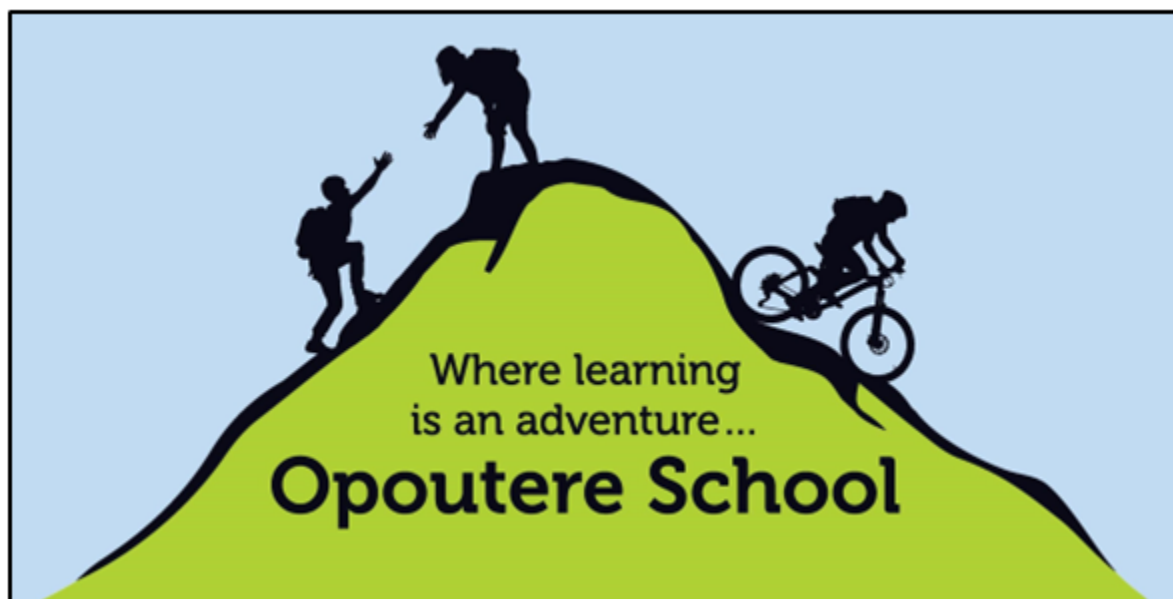


Ōpoutere School Annual Report



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Statement of Variance: Progress Against Targets

Strategic Goal 1:

Equity (Tika)

Building schoolwide Te Reo Māori capability

Annual Target/Goal:

Develop a Te Reo schoolwide programme

What did we achieve?
 What were the outcomes of our actions?
 What impact did our actions have?

The school made significant progress in embedding Te Reo and Te Ao Māori into the school culture and daily operations:

- **Instructional Consistency:** A specialist (Turia) is now timetabled across all classes for 30–40 minutes weekly, delivering lessons aligned with term themes like Matariki¹.
- **Staff Professional Growth:** Kaiako (teachers) work alongside the specialist during these sessions to develop their own Te Reo proficiency².
- **Cultural Performance:** Successfully prepared 90 students for the Coromandel Cultural Festival, with high-quality performances from the Tane Mahuta and Puawai kapa haka roopu³.
- **Strategic Capability:** The Te Reo curriculum is in a near-complete draft format, moving toward a finalized schoolwide programme⁴.
- **Inclusive Pedagogy:** Implemented a formal observation framework for Culturally Responsive and Relational Pedagogy (CR & RP) across all full-time teaching staff⁵.

Evidence
 This is the sources of information the board used to determine those outcomes.

The board and leadership determined these outcomes using the following sources of information:

- **Formal Observations:** "Walk-throughs" and formal observations conducted by leadership (Brooke) focused on CR & RP domains such as *Whanaungatanga* and *Ako*⁶.
- **Professional Growth Cycles:** Feedback from observations filed as evidence for teachers meeting professional standards⁷.
- **Performance Outcomes:** Successful student participation and high-level performance at the Coromandel Cultural Festival⁸.

