

HENDERSON HIGH SCHOOL



ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	45
Principal:	Philippa Durkin
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Accountant / Service Provider:	Schooled Limited



HENDERSON HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Henderson High School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Tamara Ujdur	Presiding Member	Elected	Sept 2028
Philippa Durkin	Principal ex Officio	Appointed	
Robson Tavita	Parent Representative	Elected	Sept 2028
Rāwiri Auty	Parent Representative	Elected	Sept 2028
Kate Alison-Tomlin	Parent Representative	Elected	Sept 2028
Lisa Stafford	Parent Representative	Selected	Sept 2028
Saradhi Banda Sri	Staff Representative	Elected	Sept 2028
Taha Zafar	Student Representative	Elected	Sept 2026
Jason Beeston	Staff Representative	Elected	Sept 2025
Riley Frost	Student Representative	Elected	Sept 2025
Gerard Bainbridge	Parent Representative	Elected	Sept 2025
Gustavo Olivares	Parent Representative	Elected	Sept 2025

Henderson High School

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Tamara Joe Ujdur
Full Name of Presiding Member

Philippa Durkin
Full Name of Principal

Tamara Ujdur
Signature of Presiding Member

[Signature]
Signature of Principal

May 22, 2026
Date

22/5/26
Date

Henderson High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	14,983,367	14,109,141	14,277,605
Locally Raised Funds	3	391,835	315,584	399,828
Interest		233,739	200,000	280,170
Total Revenue		15,608,941	14,624,725	14,957,603
Expense				
Locally Raised Funds	3	399,554	394,607	303,956
Learning Resources	4	10,363,729	9,743,549	9,623,447
Administration	5	799,726	704,730	714,604
Property	6	3,733,269	3,973,840	3,737,728
Loss on Disposal of Property, Plant and Equipment		2,066	-	6,534
Total Expense		15,305,977	14,824,726	14,386,269
Net Surplus / (Deficit) for the year		302,964	(200,001)	571,334
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		302,964	(200,001)	571,334

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

Henderson High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		4,689,427	4,689,427	4,513,565
Total comprehensive revenue and expense for the year		302,964	(200,001)	571,334
Contribution - Furniture and Equipment Grant		-	-	106,399
Contributions from the Ministry of Education		-	-	(565,800)
Distributions to the Ministry of Education		-	-	63,929
Equity at 31 December		4,992,391	4,489,426	4,689,427
Accumulated comprehensive revenue and expense		4,992,391	4,489,426	4,689,427
Equity at 31 December		4,992,391	4,489,426	4,689,427

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.

Henderson High School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,014,672	752,876	863,537
Accounts Receivable	8	890,221	802,885	800,595
GST Receivable		35,895	38,769	81,847
Prepayments		30,839	28,772	28,772
Investments	9	5,178,394	3,589,733	4,089,733
Funds Receivable for Capital Works Projects	17	45,972	-	32,101
		<u>7,195,993</u>	<u>5,213,035</u>	<u>5,896,585</u>
Current Liabilities				
Accounts Payable	11	1,211,658	1,030,236	1,037,692
Borrowings	12	26,219	26,219	26,219
Revenue Received in Advance	13	218,517	149,864	197,113
Provision for Cyclical Maintenance	14	82,686	58,134	90,682
Finance Lease Liability	15	42,469	40,666	40,144
Funds held in Trust	16	45,649	23,278	22,595
Funds held for Capital Works Projects	17	59,338	100,000	351,054
Funds held on behalf of School Cluster	18	2,030,495	837,898	829,174
		<u>3,717,031</u>	<u>2,266,295</u>	<u>2,594,673</u>
Working Capital Surplus/(Deficit)		3,478,962	2,946,740	3,301,912
Non-current Assets				
Property, Plant and Equipment	10	1,842,214	1,947,296	1,781,427
		<u>1,842,214</u>	<u>1,947,296</u>	<u>1,781,427</u>
Non-current Liabilities				
Borrowings	12	65,548	65,548	91,767
Provision for Cyclical Maintenance	14	215,072	294,701	253,187
Finance Lease Liability	15	48,165	44,361	48,961
		<u>328,785</u>	<u>404,610</u>	<u>393,915</u>
Net Assets		<u>4,992,391</u>	<u>4,489,426</u>	<u>4,689,427</u>
Equity		<u>4,992,391</u>	<u>4,489,426</u>	<u>4,689,427</u>

