff around making contact home 'no surprises'. Discuss this with Poutiaki, ensure this messaging is being shared at Department hui, offer to support if needed.

- Continue to use whaanau feedback to guide improvements, resend survey or look to survey/ask questions at Whaanau Conferences
- Increase opportunities for two-way engagement with whaanau.

## Strategic Goal Two - WHAANAUNGATANGA

Strengthen our partnerships with whaanau, iwi and community.



### Initiative 2.2. Strengthening the role of the Kaiarahi in the learning partnership with whaanau.

1) We build partnerships with whaanau through reciprocal communication

2) Whaanau curriculum designed to increase engagement in united tikanga growing our sense of unity and belonging to each other and our school

Intended Outcomes

1) Whaanau feedback on having a voice and being in partnership with us

2a) Improved results in student survey re: belonging at school

2b) Staff and students understand the significance of our karakia, our haka, our pou and our space names

Actions taken/progress

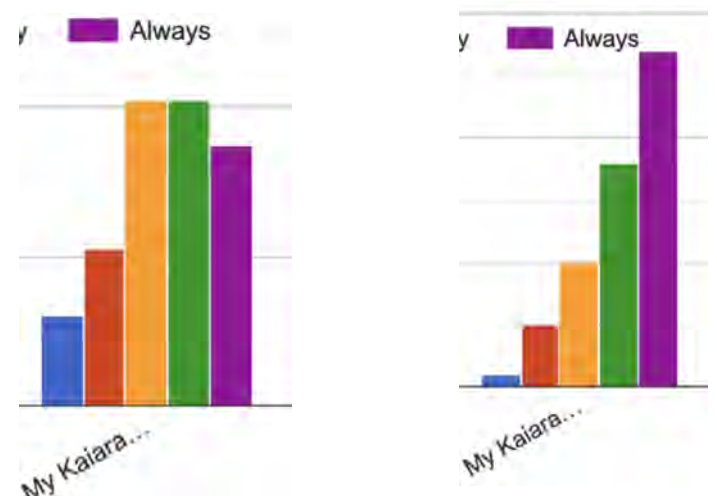
Find an opportunity to gather feedback from our whaanau to gain their perspective about what is going well, what do they think their student needs to progress. Some potential questions could be:

- Did you feel that you were able to discuss your students' goals at the student conferences?
- Do you feel that you were able to contact your Whaanau teacher, to address concerns or seek more information?
- Do you know how your student is progressing academically?
- Do you know what areas your student is doing really well in?
- Do you know what areas are work-ons for your student?
- Do you know the next steps for your student so they can achieve their goals?
- Did you feel listened to?
- Did you think that the kaiarahi knows your student and their learning needs?
- Did you have conversations about future pathways for your student?

We did not do the above, this will be a work on for 2026.

Feedback from our [Sense of belonging](#) survey, completed in Terms 1, 2 and 3 show an increased consistency in students feeling known and supported by their Kaiārahi. Students report stronger connections with their Kaiārahi, with more feeling known and supported to stay on track with their learning. There is also increased confidence in seeking support from peers within whaanau. A smaller but positive shift is evident in students' engagement with exploring career pathways during whaanau time.

“The two graphs show responses at different time points (Term 2 and Term 3) to the statement ‘My Kaiārahi really knows me,’ with purple representing ‘always,’ green ‘usually,’ yellow ‘sometimes,’ red ‘rarely,’ and blue ‘never.’”





2b) A Term 1 Whaanau curriculum ‘[Whaanaungatanga](#)’ was co-constructed to strengthen students’ connection to the whaanau, iwi and to our kura. The curriculum supported students to build relationships within their whaanau, explore the stories significance of our kura. Included in the curriculum were activities designed to gain knowledge about the story and meaning of our pou (Tiki, Toki and Hue, the names of our iwi, our place names, alongside our values, and expectations.

To further support this mahi, staff participated in two intensive professional learning days in Term 4 focused on Ngaati Wairere histories, [puurakau](#) of our kura which has been gifted to us, which are the stories embedded within

Intended Actions

				our kura space names, histories. This professional learning helped grow staff understanding and confidence to connect local narratives to whaanau curriculum and everyday practice which we will be able to carry into the curriculum in the following year.
Analysis	<p><b>Impact:</b></p> <p>Student voice data shows improved consistency in students feeling known and supported by their Kaiārahi, alongside increased confidence in seeking help from peers and a small positive shift in engagement with career pathways. This indicates strengthening relationships and a growing sense of belonging within the whaanau class. The Term 1 whaanau curriculum 'Whaanaungatanga' has supported students to build connections to whaanau, iwi, and kura, with increased understanding of the significance of our pou, place names, and values. Staff professional learning has further strengthened capability to integrate Ngaati Wairere histories and puurakau into practice.</p> <p>The absence of the planned feedback regarding Whaanau Conferences means there is limited insight into whaanau experience of the Kaiarahi partnership and value of this format of reporting/these evenings. This highlights an area for further development.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>→ Implement planned whaanau feedback to better understand the perspective of our community and see if there are ways we can strengthen this connection. KAS and Kaihautu to work on this</li> <li>→ Continue to embed and refine the Whaanau curriculum to strengthen connection to iwi and our kura. KAS and Kaihautu team</li> <li>→ Build on staff professional learning to ensure consistent integration of local narratives across practice. Look for PL opportunities that build on Term 4 experiences.</li> <li>→ Continue to monitor student voice data using the 'Sense of Belonging' survey to track continued shifts in belonging and connection. MIM and KAS to look at modifying/updating questions.</li> </ul>			

<b>Strategic Goal Three - WAANANGA</b>					
Refine our curriculum using the RSHS quality teaching model to ensure deep learning for all					
		<b>Initiative: 3.1 Refine our curriculum using the RSHS quality teaching model to ensure deep learning for all</b>			
<b>TEACHER LEARNING COMMUNITIES &amp; LESSON STUDIES</b>					
Intended Actions	<p>1) Continue focusing on shared accountability within the model, emphasizing facilitators' confidence to steer discussions toward the impact of practice on student learning</p> <p>2) Develop systems for documenting and sharing desirable teaching strategies that connect to the model and promote these practices (resource bank, tracking feedback loops)</p>	Intended Outcomes	<p>1) Impactful practices are selected and showcased across the school as exemplars of the quality teaching model</p> <p>2) A system of desirable teaching strategies that connect to the model is available to staff that promotes these practices (resource bank, tracking feedback loops).</p>	Actions taken/progress	<ul style="list-style-type: none"> <li>- Case studies continue to be presented during TLC's.</li> <li>- Resource bank continues to be developed which will inform the play book.</li> <li>- Playbook is in development, a teaching and learning handbook to support teachers with their practice</li> <li>- Playbook will also support a Culture of Learning and amplify pedagogical discourse that promotes promising practice</li> <li>- Student engagement surveys are conducted with teachers and students in classes with progress monitored as part of TLC presentations [need to lift this data across the school 2026 goal]</li> <li>- <a href="#">End of Year presentations</a> completed with exemplars presented to all staff</li> <li>- <a href="#">Guidelines for end of year presentations</a> following the Principles, Practices &amp; Proof format</li> <li>- <a href="#">Example Presentation</a></li> </ul>
			<b>Initiative 3.2. Develop teaching capabilities using our RSHS quality teaching model to cause deep learning.</b>		

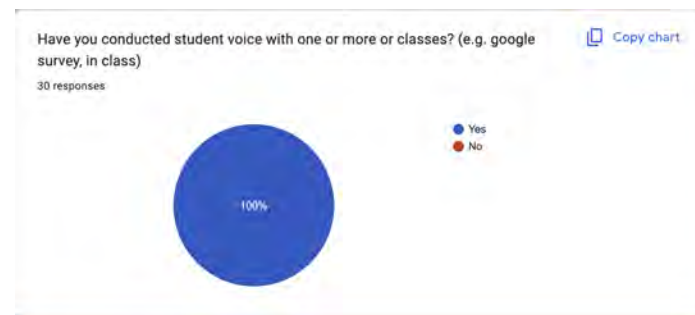
- 1) Lesson Studies and TLCs continue to grow the culture of professional learning in our school
- 2) Identify Teaching Council expectations and set up a system for people to keep records of reflection and learning to update Professional Growth (professional standards expectations) and understanding of processes. Begin to collaborate teaching practices based on Teaching Standards as per the process for this to occur.
- 3) Collect student-voice from marginalized groups to assess the impact of teaching on their learning..
- 4) Conduct termly surveys to capture feedback from students with specific learning needs.

- 1) Lesson Studies regularly scheduled PL
- 2) Identify teaching council expectations and set up a system for people to keep records of reflection and learning to update Professional Growth (professional standards expectations) and understanding of processes. Begin to collaborate teaching practices based on Teaching Standards as per the process for this to occur.
- 3) Collect student-voice from marginalized groups to assess the impact of teaching on their learning.
- 4) Conduct termly surveys to capture feedback from students with specific learning needs.

TLCs are scheduled every three weeks, providing regular, structured professional learning aligned to the RSHS Quality Teaching Model. A 'Playbook' supports Professional Growth expectations, with teachers recording reflections through journals, strengthening alignment with Teaching Council standards.

Student voice is gathered through targeted and termly surveys, enabling teachers to access specific data, including from priority groups, to inform practice.

The image below shows that all teachers surveyed have collected student voice relating to their lesson studies.



Summary from EOY staff feedback re: TLCs in relation to using student voice:

- **Student Agency and Motivation:** Intentionally working on student agency, autonomy, and motivation, and elevating agency.
- **Instructional Design and Delivery:** Focus on increasing engagement and participation, offering more worked examples, incorporating more small practical/hands-on tasks, varying the modes of tasks, providing more variety of activities, and trying to provide more opportunities for rich learning tasks.
- **Feedback and Assessment:** Intentionally working on providing feedback and feedforward, developing dialogic teaching strategies and different forms of feedback, streamlining the feedback process, continuing to make the assessment clearer, and focusing on assessment for learning.
- **Classroom Management and Organization:** Focus on behaviour management, teaching rangatiratanga of self, intentional grouping, decluttering the classroom to streamline instructions/resources, breaking down learning into more manageable chunks, and improving Google Classroom usage and structure.
- **Clarity and Goal Setting:** Working on clearer learning intentions, showing students the whole journey of learning at the start, and having tighter due dates and goal setting.