	<ul style="list-style-type: none"> ● Curriculum Documentation: The draft schoolwide Te Reo programme and updated timetables⁹. ● Staff Feedback: Data gathered from staff <i>Hui</i> regarding lesson topics and the collaborative delivery of Te Reo¹⁰
<p>Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.</p>	<p>The school met or exceeded several expectations, though some areas remain in progress:</p> <ul style="list-style-type: none"> ● Exceeding Participation Targets: Moving 90 students to a regional festival was a significant logistical achievement fueled by strong whānau support¹¹. ● Shift in Delivery Model: Initially, there was a risk of over-reliance on the specialist. This was addressed by reiterating that Te Reo delivery is not her role exclusively, leading to more positive staff involvement¹². ● Curriculum Timing: While the programme is progressing well, it is currently in "draft format" rather than fully implemented; this is intentional as it is treated as a "working document" to be finalized in early 2026¹³. ● Strength in Senior Boys: The performance of senior boys stood out as a specific success, identifying a "hearty" group to build upon for the future¹⁴.
<p>Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</p>	<p>To address ongoing goals and maintain momentum, the following steps are planned:</p> <ul style="list-style-type: none"> ● Finalise Programme: Complete and finalize the schoolwide Te Reo programme in early 2026. ● Compulsory Senior Slot: Implement a mandatory 30-minute slot for the "TK Hub" during senior kapa haka to ensure all senior students learn a haka and school waiata¹⁶. ● Build Capacity: Continue to promote and grow the senior boys' performance group¹⁷. ● Embedded Practice: Use the positive observation data from this year to refine areas for improvement in culturally responsive practice¹⁸. ● Sustainable Leadership: Maintain the new balance of staff support (e.g., Steph taking a larger role in senior Kapa Haka) to prevent specialist burnout¹⁹.

Strategic Goal 2:
Engage (Whakauru)
Creating a sustainable adventure learning

Annual Target/Goal:
 Review and adapt outdoor adventure learning to ensure its sustainability

What did we achieve?
 What were the outcomes of our actions?
 What impact did our actions have?

The school successfully revitalized the Adventure Learning (AL) program while establishing a framework for its long-term viability:

- **Strategic Review & Planning:** Completed a comprehensive **SCOT Analysis** (Strengths, Challenges, Opportunities, Threats) involving all staff, leading to a structured "Adventure Learning Development Plan."
- **Operational Success:** Successfully executed the **Opoutere Adventure Race** with over 100 students from multiple schools, and completed major expeditions to Puketui Valley (Broken Hill) and the Karangahake Gorge.
- **Specialist Capacity:** Secured a consultancy role with a specialist (Ryan) to manage complex mapping and race organization, ensuring professional-grade resources.
- **Pedagogical Innovation:** Successfully piloted a "Senior Practice Day" at Wharekawa Lodge using a rotation model (mapping, hikoi, and team building) which has been identified as a future model for the school.
- **Safety Enhancements:** Refined safety criteria for senior expeditions, including the consolidation of overnight stays to a single location (Waitawheta Hut) to ensure teacher presence and better logistics.

Evidence
 This is the sources of information the board used to determine those outcomes.

The Board and SLT used several qualitative and operational sources to verify these outcomes:

- **SCOT Analysis Summary:** Documentation from the Term 1 staff review of the AL curriculum.
- **Participation Data:** Enrollment and attendance numbers for the Adventure Race (100+ students) and various school expeditions.
- **Expert Outputs:** New maps created for the Junior AR and Murray Bridson's farm by the specialist consultant.

	<ul style="list-style-type: none"> ● Staff Reports: Feedback from teachers (Emma, Nat, Michelle) regarding the success and safety of the Puketui Valley and Rail Trail hikoi. ● Health & Safety Records: Review of RAMS (Risk Analysis and Management Systems) and the absence of reported incidents during high-stakes expeditions.
<p>Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.</p>	<p>The program faced both environmental challenges and successes that led to variances from the original plan:</p> <ul style="list-style-type: none"> ● Environmental Impact (The Farm): Access to the primary "back farm" was limited due to high moisture levels. This led to a positive variance where the school was forced to innovate, resulting in a new partnership and map for a different local farm. ● Weather Disruptions: The Year 8 Overnight expedition was cancelled due to thunderstorms. While disappointing, this evidenced the effectiveness of the school's safety monitoring and decision-making processes. ● Exceeding Engagement Targets: The Adventure Race grew larger than anticipated, with significant participation from outside schools (Waihi and Paeroa), indicating the event's growing regional reputation. ● Sustainability Gap: The review identified that the current "AL Booklet" for assessment was unsustainable and required simplification.
<p>Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</p>	<p>To ensure the momentum from 2025 is sustained, the following actions will be integrated into the next annual implementation plan:</p> <ul style="list-style-type: none"> ● Staff Leadership: Allocate a Management Unit to a staff member to lead the organization and planning of AL, reducing the burden on the Principal. ● Curriculum Integration: Use a February "call-back day" to specifically link AL activities to Literacy and Numeracy outcomes to satisfy Ministry requirements while maintaining the program's soul. ● Assessment Refinement: Redesign the assessment matrix to focus on "soft skills" and "child's voice," moving away from the unsustainable booklet model toward AL achievement certificates.