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



Henderson High School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		4,078,200	4,015,447	3,913,897
Locally Raised Funds		239,277	34,604	263,822
International Students		102,610	235,860	107,903
Goods and Services Tax (net)		45,952	(89,302)	(99,654)
Payments to Employees		(1,376,485)	(656,321)	(1,445,357)
Payments to Suppliers		(2,626,592)	(3,466,060)	(2,415,528)
Interest Paid		(7,633)	(8,000)	(8,232)
Interest Received		258,232	200,000	263,659
Net cash from/(to) Operating Activities		713,561	266,228	580,510
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(320,353)	(263,335)	(974,290)
Purchase of Investments		(1,088,661)	(943,256)	(943,256)
Net cash from/(to) Investing Activities		(1,409,014)	(1,206,591)	(1,917,546)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	63,929
Finance Lease Payments		(45,982)	(38,435)	(46,370)
Loans Received		-	-	117,986
Repayment of Borrowings		(26,219)	(26,219)	-
Funds Administered on Behalf of Other Parties		918,789	834,472	971,863
Net cash from/(to) Financing Activities		846,588	769,818	1,107,408
Net increase/(decrease) in cash and cash equivalents		151,135	(170,545)	(229,630)
Cash and cash equivalents at the beginning of the year	7	863,537	923,421	1,093,167
Cash and cash equivalents at the end of the year	7	1,014,672	752,876	863,537

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.



Henderson High School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

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) 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.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Board-owned Buildings	40 years
Furniture and Equipment	10 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

k) 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.

l) 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.

m) Revenue Received in Advance

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

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

n) Funds Held in Trust

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

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

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.

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense.

q) 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.

r) Financial Instruments

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

The School's financial liabilities comprise accounts payable, 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.

s) Borrowings

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

t) 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.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	3,854,439	3,591,335	3,675,256
Teachers' Salaries Grants	8,292,404	7,541,771	7,541,771
Use of Land and Buildings Grants	2,611,719	2,827,787	2,827,787
Other Government Grants	224,805	148,248	232,791
	<u>14,983,367</u>	<u>14,109,141</u>	<u>14,277,605</u>

3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Revenue			
Donations and Bequests	4,122	2,000	5,308
Fees for Extra Curricular Activities	49,291	49,473	57,333
Fees for Extra Curricular Activities - Overseas Travel	43,219	-	-
Fundraising and Community Grants	157,783	107,247	157,686
Other Revenue	10,675	18,766	14,066
International Student Fees	126,745	138,098	165,435
	<u>391,835</u>	<u>315,584</u>	<u>399,828</u>
Expense			
Extra Curricular Activities Costs	227,361	256,568	206,295
International Student - Employee Benefits - Salaries	82,969	80,000	51,362
International Student - Other Expenses	37,359	43,039	46,299
	<u>399,554</u>	<u>394,607</u>	<u>303,956</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>(7,719)</u>	<u>(79,023)</u>	<u>95,872</u>

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	813,392	796,044	728,719
Information and Communication Technology	170,350	165,300	153,106
Employee Benefits - Salaries	9,047,166	8,499,205	8,420,512
Staff Development	21,986	31,000	43,058
Depreciation	306,640	245,000	274,419
Other Learning Resources	4,195	7,000	3,633
	<u>10,363,729</u>	<u>9,743,549</u>	<u>9,623,447</u>

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	19,954	13,561	15,000
Board Expenses	14,070	13,000	16,116
Board Fees	4,400	4,600	4,620
Operating Leases	-	-	106
Other Administration Expenses	345,022	279,869	257,464
Employee Benefits - Salaries	358,250	332,500	362,680
Insurance	25,153	28,000	25,882
Service Providers, Contractors and Consultancy	32,877	33,200	32,736
	<u>799,726</u>	<u>704,730</u>	<u>714,604</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	110,324	125,000	80,225
Heat, Light and Water	165,464	198,000	171,988
Rates	4,193	4,800	3,815
Repairs and Maintenance	314,156	257,253	223,681
Use of Land and Buildings	2,611,719	2,827,787	2,827,787
Employee Benefits - Salaries	220,624	220,000	149,306
Other Property Expenses	306,789	341,000	280,926
	<u>3,733,269</u>	<u>3,973,840</u>	<u>3,737,728</u>

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

7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	514,672	752,876	863,537
Short-term Bank Deposits	500,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,014,672</u>	<u>752,876</u>	<u>863,537</u>

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

Of the Cash and Cash Equivalents \$2,275,749 is subject to restrictions for the following reasons:

- \$140,267 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 13.
- \$59,338 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.
- \$2,030,495 is held by the school on behalf of Attendance Services. See note 18 for details of the revenue and expenditure of the cluster.

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 13.