[Example of curated content](#) designed to support teacher learning

[Example of curated content](#)

Summary for EOY staff feedback re TLC:

- **Collaboration and Sharing:** Respondents highly valued the opportunity to share ideas, knowledge, expertise, and resources with colleagues, as well as the ability to learn from others' teaching content and practices across different curriculum areas and departments.
- **Discussion and Dialogue:** The discussions, dialogue, banter, and co-constructing knowledge in small groups were highly appreciated, promoting collegiality, challenging current classroom practices, and creating an imperative to look deeply into pedagogical practices.
- **Structure and Process:** Respondents liked the consistent, structured nature, detailed prompts, and the good flow of content, describing it as not too demanding with a reasonable and well-spread pace and amount of work.
- **Group Environment:** The close-knit nature, high trust, safe space, and sense of belonging were positive aspects, providing a great space to exchange and explore ideas.
- **Content and Material:** The content was described as engaging, interesting, and useful, covering a range of topics/researchers/experts, with a process of learning the latest literature and applying or testing it out in teaching programs.

Summary from EOY staff feedback re: TLC and learnings from observations/feedback loops:

- **Learning Intentions and Success Criteria:** Focus on improving the clarity, consistency, and format of learning intentions and success criteria, including global and individual ones, and reflecting on them at the end of lessons.
- **Dialogic Practice and Discussions:** Work on improving dialogic teaching, encouraging student dialogue and whole class discussions, and exploring more dialogic practicing methods, including intentional dialogic practice for older students.
- **Intentional Grouping and Seating:** Concentrate on using intentional groupings and effective student seating arrangements.
- **Feedback:** Intentionally work on feedback loops, both giving and receiving student feedback.
- **Instructional Strategies and Curriculum:** Focus on areas like questioning for deeper learning, Universal Design for Learning (UDL) and chunking, structure, curriculum design, instructional sequencing, and using tools for targeted teaching.

And, in relation to Maori student voice:

				<ul style="list-style-type: none"> <li>• <b>Need to improve data collection:</b> Many respondents stated they did not specifically gather Māori student voice, the voice was anonymous, numbers were too low, or they included all students together, indicating an area for development.</li> <li>• <b>Curriculum integration:</b> A focus will be on building more Te Ao Māori into the curriculum and continuing to use Māori contexts.</li> <li>• <b>Instructional strategy improvements:</b> Teachers plan to work on using exercise books as preferred by students, incorporating more hands-on demonstrations, dialogic practice, and better exit strategies.</li> <li>• <b>Relationship and support:</b> Plans include continuing to discuss learning and build positive relationships, as well as providing more one-to-one assistance and feedback.</li> <li>• <b>Addressing underachievement:</b> One respondent expressed concern about Māori students who are not passing assessments despite saying they are learning and feeling their parents don't care, highlighting a need to address achievement gaps.</li> </ul> <p>Staff feedback summary re: next steps in teaching practice as a result of peer-observations and feedback loops:</p> <ul style="list-style-type: none"> <li>• <b>Planning and Structure:</b> Focus on improving the flow, sequencing, and overall structure of lessons and courses to reduce student workload and potential pinch points. This also includes breaking up planning tasks and focusing on better co-planning/collaboration with teachers.</li> <li>• <b>Assessment and Feedback:</b> Work on improving assessment tasks, instructions, and marking schedules, as well as providing more constructive, explicit, and understandable feedback to students.</li> <li>• <b>Teaching Practice:</b> Intentional work on varied instruction, dialogic practice, embedding structured writing, and incorporating simple "Do Nows/Sparks" and more mini practical experiments to generate curiosity and fun learning.</li> <li>• <b>Deep Learning and Cognitive Load:</b> Exploring explicit ways of deep learning and success criteria, while continuing to work on minimizing cognitive overload for students.</li> <li>• <b>Other:</b> Responses also included noting a change in curriculum area, a desire to co-teach better in the Module space, and recognition that formal peer review was not undertaken despite some collaboration.</li> </ul>
Analysis	<p><b>Impact:</b></p> <p>TLCs and Lesson Studies have strengthened a shared professional learning culture aligned to the RSHS Quality Teaching Model. Regular TLCs, case studies, student voice, peer observations and end-of-year presentations have created clearer links between teaching practice and student learning.</p> <p>Staff feedback shows positive shifts in areas such as learning intentions, feedback, dialogic teaching, intentional grouping, varied instruction and reducing cognitive load. The developing 'Playbook' and resource bank are also beginning to capture and share effective practice across the kura.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>→ Continue TLCs and Lesson Studies as a key structure for professional learning and shared accountability.</li> <li>→ Further develop the 'Playbook' and resource bank so high-impact strategies are easy for staff to access and apply. STH &amp; the SCT alongside SLT</li> <li>→ Strengthen expectations for gathering and using student voice (feedback loops), particularly from Māori and other priority learners.</li> <li>→ Develop a more consistent schoolwide process for tracking survey data and feedback loops.</li> <li>→ Continue to build teacher capability in learning intentions, feedback, dialogic practice, intentional grouping, and strategies that reduce cognitive load.</li> <li>→ Use end-of-year presentations to identify and showcase the strongest exemplars of the RSHS Quality Teaching Model across the kura.</li> </ul>			
WAANANGA AKO CURRICULUM				
Intended Actions	<p>1) Intentionally capturing observations of strategies that the Poutiaki are leading in their departments to monitor changes. Strategies include:</p> <ul style="list-style-type: none"> <li>- Consistent use of learning intentions</li> <li>- Use of the learning environment, set up of space and expectations/routines for a safe and orderly environment</li> <li>- Strategies within the classroom that connect to our model promoting quality teaching for deep learning</li> </ul> <p>2) Continue with Poutiaki to refine the progressions from Explore to Specialised to Mastery classes. Need to develop criteria to assessment loadings as the review introduces new changes.</p> <p>3) Continue to work with RJHS to grow understanding of learning students bring through development of transition nuggets for more learning areas</p>	<p>1) Learning areas should monitor progress for all cohort and Māori aakonga against the school's targets and their department goals</p> <ol style="list-style-type: none"> <li>Each teacher does a standard review post teaching a course</li> <li>Each teacher considers their Māori aakonga success</li> <li>Poutiaki collates this information into a summary (annual report) and key information is presented to the Board.</li> <li>Annual board report includes reporting against these targets including achievement for Māori.</li> <li>DP mentoring involves regular check-ins to monitor progress at LA level for cohort and Māori.</li> </ol> <p>2) Tracking and interventions: a more consistent approach across learning areas led by Poutiaki with DP support.</p> <ol style="list-style-type: none"> <li>Focussing on completion of assessments and ensuring that course completion is marked by achieving over 14 credits at 3. This is actively monitored by Poutiaki.</li> <li>Cohort and Māori aakonga academic progress moves closer together and towards our targets</li> <li>Quality outcomes improve and move</li> </ol>	Actions taken/progress	<p>1) Our Learning Area dashboards include tracking sections for all students, including Inclusive Learning students, Māori and Pasifika students. Standard reviews for each topic and assessment have been completed by each teacher and shared with Poutaiki.</p> <p><a href="#">Term 2 CAA results comparison</a></p> <p>The Term 2 CAA, which was the biggest in terms of students sitting the CAAs saw an uptick in results compared to the 2024 event. A LitNum team consisting of key teaching and organisational staff met regularly to dig into the results data (causes, hunches, action points) and plan interventions</p> <p>d) Board reporting processes have been refined to better track how learning area courses meet student needs and support pathways. This provides a clear structure for Learning Areas to review, reflect, and refine course design, while identifying patterns to inform goal setting aligned with strategic priorities. Deputy Principals reviewed each report, with Poutiaki presenting to SLT and the Board.</p> <p>Modified Board Reporting Template 2025 Dashboards</p> <p>Poutiaki undertook a review of the dashboard as a tool for tracking, planning, and pedagogy. As a result, the dashboard was streamlined to better reflect current practice and insights from TLC learning. Its core purpose is to support and monitor progress against intended outcomes.</p>