- **Logistics & Resourcing:** Establish a "Kaitiaki Crew" (seniors and staff) for track maintenance and apply for funding for a "student gear pool" (life jackets, paddles, etc.) to ensure equitable access.
- **Professional Development:** Schedule external "PEAK Outdoors" first aid certifications and PD to increase teacher confidence in "iffy" outdoor situations.

Strategic Goal 3:

Engage (Whakauru)

Implement numeracy and literacy progression pathways for All akonga students

Annual Target/Goal:

Implement the Curriculum Refresh Literacy and Numeracy documents.

What did we achieve?

What were the outcomes of our actions?

What impact did our actions have?

The school made significant strides in aligning teaching practice with the new curriculum frameworks, despite external shifts in policy:

- **Structured Literacy Success:** Achieved "excellent results" in the Year 0–2 bracket using the Structured Literacy Approach (SLA). The impact was so significant that the MOE invited the school to extend this specialized staffing (0.4 total) up to Year 6.
- **Numeracy Integration:** Successfully piloted the Oxford Numeracy workbooks and online platform in the senior syndicate, specifically within Measurement and Number blocks.
- **Professional Development:** Staff completed two specialized Numeracy Teacher Only Days at Whangamata Area School and engaged with "Across School" expert teachers to understand the new Year 10 corequisites.
- **Community Engagement:** Successfully held a parent presentation on Structured Literacy to build home-school alignment, which saw a "good turnout."

	<ul style="list-style-type: none"> ● Instructional Quality: Leadership conducted "Numeracy in Action" observations across all classrooms, confirming high levels of student engagement and explicit teaching aligned with the refresh.
<p>Evidence</p> <p>This is the sources of information the board used to determine those outcomes.</p>	<p>The Board and SLT relied on the following sources to determine these outcomes:</p> <ul style="list-style-type: none"> ● Internal Achievement Data: Data compiled by the SLA teacher showing accelerated progress in junior reading and writing. ● External Assessment: e-AsTTle assessments in Number used to guide teacher planning and measure achievement lifts. ● Classroom Observations: Formal "Numeracy in Action" observation notes focusing on seven domains, including Scaffolding and Learner Agency. ● HERO Progressions: Ongoing examination of HERO numeracy progressions and how they align with student work samples. ● Professional Feedback: Conference notes from post-observation "learning conversations" and goal-setting sessions with teachers.
<ul style="list-style-type: none"> ● Reasons for any differences (variances) between the target and the outcomes ● Think about both where you have exceeded your targets or not yet met them. 	<p>There were significant variances caused primarily by unexpected changes to Ministry of Education policy:</p> <ul style="list-style-type: none"> ● Strategic "Pause": The school intentionally put a "hold" on further curriculum document implementation late in the year. This was a response to the MOE releasing Year 1–10 Numeracy and Literacy documents without sector consultation, which conflicted with the PLD the school had already invested in. ● Alignment Issues: Leadership noted a variance between current practice and the ideal use of HERO progressions; while teaching was strong, the progressions were not yet being used consistently as a <i>formative</i> tool to inform the "next learning steps." ● Exceeding Literacy Targets: The school exceeded expectations in the junior school, leading to the early offer of extended staffing (from 0.2 to support up to Year 6) for the following year.
<p>Planning for next year – where to next?</p>	<p>To address the moving target of the Curriculum Refresh, the school has identified the following priorities for the next annual plan:</p>

What do you need to do to address targets that were not achieved.

Consider if these need to be included in your next annual implementation plan.

- **Extend Structured Literacy:** Formalize the extension of the SLA specialized teacher to support learners through to Year 6.
- **Senior Literacy Training:** Source and implement "The Code" (Structured Literacy for seniors) professional learning for staff in the upper school.
- **Refine Assessment & Reporting:** Transition to the new assessment tools being rolled out by the MOE and adapt reporting language to match the revised curriculum wording.
- **Formative Progression Use:** Focus on using HERO Reading, Writing, and Numeracy progressions as active tracking tools that are visible to both Kaiako and parents.
- **Collaborative Practice:** Implement a "peer observation" model where teachers visit each other's classrooms to share best practices in the new curriculum.
- **Oxford Numeracy Training:** Pursue follow-up professional learning specifically for Year 5–8 teachers to maximize the impact of the Oxford Numeracy programme..