		<p>closer to targets</p> <p>d) Students report an increase in confidence coping with learning stretch and materials</p> <p>3) More transition nuggets are being developed across RHS learning areas, with at least Maths and Sciences completed</p>	<p>e) New mentoring document created - to create a more consistent approach to mentoring Moving forward it is hoped that DP mentoring can use this to monitor the achievement data against the targets. It will also help to focus the department goals to be aligned with the strategic/annual goals</p> <p>3) Transition Nuggets. Maths and Science Poutiaki met with English Poutiaki to understand process. Unable to link with JHS as they were unable to do this, due to new Curriculum Leaders and programmes in these two areas.</p>
		<p><b>Initiative 3.2. Develop teaching capabilities using our RSHS quality teaching model to cause deep learning.</b></p>	
Intended Actions	<p>1) Use quality teaching for deep learning framework and sciences of learning to develop consistent design features of quality lessons through an iterative consultation process involving all Learning Areas. These features should begin to be visible and used throughout Learning Areas. The initial focus will be on quality learning intentions and developing Poutiaki understanding about what makes it quality.</p>	<p>1) Learning Area professional learning is focusing on the strategies the Poutiaki group have identified (for example, features of an effective learning intention)</p> <p>2) Consistent use of learning intentions (they are visible)</p> <p>3) Teachers and learners can say what they are learning and why</p> <p>4) Document for new staff to outline features of a quality lesson that involves effective learning intentions, strategies for deep learning (Part of our effective teacher profile)</p>	<p>Poutiaki walk throughs report an uptake in visible Learning Intentions in the majority of classrooms - or on google classrooms.</p> <p>Document for new staff to outline features of a quality lesson under development currently with Poutiaki for feedback and trial.</p>
Analysis	<p><b>Impact:</b></p> <p>Improved tracking and intervention is evident through the LitNum team's regular review of CAA data and targeted responses, with Term 2 CAA results improving compared with 2024. Poutiaki walkthroughs also show increased visibility and use of learning intentions across classrooms and Google Classrooms. The refined Board reporting process provides a clearer structure for identifying patterns and aligning next steps with strategic goals.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>→ Continue to refine Board reporting, look to create a consistent way for Poutiaki to 'pull' data.</li> <li>→ Continue to build capability in data ownership, ensuring that our middle leaders are skilled in pulling data and using tracking systems to be proactive rather than reactive.</li> <li>→ Use the regular DP/Poutiaki mentoring to regularly review cohort and Maaori achievement data, department goals, course completion, and intervention planning.</li> <li>→ Strengthen consistency of tracking and intervention across Learning Areas, particularly for students at risk of not completing assessments or credits.</li> <li>→ Revisit transition nuggets with RJHS when curriculum structures are clearer, prioritising Maths and Science.</li> <li>→ Review current modules, are these still 'fit for purpose' and will they be able to continue with the signalled changes to the curriculum and assessment. MBA to lead this with Poutiaki, bring back to SLT</li> <li>→ Continue to develop the quality lesson document for new staff, with a focus on learning intentions, routines, safe learning environments, and strategies for deep learning.</li> <li>→ Develop a baseline 'checkin' survey to see what students' experiences of learning at school are like, across the three strands of the curriculum. Send this to students later in the year for a comparison to see if there are improvements</li> </ul>		
	<p><b>WHAANAU CURRICULUM</b></p>		
Intended Actions	<p>1) Protect Whaanau Curriculum Time – Ensure activities align with key priorities and limit disruptions. A detailed termly calendar will help plan for events like subject selection conversations.</p> <p>2) Develop ways to track engagement in – Use 'purposeful noticings' to monitor student participation and Kaiārahi implementation of designed curriculum activities. Explore ways to gauge student connection, including attendance</p>	<p>1) Whaanau Curriculum is valued, people are on time and attendance increases across the year.</p> <p>2) Whaanau Curriculum is valued, people are on time and attendance increases across the year. Student focus group gives positive feedback about their sense of belonging and their shared understanding of caring thinking after the implementation of activities.</p> <p>3) Staff and aakonga recognise an</p>	<p>1) A termly Whaanau calendar was created, so people can see where 'crunch' points will occur eg what's happening in Whaanau eg assemblies, progress report conversations etc and can then plan the delivery of their whaanau curriculum activities accordingly. There was a strong start to the year, with high engagement in the whaanau curriculum, including circle time and planned activities. However, this consistency reduced as the year progressed, impacted by interruptions and competing demands on whaanau time. While the curriculum is valued, maintaining momentum and protecting this time remains an area for improvement to support consistent attendance and engagement.</p> <p>Whaanau Attendance was tracked using EdPotential. The image below shows Whaanau attendance over the year being represented by 'TT Slot 2', which over the week has</p>

monitoring. Establish a student focus group to assess and check about sense of belonging and their shared understanding of caring thinking after the implementation of activities.

3) Strengthen staff and ākongā understanding of our restorative processes, language, and the restorative 'way of being'.

4) Ensure staff consistency by developing confidence through training and practice. Ensure that we are sharing restorative practices with all staff, especially with our 'student facing' staff.

increase in restorative 'way of being' across the school.

4) Regular training and practice engaging with restorative practices with all staff.

a lower attendance rate than the other blocks. Friday is the lowest day in terms of Whaanau attendance.

Timetable overview

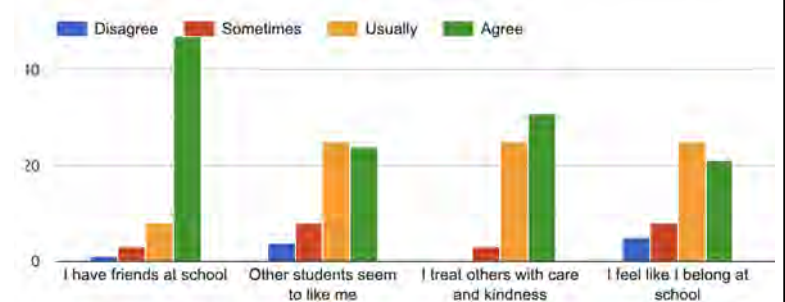
This table summarises the attendance per timetable period per day. [Show percentages](#) [Show counts](#)

Period	Records	Monday	Tuesday	Wednesday	Thursday	Friday	Average
TT Slot 1							
TT Slot 2	86877	83.5%	84.3%		82.9%	80%	82.7%
TT Slot 3	10638	85.2%	85.5%	84.2%	87.3%	84%	86.5%
TT Slot 4							
TT Slot 5	106570	88.6%	89.9%	85.2%	86.6%	84.4%	86.8%
TT Slot 6							
TT Slot 7	106705	86.4%	86.7%	83.4%	85.5%	81.5%	84.8%
Overall	406470	86.7%	87%	84.2%	85.6%	82.5%	85.3%

2) Early implementation of whaanau curriculum activities supported positive connections, with students engaging in relationship-building and shared learning experiences. Observations indicate that these activities contributed to a growing sense of belonging and shared understanding of caring thinking, particularly in Term 1.

Survey data from the termly Sense of belonging survey shows a clear improvement in students' sense of belonging from Term 1 to Term 3, with fewer students feeling disconnected and more reporting they feel known and supported by their Kaiārahi. Confidence to contribute has also increased, while high levels of perceived safety have been maintained. These shifts reflect the impact of a sustained focus on whakawhanaungatanga and manaakitanga within the whaanau curriculum.

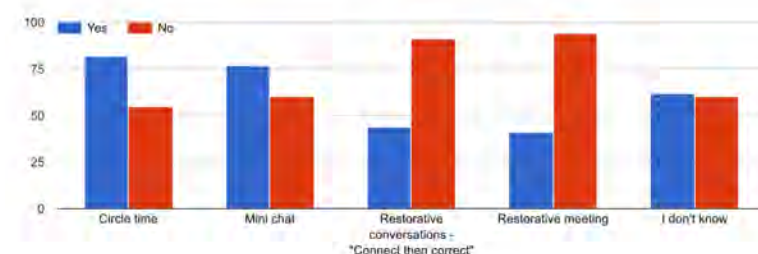
Your sense of belonging at school. To what extent do you agree with the following statements.



3) Survey data across Terms 2 and 3 shows a clear shift toward a more restorative culture. Students report high levels of respect, care, and safety, alongside strong trust in staff and a sense of belonging.

There is growing evidence that staff uphold student mana and support resolution of issues in ways that enable learning to continue. Awareness of everyday practices by students (e.g. circle time, mini chats) is strong, though understanding of more formal restorative processes is less consistent. Overall, this reflects positive progress toward a shared restorative way of being across the kura. The image below shows student responses from the Sense of Belonging Survey in Term 2.

Are you aware of the restorative practices that we use listed below:



4) We asked staff to complete a *How Restorative Am I?* Survey, which allowed us to see where perceived areas of confidence were as well as the gaps. The results show staff rate themselves strongly in the relational foundations of restorative practice, including staying calm, building whakawhanaungatanga, creating safe learning environments, listening to students, and taking responsibility when needed. Areas for further growth include consistency with follow-up practices, particularly re-checking after conversations, linking issues back to

## Strategic Goal Four - MANAAKITANGA

Ensure our environment enhances well being/hauora for all RHS student



**Initiative 4.1 : As a school we seek opportunities to grow a culture that increases rangatahi sense of belonging and wellbeing.**

Intended Actions

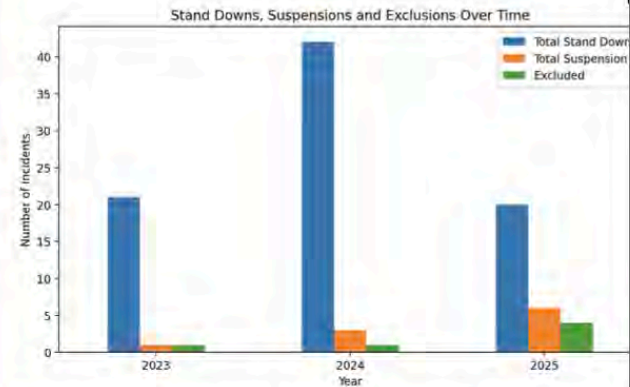
- 1) Continue to strengthen the delivery of the Manaakitanga/Caring Thinking curriculum in Whānau classes.
- 2) Develop a sense of kaitiakitanga in our spaces by staff and students

Intended Outcomes

- 1) Reduction in antisocial behaviour, resulting in reduction of Stand Downs
- 2) Staff and students feedback reports the school is a safe and orderly environment

Actions taken/progress

1) The graph below shows standdowns and suspensions over the last three years. Stand-downs reduced significantly in 2025, dropping from 42 in 2024 to 20 in 2025, which is also slightly below the 2023 figure. This suggests a positive impact from earlier intervention, restorative responses, and pastoral support. In the 2025 stand down data, there were four students who received more than one stand down or suspension, compared to ten students in 2024 who displayed recidivist behaviour.



The reduction in stand-downs also sits alongside the introduction of targeted support for a small group of rangatahi through the Tuu Oho Mai programme, utilising the expertise of an outside provider. This programme focused on emotional regulation, decision-making and responding constructively to conflict. It is likely that this support helped some students develop strategies to manage anger and reduce escalation, contributing to the decrease in stand-down incidents.

2) Student feedback from the Belonging survey indicates that RHS continues to be experienced as a safe and positive learning environment by most rangatahi. Belonging data improved across the year, with 94% of students reporting by mid-year that they agreed or usually agreed they felt as though they belonged at school. Student survey responses also showed near-universal agreement that classrooms feel safe, suggesting that the continued focus on manaakitanga, caring thinking, restorative practice and consistent routines is supporting a more settled and inclusive school environment.

Analysis	<p><b>Impact:</b> The significant reduction in stand-downs, including fewer repeat stand-downs, suggests that earlier intervention, restorative responses, targeted pastoral support and the Manaakitanga/Caring Thinking curriculum are contributing to a more settled school environment. The Tuu Oho Mai programme appears to have been a useful targeted intervention for students needing additional support with emotional regulation, decision-making and conflict. Student survey data also indicates that most rangatahi experience RHS as a safe place where they feel a sense of belonging.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>→ Continue to strengthen the Manaakitanga/Caring Thinking activities in the Whaanau curriculum.</li> <li>→ Maintain targeted interventions, such as Tuu Oho Mai, for students needing additional support with emotional regulation and conflict.</li> <li>→ Use pastoral, behaviour and student voice data to identify patterns early and respond proactively.</li> <li>→ Continue to develop shared expectations around kaitiakitanga of school spaces with staff and students.</li> </ul>			
<p><b>Initiative 4.2. Ensure effective wellbeing supports are available for all students.</b></p>				
Intended Actions	<p>1) Director of KR to work with DPs to identify and implement an alternative tracking management system, to monitor student outcomes and provide data to help inform decision making.</p> <p>2) Continue to use Good Space as a tool to measure presenting issues, until another tracking tool is found.</p> <p>3) Collect data early so that there is time to respond.</p> <p>4) Deputy principals across both schools continue to coordinate actions working with Kahui Rangatahi to begin establishing useful tracking systems.</p> <p>5) Develop and embed robust procedures for at risk students</p>	Intended Outcomes	Actions taken/progress	<p>1) Good Space was reviewed as a wellbeing screening tool, including its completion rates, follow-up workload, cost, and usefulness of data. Oho, our new counsellor in KR put together a 'roll out' plan for Good Space and we saw a significant uptake in the number of students completing the survey.</p> <p>In 2025, Good Space survey completion rates improved significantly. Approximately 50% of Year 13 students and 59% of Year 11 students completed the survey, with around 200 Year 11 responses. This is a substantial increase from 2024, when completion rates were 27% for Year 13 and 14% for Year 11, indicating that the 2025 rollout achieved much stronger engagement across both year levels.</p> <p>2) Good Space was administered across year levels to proactively identify students needing support, with critical responses followed up by the counselling team. Te Rauwiri hui were re-established to support regular wraparound conversations for high-need students, and work began on strengthening the Student Risk Register to better identify, monitor, and respond to students with elevated risk. The team also began exploring how Good Space data could inform targeted small-group supports, such as resilience, mindfulness, anger management, and peer-support approaches.</p> <p>3) Work was undertaken to strengthen Kahui Rangatahi procedures, including processes for referrals, counselling notes, attendance coding for students visiting KR, yellow card use, high-risk student responses, suicidal ideation, safety planning, and escalation of risk. Existing procedures were reviewed with an external audit. A report has been received with areas of strength acknowledged and areas that need work on.</p>
Analysis	<p><b>Impact:</b> Wellbeing screening and follow-up systems were strengthened in 2025. The improved Good Space rollout led to significantly higher completion rates, providing stronger early data to identify students requiring support and inform counselling follow-up.</p> <p>Te Rauwiri hui and the Student Risk Register were also strengthened to support more coordinated responses for high-need students. An external audit of Kahui Rangatahi procedures identified areas of strength, while also confirming the need for clearer and more consistent processes for referrals, documentation, escalation of risk, and communication about at-risk students.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>→ Administer Good Space wellbeing screening early in the year to allow timely follow-up and intervention.</li> <li>→ Strengthen use of data to identify trends and inform targeted small-group supports. KAS to work with PCO in regular hui, look at se</li> <li>→ Continue to refine Te Rauwiri hui (termly), the Student Risk Register (checked weekly by KR and SLT), and follow-up processes for high-need students.</li> <li>→ Implement recommendations from the external audit, particularly around referral pathways, communication, safety plans, escalation and confidentiality and procedures for at-risk students.</li> </ul>			

# Progress against Targets 2025

This section outlines our progress toward achieving our annual targets, including NCEA achievement, attendance and pathways engagement. It draws on NZQA achievement data, which is calculated annually and includes students enrolled for a minimum period of time (70 days), providing a consistent basis for evaluating outcomes over time. Alongside attendance data, this allows us to assess the extent to which our targets have been met, identify areas of strength, and highlight where further focus is required.

Achievement Targets 2025	
<p><b>Year 11 Progress:</b> @ 10 Lit and 10 Num @30+ Credits @ Level 2</p> <p><b>Year 12 Progress:</b> @ 80% gain NCEA L2</p> <p><b>Year 13 Progress:</b> @ 75% gain NCEA L3 @ 65% University Entrance</p> <p><b>Endorsed Certificates at both Level 2 and 3:</b> @ 20% Merit endorsed @ 15% Excellence endorsed</p> <p><b>And Māori experience the same levels of success as non-Māori</b></p>	<p><b>OVERALL NCEA ACHIEVEMENT</b> is at or exceeds Equity Index Band</p>
Engagement 2025	
<p>That 50% of our ākonga attend 90% or more of the time in all three parts of our curriculum. That 35% of our ākonga attend more than 80% - 90% of the time in all three parts of our curriculum:</p> <p>Whānau Wānanga Ako Puna Wānanga</p> <p>All students at year 13 have been supported to access expertise and advice and those at year 12 who go on to train, trades or employment. This may involve careers exploration through Huarahi Ako (careers central), the Pathways team, or experts from our Tertiary providers</p>	

## Achievement Targets 2025

The table below provides an overview of our school's achievement outcomes, showing progress against our achievement targets and comparison with national and EQI-based achievement data. EQI, or Equity Index, is used by the Ministry of Education to group schools with similar equity-related contexts, allowing for more meaningful comparison. The statistics in this report are primarily enrolment-based cumulative results, meaning they represent the percentage of students who attained a qualification out of the total number of students enrolled for at least 70 days. Following the NCEA Change Programme, Literacy and Numeracy are now formally reported as Co-requisites.

**Green** indicates the target has been met or exceeded. **Orange** indicates improvement from the previous year, with progress bringing results close to the target. **Red** indicates the target has not yet been met.

Table 1.1

Achievement Targets: Overall Achievement				
Year 11 results are <b>at or exceed the literacy and numeracy</b> results for our EQI	EQI(%)		RSHS(%)	
Y11 Literacy	84.6%		89.7%	
Y11 Numeracy	83.7%		85.8%	
Overall <b>80%</b> of students in <b>Year 12</b> achieve <b>Level 2</b> NCEA	Target (%)	EQI (%)	National(%)	RSHS(%)
	80%	79.7%	73.6%	80.4%
Overall <b>75%</b> of students in <b>Year 13</b> achieve <b>Level 3</b> NCEA	Target (%)	EQI (%)	National (%)	RSHS(%)
	75%	74.8%	71.5%	75.4%
<b>Endorsements for Year 12</b> at NCEA for Level 2 meet or exceed:	Target(%)	EQI(%)	National(%)	RSHS(%)
Merit 20%	20 %	21.5%	25.3%	24.1%
Excellence 15%	15 %	21.5%	15.3%	12.8%
<b>Endorsements for Year 13</b> at NCEA for Level 3 meet or exceed:	Target(%)	EQI(%)	National(%)	RSHS(%)
Merit 20%	20 %	23.8%	26.5%	23.7%

Excellence 15%	15 %	23.8%	14.6%	<b>14.2%</b>
Overall <b>65%</b> of students in Year 13 achieve <b>UE</b>	Target(%)	EQI(%)	National(%)	<b>RSHS(%)</b>
	65 %	51.6%	52%	<b>60%</b>
<b>MAAORI ACHIEVEMENT</b>				
Maaori experience the same levels of success as non-Maaori	EQI (%)		RSHS(%)	
Y11 Maaori Literacy	77%		<b>89.2%</b>	
Y11 Maaori Numeracy	74%		<b>80%</b>	
Overall <b>80%</b> of <b>Maaori students</b> in <b>Year 12</b> achieve <b>Level 2</b> NCEA	Target EQI(%)		National(%) <b>RSHS(%)</b>	
	80 %	72.1%	65.4%	<b>64.1%</b>

Overall <b>75%</b> of <b>Maaori students</b> in <b>Year 13</b> achieve <b>Level 3</b> NCEA	Target (%)	EQI(%)	National(%)	<b>RSHS(%)</b>
	75%	68%	62.4%	<b>75.7</b>
<b>Endorsements for Year 12 Maaori</b> at NCEA for <b>Level 2</b> meet or exceed:	Target(%)	EQI(%)	National(%)	<b>RSHS(%)</b>
Merit 20%	20 %			<b>21.7%</b>
Excellence 15%	15 %			<b>8.7%</b>
<b>Endorsements for Year 13 Maaori</b> at NCEA for <b>Level 3</b> meet or exceed:	Target(%)	EQI(%)	National(%)	RSHS(%)
Merit 20%	20 %			<b>25.9%</b>
Excellence 15%	15 %			<b>3.7%</b>
Overall <b>65%</b> of <b>Maaori</b> students in <b>Year 13</b> achieve <b>UE</b>	Target(%)	EQI Māori (%)	National Māori (%)	<b>RSHS(%)</b>
	65 %	37.6%	33.7%	<b>48.6%</b>

**At a glance:**

Achievement data shows that RSHS met or exceeded several key targets and performed strongly against EQI and national comparisons. Year 11 literacy and numeracy results sit above EQI, while overall Level 2 and Level 3 achievement met school targets and exceeded both EQI and national outcomes.

At Year 12, Level 2 achievement was strong at 80.4%, slightly above target. Merit endorsement also exceeded the target, EQI, and national comparison; however, Excellence endorsement was below the school target and EQI comparison. At Year 13, Level 3 achievement met target, and Merit endorsement was above target, though Excellence endorsement was slightly below target and national comparison.

UE achievement remains an area for continued focus. While RSHS achieved 60%, which is above EQI and national comparisons, it did not meet the school target of 65%.