Evaluation and Analysis of the School's Students' Progress and Achievement

How we Have Given Effect to Te Tiriti o Waitangi

Ōpoutere School is committed to implementing the Treaty of Waitangi NZC principles. Our local curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students will have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Culturally Responsive and Relational Pedagogy

Ōpoutere School continues its journey implementing culturally responsive and relational pedagogy. This principle-based pedagogy is being implemented school wide where teachers strive to create learning contexts and environments where power is shared between teachers and students, where culture counts, where learning is interactive and discussion based. We aim to provide contexts for learning where learners are able to connect new learning to their own prior knowledge and cultural experiences.

At Ōpoutere School we continue to develop and create contexts for learning within:

- Whanaungatanga: Relationships of care and connectedness are fundamental
- Kotahitanga: Power is shared and learners have the right to equity and self-determination
- Whakapapa: Culture counts, learners' understandings form the basis of their identity and learning
- Ako: Sense-making is dialogic, interactive and ongoing
- Wānanga: Decision-making and practice is responsive to relevant evidence
- Kaupapa: Our common vision and interdependent roles and responsibilities focus on the potential of learners – Māori students achieving and enjoying educational success as Māori.

Te Reo

Students reach higher levels of competence in Te Reo Māori when they are actively engaged in the language, that is, when they are taking part in tasks related to topics that they find genuinely interesting and relevant. As students learn to use Te Reo Māori with increasing accuracy and appropriateness in relevant and meaningful contexts, their confidence and proficiency will grow.

At Ōpoutere School we believe in this kaupapa and strive to implement Te Reo through meaningful authentic real life contexts such as:

- Kapa Haka, Te Reo and digital media, Kaitiaki crew and Te Reo vocab and phrases.
- Adventure Learning
- Kaitiaki Crew Enviro group
- Junior pepeha, waiata, performance and basic vocab
- Classroom contexts
- Implementing culturally responsive and relational pedagogy
- Timetabled kaiawhina to support each classroom

Kapa Haka

The fundamental purpose of Kapa Haka has always been to assist Māori students to strengthen their links with iwi, hapu and whānau, while growing in the knowledge of Māoritanga. Kapa Haka allows Māori students to reveal the potential of self, culture and identity through the art of performing." (Kaiwai, 2001)

At Ōpoutere School, Kapa Haka is a valued and an important aspect of our curriculum. We believe Kapa Haka improves students' general attitude towards school. It encourages parent participation, which flows on to other aspects of school life. Kapa Haka gives our students a sense of pride while offering opportunities for collaborative and group learning. Kapa Haka is a unique medium for learning, building our school community and developing relationships between students, teachers and whānau.

We have two Kapa Haka roopu at Ōpoutere School.

Tāne Mahuta are students who are confident and disciplined, and show a passion for learning about Te Reo Maori and Māori culture through the genres of song, dance and performance. Students in Tāne Mahuta range in ages 8 - 13 years old.

Pūawai are our youngest students who learn waiata and actions at a basic level. Pūawai range in ages 5 – 7 years old.

Through the teachings of Kapa Haka at Ōpoutere School we aim to grow in our tamariki:

- Pride in Personal Identity.
- Pride in Ōpoutere School
- Pride in Māori Culture

Tutors and students strive to:

- Reach a high standard of performance
- Develop students' confidence
- Build a sense of belonging and whānau
- Develop personal discipline
- Nurture a passion for Māori culture
- Perform in our local community
- Compete at Hauraki Festival in October every two years
- Perform at Coromandel Cultural festival annually
- Matariki Community Festival

Statement of Compliance with Employment Policy

Ōpoutere School Equal Employment Opportunities

As required by the Education and Training Act 2020 (s 597), Ōpoutere School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Ōpoutere School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

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

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

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

The board meets reporting and administrative requirements by:

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

The board:

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

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- work to eliminate bias and discrimination.

Financial Statements

See auditors Annual report

Statement of responsibility signed and dated

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

Statement of comprehensive revenue and expense

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

Statement of changes in net assets/equity

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

Statement of financial position

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

Statement of cash flows

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

Notes to the financial statements

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

Independent auditor's report signed and dated.

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

Kiwisport Funding

Ōpoutere School 2025 KiwiSport funding of \$ has been used to increase students' participation in organised sport by allocating funding to restock our sports equipment room throughout the year as old stock had been depleted.

Signed:



Date: 03.03.2025

Jethro Dyer
Tumuaki
Ōpoutere School