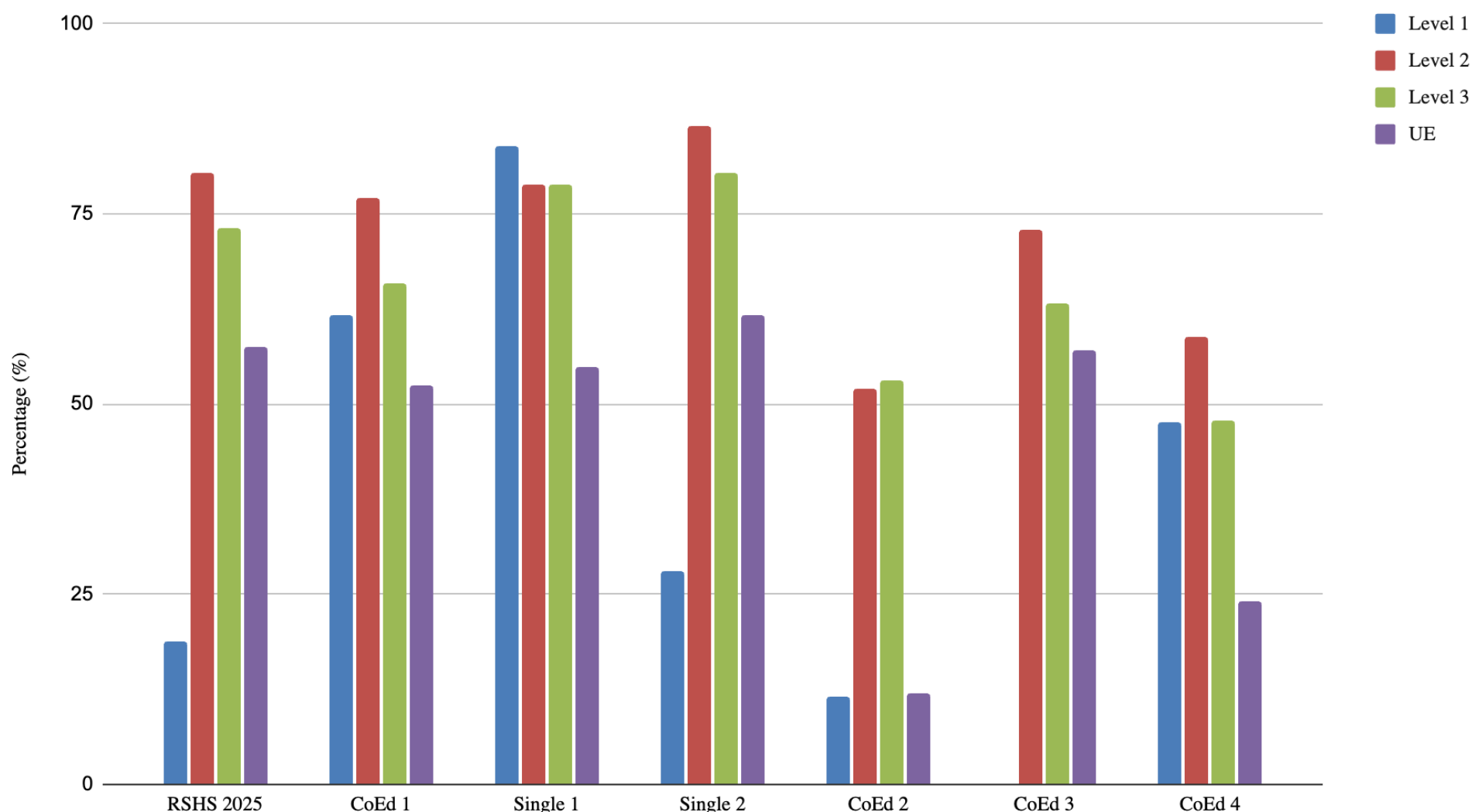
For our Maaori students, Year 11 literacy and numeracy outcomes were particularly strong, sitting well above EQI. Year 13 Maaori achievement was also strong, with Level 3 exceeding target, EQI, and national comparisons. Maaori UE achievement was above EQI and national data, though still below the school target. Year 12 Maaori Level 2 achievement remains an area of concern, sitting below the school target, EQI, and national comparisons.

NCEA endorsement data shows that RSHS met the Merit endorsement targets at both Year 12 and Year 13 in 2025. Year 12 Merit endorsement was 24.1%, exceeding the 20% target and sitting above the EQI comparison of 21.5%. Year 13 Merit endorsement was 23.7%, also exceeding the 20% target and closely aligning with the EQI comparison of 23.8%.

Excellence endorsement remains an area for further focus. Year 12 Excellence endorsement was 12.8%, below the 15% target, although slightly above the EQI comparison of 12.2%. Year 13 Excellence endorsement was 14.2%, just below the 15% target, but above the EQI comparison of 11.9% and close to the national comparison of 14.6%.

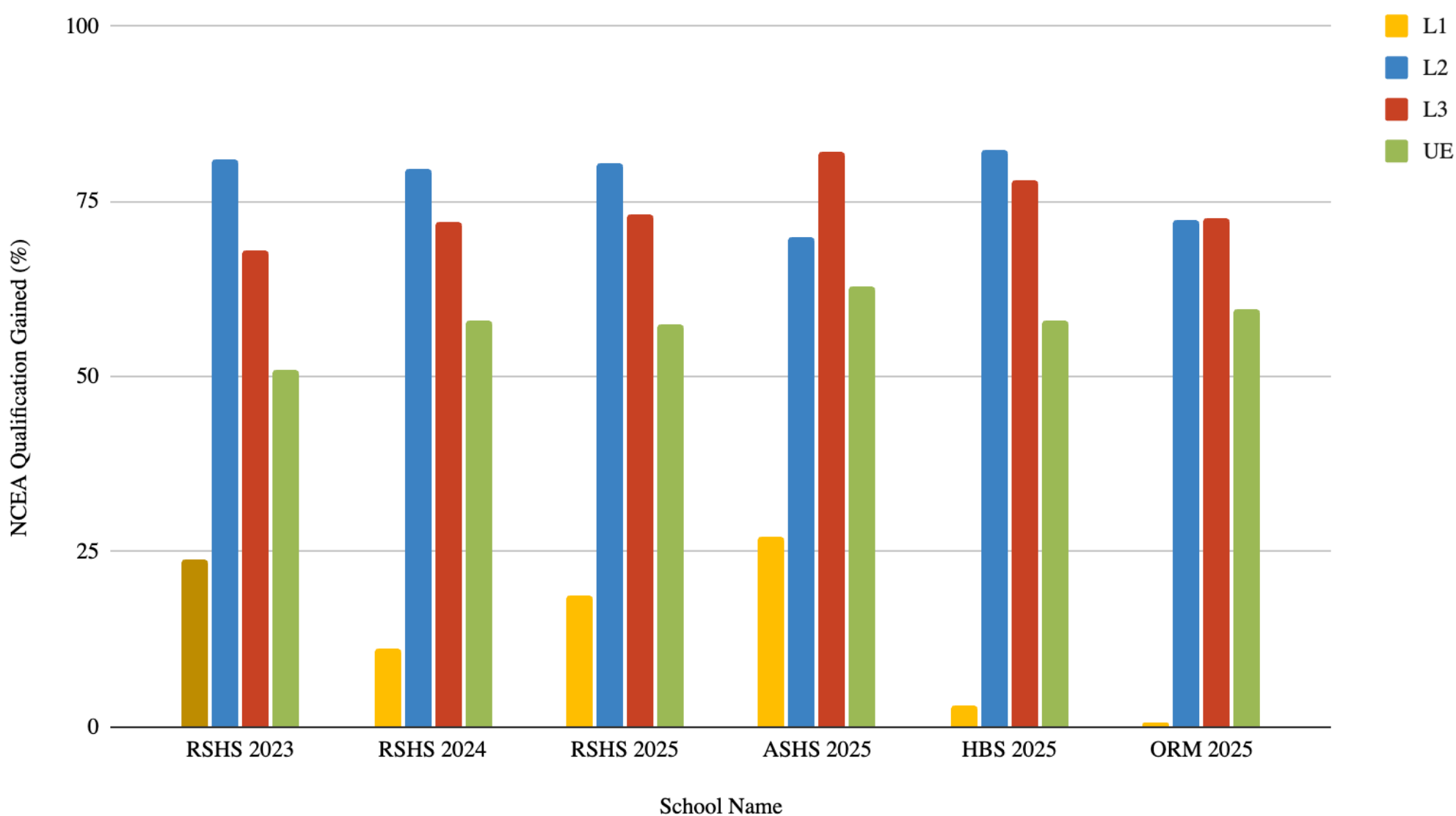
Overall, the data indicates strong whole-school achievement, particularly in foundational literacy and numeracy and Level 2/3 outcomes. Next steps should focus on Excellence endorsement rates, UE achievement, and targeted support for Maaori students at Year 12. The data shows positive performance in Merit endorsements, with both senior year levels exceeding target. Excellence endorsement is close to target at Year 13, but remains a priority area for continued focus, particularly at Year 12.

### Cumulative results for neighbouring schools in 2025



The graph above shows our NCEA and UE results compared with neighbouring schools. School names have been removed, as the purpose is not to rank or criticise other kura, but to provide context for our own achievement data. We are proud of these results, which show that our students continue to perform strongly. In this comparison, we have shown a strong performance. We still have work to do in raising our Level 3, UE results and quality credits.

### Comparison of Similar School Results

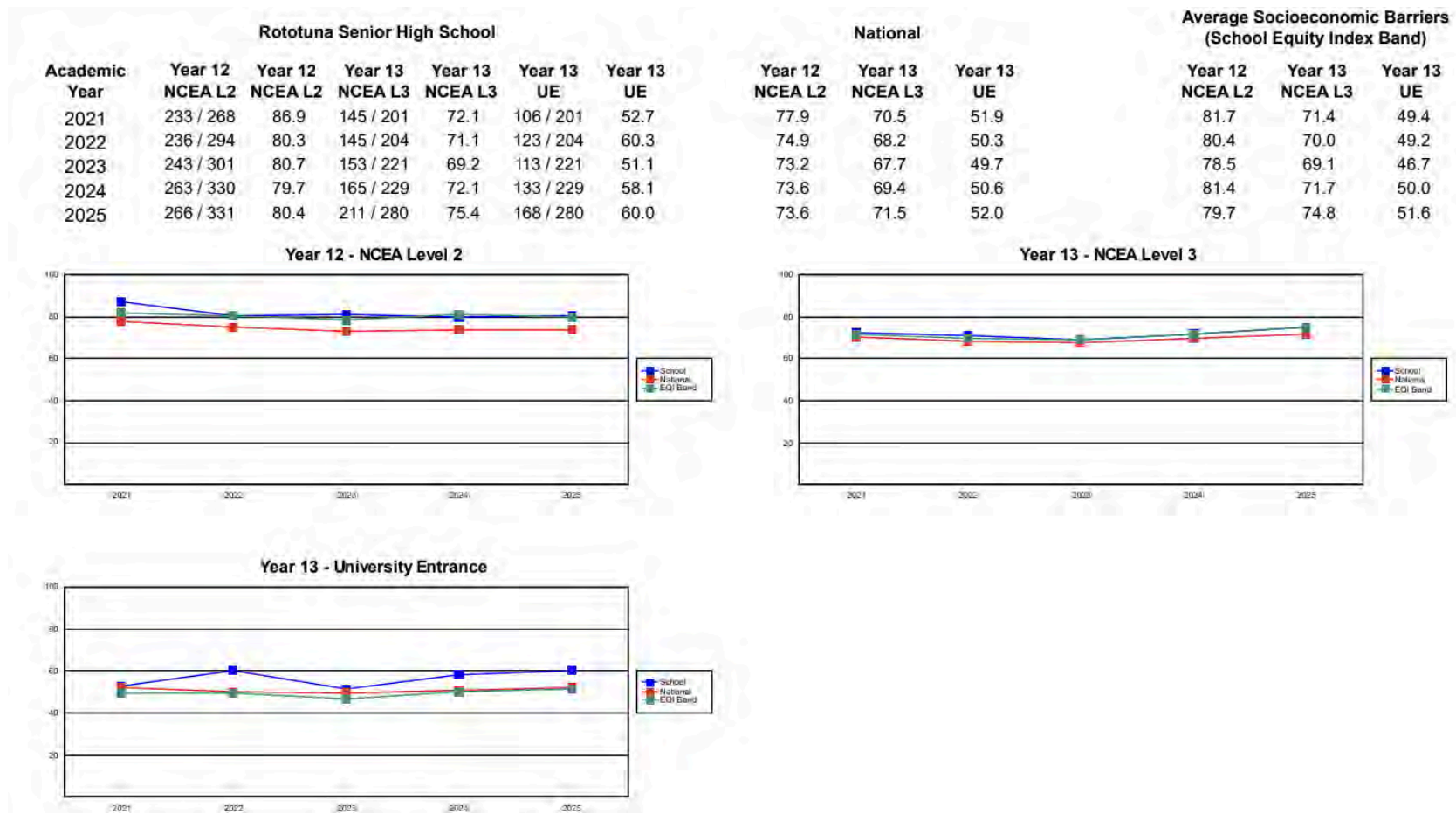


The graph above shows schools that have introduced similar curriculum designs to RSHS. For example, they may feature project-based learning (ASHS, HBS) and they may also have a strong Whaanau curriculum (all). ORM features an independent, self-directed learning curriculum.

**Achievement in NCEA and UE:**

In 2025, RSHS saw gains across all major qualification levels compared to 2024. The following table summarises the school's performance against the Equity Index (EQI) Band and National averages for the 2025 academic year. Level 2 achievement rose to 80.4%, out performing both National and EQI results. Level 3 increased significantly to 75.4%, and University Entrance reached 60.0%, its highest level in several years .

**Picture 1.2**



Much of the work over the past two years has focused on strengthening the systems and teaching practices that support improved achievement. The Teacher Learning Communities (TLC) professional learning structure has provided regular, evidence-informed opportunities for staff to inquire into practice, engage with well-researched pedagogy, and use student voice and feedback loops to understand the impact of teaching on learning.

Alongside this, strengthened tracking and intervention processes have supported earlier identification of students needing additional support, particularly in relation to assessment completion, literacy and numeracy, and progress toward NCEA. The combination of more deliberate pedagogical focus, shared professional learning, and closer monitoring of student progress is likely contributing to the improved achievement outcomes seen in 2025.

We continue to refine and upgrade our personalised tracking system, Te Kupenga, to have a better understanding of how our Yr 13 students are tracking in ‘real time’ in relation to achieving their 14 credits in three University Entrance subjects. This will support our Kaiarahi (Whaanau teachers), Poutiaki (curriculum leaders) and Kaihautu (deans) to identify concerns earlier, such as missed assessments or course changes that may impact UE pathways. Strengthening teachers’ confidence in using data will also remain a key focus, supporting a shift from reporting on progress to using data proactively to design timely, targeted interventions.

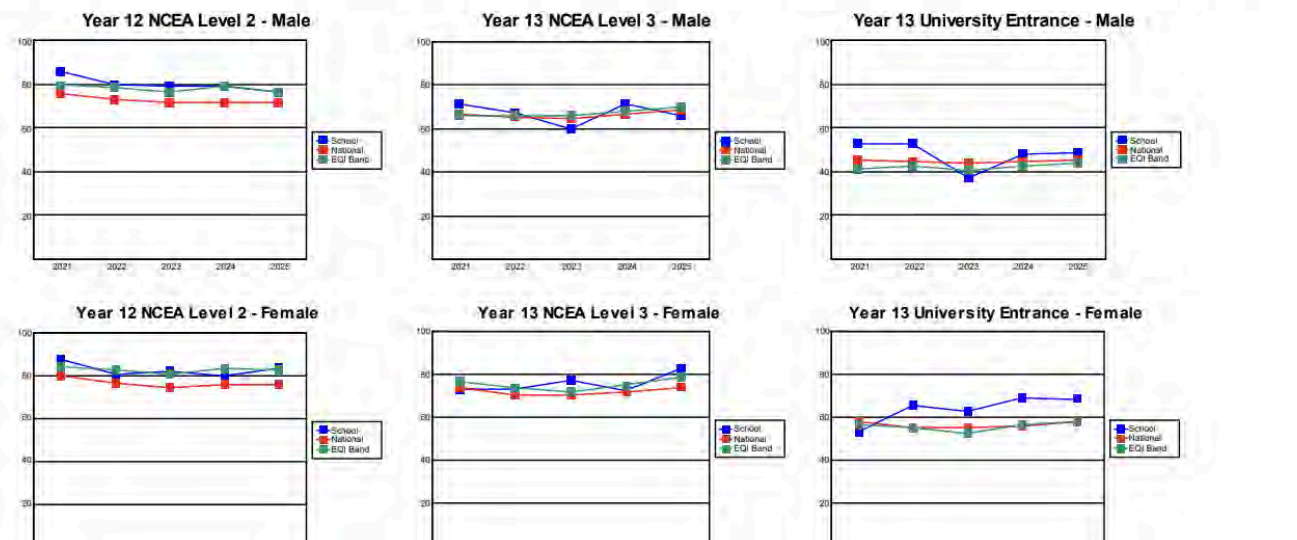
The introduction of Year 11 Explore classes in 2025 provided students with more scaffolded learning, allowing them to build confidence, knowledge, and skills before progressing into Level 2 courses in Year 12. The full impact of this course structure change will become clearer in 2026, as this cohort moves through Level 2 learning. This will provide an opportunity to evaluate the extent to which the change has strengthened student readiness, engagement, and achievement.

**NCEA and UE Results by gender:**

**Picture 1.3**

PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Rototuna Senior High School						National			Average Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Male</b>												
2021	103 / 120	85.8	69 / 97	71.1	51 / 97	52.6	76.0	66.8	45.5	79.6	65.7	41.4
2022	106 / 133	79.7	56 / 83	67.5	44 / 83	53.0	73.3	65.6	44.9	78.3	66.0	42.4
2023	126 / 159	79.2	61 / 102	59.8	38 / 102	37.3	71.8	64.8	44.0	76.5	66.1	40.4
2024	120 / 152	78.9	86 / 120	71.7	58 / 120	48.3	71.7	66.9	44.7	79.3	67.9	42.6
2025	116 / 152	76.3	81 / 123	65.9	60 / 123	48.8	71.5	68.7	45.6	76.8	70.1	44.3
<b>Female</b>												
2021	130 / 148	87.8	76 / 104	73.1	55 / 104	52.9	79.8	74.0	57.7	83.9	76.7	56.7
2022	130 / 161	80.7	89 / 121	73.6	79 / 121	65.3	76.6	70.5	55.3	82.6	73.7	55.4
2023	117 / 142	82.4	92 / 119	77.3	75 / 119	63.0	74.7	70.3	54.9	80.5	71.7	52.2
2024	143 / 178	80.3	79 / 109	72.5	75 / 109	68.8	75.6	71.9	56.1	83.3	75.0	56.6
2025	150 / 179	83.8	129 / 156	82.7	107 / 156	68.6	76.0	74.3	58.1	82.8	78.8	58.0



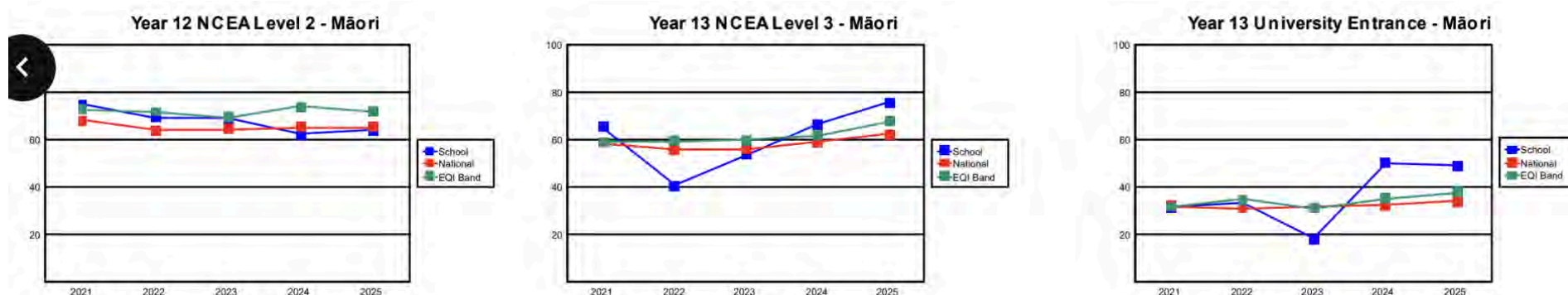
Picture 1.3 above shows a clear gender difference in achievement outcomes, with female students outperforming male students across all three NCEA levels. At Level 2, female achievement was 83.8%, compared with 76.3% for male students. At Level 3, the difference was more pronounced, with female students achieving 82.7%, compared with 65.9% for male students. A similar pattern is evident for University Entrance, where 68.6% of female students achieved UE, compared with 48.8% of male students. While national and EQI data also shows female students outperforming male students, the difference in our Year 13 and University Entrance data is wider. This prompts further inquiry into how our male students are experiencing senior learning, particularly the shift from the connected learning modules in Year 11 and 12 modules into five Year 13 subject areas.

This reinforces the need to use real-time data throughout the year to monitor male achievement more closely, notice emerging patterns early, seek student feedback, and use evidence from TLC Learning Walks to better understand engagement and progress in the classroom.

**Maaori achievement: Level 2, Level 3 and UE:**

A key strategic goal remains ensuring Maaori aakonga experience the same levels of success as non-Maaori. Picture 1.4 below shows our Maaori student achievement compared with that of national Maaori achievement and EQI.

Picture 1.4



Our Maaori achievement shows a mixed but improving picture. At Year 12 Level 2, Maaori achievement was 64.1%, which is below the school target and below the EQI comparison of 72.1%. At Year 13 Level 3, Maaori achievement was very strong at 75.7%, sitting above the national comparison of 62.4% and the EQI comparison of 68.0%. This represents a significant positive shift over time, increasing from 40.7% in 2022 and 53.6% in 2023. It also suggests that Maaori students who remain engaged through to Year 13 are experiencing strong success. This indicates that our 2026 Year 13 Maaori achievement remains a priority area and needs to be closely monitored.

For University Entrance, Maaori achievement was 48.6%, which is above both the national comparison of 33.7% and the EQI comparison of 37.6%, but still below the school's overall UE target of 65%. While the 2025 result is slightly lower than 2024, it remains a substantial improvement from 17.9% in 2023.

Overall, the data suggests that the gap between Maaori and non-Maaori achievement is beginning to close in some areas, particularly at Year 13 Level 3 and UE. However, Year 12 Level 2 remains an area requiring focused support to ensure Maaori students experience strong, sustained success across all senior year levels.

For the literacy and numeracy co-requisites, we have seen a significant improvement in our Maaori students' success at Yr 11. See Picture 1.5 and 1.6 below showing the Literacy and Numeracy results over time and the National and EQI comparisons:

Picture 1.5

Academic Year	Achievement	Rototuna Senior High School			National			Average Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
<b>Māori</b>										
2021	Literacy	78.7	92.5	100.0	76.0	89.9	93.7	82.5	93.9	98.1
2022	Literacy	70.0	91.3	96.3	74.0	88.6	93.6	79.3	94.5	97.8
2023	Literacy	88.7	85.7	96.4	75.2	88.9	92.9	79.7	93.0	98.1
2024	Literacy	73.9	91.7	95.8	68.4	87.4	92.2	73.8	92.7	97.4
2025	Literacy	89.2	92.3	100.0	70.3	84.6	91.0	77.0	91.2	96.2

Picture 1.6

Academic Year	Achievement	Rototuna Senior High School			National			Average Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
<b>Māori</b>										
2021	Numeracy	63.8	80.0	96.6	72.5	88.4	92.9	79.7	92.5	97.1
2022	Numeracy	64.0	87.0	88.9	70.6	86.3	92.7	75.1	93.1	97.1
2023	Numeracy	52.8	85.7	96.4	72.2	87.1	92.1	76.6	91.4	97.7
2024	Numeracy	67.4	72.9	95.8	62.8	85.2	91.2	68.2	91.2	96.8
2025	Numeracy	80.0	87.2	97.3	67.0	82.6	90.0	74.0	88.6	95.8

We see achievement gaps narrowing in relations to literacy and numeracy as students move through the senior school. At Year 11, we have seen a bit increase in achievement across both literacy and numeracy, with our Maaori students are slightly behind the whole cohort in both numeracy and literacy, with a more noticeable gap in numeracy. By Year 12, Maaori numeracy and literacy outcomes remain close to the school-wide results, and by Year 13 Maaori students are achieving at or above the whole cohort, including 100% achievement in literacy. This suggests that Maaori students who remain engaged through the senior years are continuing to gain the foundational literacy and numeracy requirements needed for NCEA success.

A strong focus on tracking, mentoring and early intervention will support Maaori students to achieve Level 3, particularly given this cohort's achievement in the previous year. There will also be a continued focus on growing culturally responsive practice across learning areas, including the use of authentic contexts that affirm identity, language and culture and strengthen engagement. Student voice will be used to better understand what is contributing to strong Year 13 success, and to identify any barriers that may be impacting Maaori achievement at Year 12.

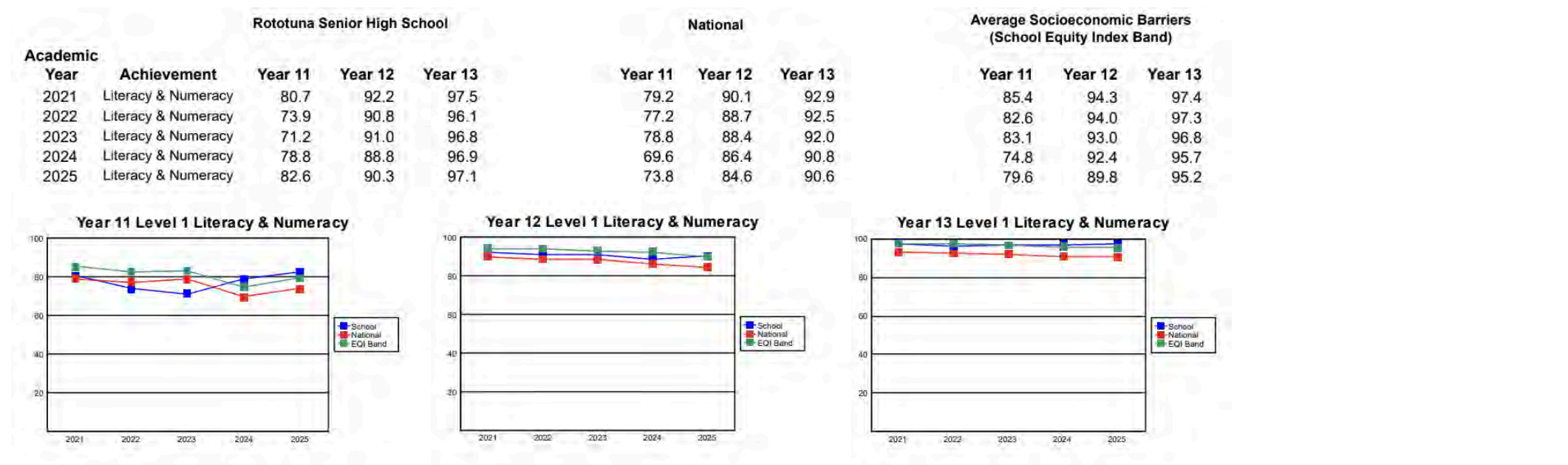
Maaori endorsement data shows that Merit and Excellence endorsement remains an area for focused improvement, particularly at Year 12. At Level 2 in 2025, 8.7% of Maaori students achieved an Excellence endorsement and 21.7% achieved Merit. This shows positive progress in Merit, which is above the school target of 20%, while Excellence remains below the 15% target. At Year 13 Level 3, 3.7% of Maaori students achieved an Excellence endorsement and 25.9% achieved Merit. Merit endorsement has strengthened and now sits above the 20% target, while Excellence endorsement remains a priority area for further development.

Overall, the data shows encouraging improvement in Merit endorsement for Maaori students at both Level 2 and Level 3. The next step is to strengthen pathways to Excellence by identifying students with endorsement potential earlier, tracking progress more deliberately, and ensuring targeted support is in place across learning areas.

### Achievement in Literacy and Numeracy

Picture 1.7 below shows the percentage of Year 11, 12 and 13 students who achieved both the literacy and numeracy co-requisites. It is pleasing to see a steady increase in achievement over the past three years, with RSHS results sitting above both national and EQI comparisons. It is important to note that some students enrolled at our kura are not currently on an NCEA pathway, or are at different stages of readiness for these assessments. For some learners, such as ORS-funded students or English language learners who are new to English, achieving the literacy and numeracy co-requisite may not yet be an appropriate or immediate goal.

Picture 1.7



Picture 1.8

Literacy and Numeracy Tracking

Rototuna Senior High School					National			Average Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy	89.9	97.4	98.5	83.6	92.2	94.2	89.3	96.1	98.0
2022	Literacy	82.4	93.9	98.0	81.6	91.2	93.9	87.1	95.9	97.9
2023	Literacy	89.2	93.0	96.8	82.8	90.8	93.5	87.7	95.2	97.5
2024	Literacy	86.5	93.9	96.9	76.6	89.1	92.2	82.2	94.6	96.4
2025	Literacy	89.7	94.6	97.9	79.0	87.7	92.0	84.6	92.7	96.2
2021	Numeracy	82.0	92.5	97.5	82.5	91.3	93.6	87.7	95.4	97.7
2022	Numeracy	79.4	91.8	96.1	80.8	90.2	93.3	85.2	95.3	97.6
2023	Numeracy	75.1	94.4	97.3	82.3	90.0	93.0	85.6	94.2	97.2
2024	Numeracy	82.4	92.1	98.7	74.8	89.1	92.2	79.6	94.1	96.4
2025	Numeracy	85.8	92.1	97.5	78.4	87.7	92.5	83.7	92.2	96.2

Picture 1.8 above shows a positive upward trend in Year 11 literacy and numeracy achievement in 2025, with RSHS achieving 89.7% in literacy and 85.8% in numeracy. Both results sit above national outcomes and the school's EQI band comparison, indicating strong achievement in the co-requisite requirements. Literacy has remained consistently strong over time, with the 2025 result close to the highest point across the five-year period. Numeracy has shown particularly pleasing improvement, rising from 75.1% in 2023 to 82.4% in 2024 and 85.8% in 2025.

This improvement reflects the combined impact of strengthened tracking and intervention at RSHS, particularly through the English and Mathematics learning areas, alongside the creation of targeted EXLIT and EXNUM classes for Year 11 students who had not yet achieved the CAA requirements. It is also important to acknowledge the work of Rototuna Junior High School in strengthening literacy and numeracy outcomes, with more students entering Year 11 having already achieved the co-requisites. Continued opportunities across Years 12 and 13 ensure that students who require further time and support are still able to meet this requirement.

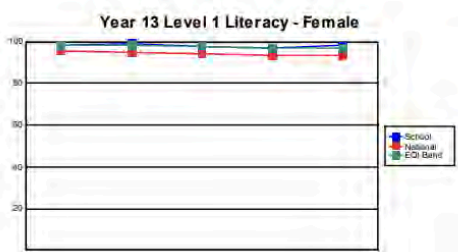
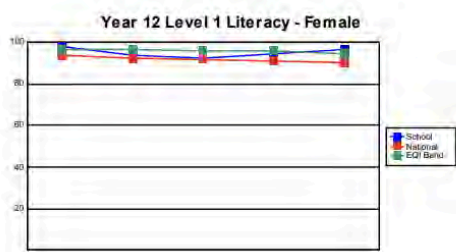
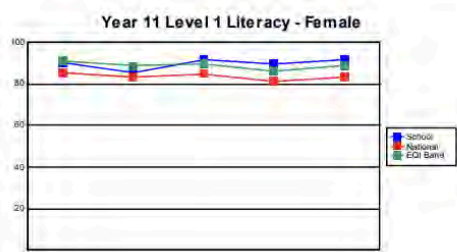
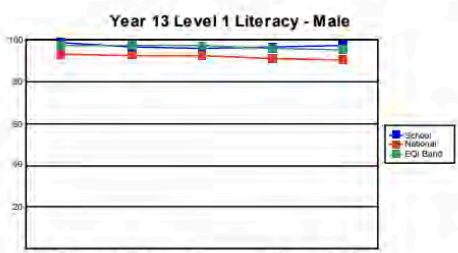
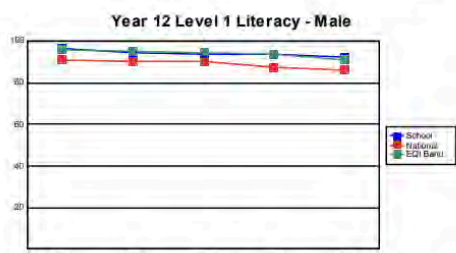
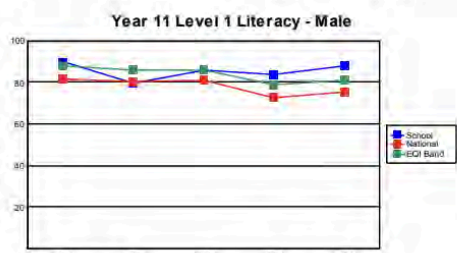
Picture 1.9

Level 1 Literacy and Numeracy: Rototuna Senior High School

PR 3 - Cumulative Results by Gender by Percentage

Generated 29-Mar-2026

Rototuna Senior High School					National			Average Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
<b>Male</b>										
2021	Literacy	89.7	96.7	99.0	81.9	91.0	93.0	87.6	95.7	97.3
2022	Literacy	79.6	94.0	96.4	80.3	90.0	92.8	85.7	95.2	97.3
2023	Literacy	85.9	93.7	96.1	80.8	89.8	92.4	85.9	94.6	97.0
2024	Literacy	83.4	93.4	96.7	72.6	87.5	91.2	78.7	93.5	95.8
2025	Literacy	87.7	92.1	97.6	75.2	85.8	90.7	80.6	91.1	95.5
<b>Female</b>										
2021	Literacy	90.0	98.0	98.1	85.4	93.5	95.4	91.0	96.6	98.6
2022	Literacy	85.2	93.8	99.2	83.0	92.4	95.0	88.5	96.6	98.3
2023	Literacy	91.8	92.3	97.5	84.9	91.8	94.5	89.6	95.7	98.0
2024	Literacy	89.4	94.4	97.2	80.9	90.9	93.3	85.9	95.6	96.9
2025	Literacy	91.7	96.6	98.1	83.1	89.8	93.5	88.6	94.4	96.8



Picture 1.9 above shows both male and female students at RSHS are achieving strongly in literacy and numeracy, with results generally sitting above national comparisons. In 2025, Year 11 female literacy was particularly strong at 91.7%, while Year 11 male literacy also remained high at 87.7%.

In numeracy, Year 11 male achievement was slightly higher at 87.1%, compared with 84.4% for female students. By Years 12 and 13, both male and female literacy and numeracy outcomes remain consistently high, showing that students continue to achieve the co-requisite across their senior schooling. We continue to use Te Kupenga as a data analysis tool that tracks our students' achievement and provides monthly updates to the SLT. This gives the SLT an opportunity to look at trends, track progress and to discuss any further interventions that might be needed.

Overall, the data indicates strong outcomes for both male and female students, with no significant gender disparity evident across the senior years.

## Quality Credits: NCEA Endorsements

Picture 1.9

Academic Year	Rototuna Senior High School			National			Average Socioeconomic barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<b>Achieved with Excellence</b>									
2021	6.3	18.9	13.8	21.1	17.9	17.9	15.3	12.3	13.1
2022	11.5	13.1	21.4	19.4	16.5	15.3	14.8	12.3	12.0
2023	2.5	6.6	13.1	16.7	15.0	13.6	12.3	11.4	11.3
2024	7.3	12.5	17.0	11.2	15.5	14.1	9.5	12.5	12.2
2025	1.5	12.8	14.2	10.2	15.3	14.6	9.0	12.2	11.9
<b>Achieved with Merit</b>									
2021	18.8	23.6	18.6	31.9	23.8	25.3	28.5	21.7	22.1
2022	37.7	23.7	22.1	31.4	24.0	25.5	29.1	20.0	22.3
2023	25.9	16.0	22.2	31.4	23.5	25.6	28.7	19.5	21.4
2024	31.7	16.3	17.6	28.2	24.5	25.7	27.2	21.6	22.7
2025	21.2	24.1	23.7	27.1	25.3	26.5	25.7	21.5	23.8

NCEA endorsement data shows that RSHS met the Merit endorsement targets at both Year 12 and Year 13 in 2025. Year 12 Merit endorsement was 24.1%, exceeding the 20% target and sitting above the EQI comparison of 21.5%. Year 13 Merit endorsement was 23.7%, also exceeding the 20% target and closely aligning with the EQI comparison of 23.8%. Excellence endorsement remains an area for further focus. Year 12 Excellence endorsement was 12.8%, below the 15% target, although slightly above the EQI comparison of 12.2%. Year 13 Excellence endorsement was 14.2%, just below the 15% target, but above the EQI comparison of 11.9% and close to the national comparison of 14.6%.

Quality credits continue to be a ‘mantra’ at our kura, as we promote deep learning. Teachers intentionally design deep learning experiences, using the pedagogical approaches that are focussed on in our Professional Learning sessions on a Wednesday.

Overall, the data shows positive performance in Merit endorsements, with both senior year levels exceeding target. Excellence endorsement is close to target at Year 13, but remains a priority area for continued focus, particularly at Year 12.

## Attendance 2025

Regular attendance is a key driver of student engagement, achievement, wellbeing and connection to school. The Ministry of Education defines regular attendance as attending more than 90% of the time, although this still equates to approximately one day absent each fortnight, or close to 100 hours of missed learning each year.

Our strategic goal is to significantly lift regular attendance across the kura, with a target of 50% of aakonga attending 90% or more of the time across all three parts of our curriculum by the end of 2026. In 2025, our school's regular attendance rate was 40.6%. We are also focused on students attending between 80–90%, as this group represents an important opportunity for improvement. Our target is for 35% of aakonga to sit within this attendance band.

Using the available termly data for regular and irregular attendance, progress toward this target was variable across the year: Term 1 increased to 54% from 46%, Term 2 decreased slightly to 38% from 40%, and Term 3 increased to 30% from 24%.

Calculation made based on regular attendance + irregular absences (as these were the data sets available) per term:

Term 1 -54% (increase from 46%)

Term 2 - 38% (decrease from 40%)

Term 3 -30% (increase from 24%)

Our absences per term are made up mainly of approximately:

- 44% medically justified absences,
- 14% are explained absences by parents but not justified,
- Unexplained 28%
- 4% are on holiday

Our regular attendance remains below the national average of approximately 54% and the Waikato average of 55.3%. As we move through the year, we saw a decline in our attendance rates, a fairly typical seasonal pattern often driven by winter illnesses and fatigue. One contributing factor is our Senior High School structure, as we do not include Year 9 and 10 students, who typically have stronger attendance rates. Education Counts data identifies Year 9 as having one of the highest attendance rates nationally, meaning our senior-only cohort does not benefit from this stabilising effect. Overall we have seen an improvement in our attendance rates, showing that our increased focus and creation of new systems are starting to work.

Attendance remains a significant strategic focus. The development and implementation of our [Attendance Management Plan](#) will support a more consistent, schoolwide approach to improving regular attendance. We will continue to refine our systems in line with the MOE STAR (Stepped Attendance Response) system, which includes weekly automated attendance reports to whaanau, threshold-based attendance letters, and ongoing promotion of positive attendance routines, including regular recognition and celebration of improved attendance.

# Pathways:

All students have been supported to access a range of expertise and advice to support their transition beyond school, with a particular focus on Year 12 & 13 students moving into training, tertiary study, trades, employment pathways. This support has been facilitated through structured careers exploration using Huarahi Ako (Careers Central), alongside targeted guidance from the Pathways team. Students have also engaged with external expertise, including input from tertiary providers, helping to build their understanding of available options and next steps. During 2025 there have been a number of presentations from University's, BCITO's and other tertiary providers, promoting their courses and opportunities to students during Whaanau time. In Term 1 we have 11 tertiary providers visit our kura and give presentations during whaanau time, and 8 providers in Term 3. The Pathways team have also created 'Industry Insider' with professionals from a range of careers visiting the school to give talks sharing their career and how they got to where they are. On top of this, our Careers team are also conducting one-on-one meetings with students to discuss personalised pathways plans. Target: All students at year 13 have met with a career ad

As a result, students are better informed, more confident in their decision-making, and supported to pursue pathways that align with their strengths, interests, and future goals.