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	71,224	2,161	(128)
Interest Receivable	32,754	57,247	57,247
Teacher Salaries Grant Receivable	786,243	743,477	743,476
	<u>890,221</u>	<u>802,885</u>	<u>800,595</u>
Receivables from Exchange Transactions	103,978	59,408	57,119
Receivables from Non-Exchange Transactions	786,243	743,477	743,476
	<u>890,221</u>	<u>802,885</u>	<u>800,595</u>

9. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset			
Short-term Bank Deposits	\$ 5,178,394	\$ 3,589,733	\$ 4,089,733
Total Investments	5,178,394	3,589,733	4,089,733

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Transfer	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	150,760	-	-	560,791	(5,817)	705,735
Furniture and Equipment	720,445	145,571	(369)	-	(122,755)	742,892
Information and Communication Technology	289,079	125,089	(2,042)	-	(116,090)	296,036
Motor Vehicles	35,449	-	-	-	(7,596)	27,853
Leased Assets	69,650	47,511	-	-	(53,517)	63,644
Library Resources	4,396	2,547	(24)	-	(865)	6,054
Work in Progress	511,648	49,143	-	(560,791)	-	-
	1,781,427	369,861	(2,435)	-	(306,640)	1,842,214

The net carrying value of furniture and equipment held under a finance lease is \$63,644 (2024: \$69,650)

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	793,452	(87,717)	705,735	232,661	(81,901)	150,760
Furniture and Equipment	1,826,509	(1,083,617)	742,892	1,686,348	(965,903)	720,445
Information and Communication Technology	866,150	(570,114)	296,036	809,239	(520,160)	289,079
Motor Vehicles	153,589	(125,736)	27,853	153,589	(118,140)	35,449
Leased Assets	206,106	(142,462)	63,644	158,595	(88,945)	69,650
Library Resources	35,837	(29,783)	6,054	33,476	(29,080)	4,396
Work in Progress	-	-	-	511,648	-	511,648
	3,881,643	(2,039,429)	1,842,214	3,585,556	(1,804,129)	1,781,427

11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Creditors	\$ 322,644	\$ 234,477	\$ 234,477
Accruals	40,928	30,558	38,014
Employee Entitlements - Salaries	764,739	704,520	704,520
Employee Entitlements - Leave Accrual	83,347	60,681	60,681
	1,211,658	1,030,236	1,037,692
Payables for Exchange Transactions	1,211,658	1,030,236	1,037,692
	1,211,658	1,030,236	1,037,692

The carrying value of payables approximates their fair value.

12. Borrowings

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Loans due in one year	26,219	26,219	26,219
	<u>26,219</u>	<u>26,219</u>	<u>26,219</u>
Loans due after one year	65,548	65,548	91,767
	<u>65,548</u>	<u>65,548</u>	<u>91,767</u>

The school has borrowings at 31 December 2025 of \$65,548 (31 December 2024: \$91,767). This loan is from the Energy Efficiency and Conservation Authority for the purpose of upgrading to LED Lighting. The loan is unsecured, interest is 0% per annum and the loan is payable in quarterly equal instalments of \$6,555.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
International Student Fees in Advance	140,267	149,864	164,402
Other revenue in Advance	78,250	-	32,711
	<u>218,517</u>	<u>149,864</u>	<u>197,113</u>

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	343,869	343,869	405,744
Increase to the Provision During the Year	110,324	125,000	80,225
Use of the Provision During the Year	(156,435)	(116,034)	(142,100)
Provision at the End of the Year	<u>297,758</u>	<u>352,835</u>	<u>343,869</u>
Cyclical Maintenance - Current	82,686	58,134	90,682
Cyclical Maintenance - Non current	215,072	294,701	253,187
	<u>297,758</u>	<u>352,835</u>	<u>343,869</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 Property Plan.

15. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	48,356	40,666	45,809
Later than One Year	52,550	44,361	52,230
Future Finance Charges	(10,272)	-	(8,934)
	<u>90,634</u>	<u>85,027</u>	<u>89,105</u>
Represented by			
Finance lease liability - Current	42,469	40,666	40,144
Finance lease liability - Non current	48,165	44,361	48,961
	<u>90,634</u>	<u>85,027</u>	<u>89,105</u>

16. Funds held in Trust

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	45,649	23,278	22,595
	<u>45,649</u>	<u>23,278</u>	<u>22,595</u>

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

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

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Roof and Gutter Replacement School Wide	236475	342,599	-	(388,571)	-	(45,972)
Unisex Toilets	236479	7,395	459,399	(441,828)	-	24,966
Switchboard Upgrade D/Q Blocks	236478	(1,650)	59,130	(23,108)	-	34,372
Heating Provisions G Block	236483	1,060	-	(1,060)	-	-
Totals		<u>318,953</u>	<u>548,980</u>	<u>(854,567)</u>	<u>-</u>	<u>13,366</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	59,338
Funds Receivable from the Ministry of Education	(45,972)

2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Roof and Gutter Replacement School Wide	236475 -	30,850	593,534	(220,085)	342,599
Unisex Toilets	236479 -	8,399	38,499	(22,705)	7,395
School Wide DQLS Upgrade	236482	217,688	218,176	(466,315)	(30,451)
Windows Replacement B Block	236476 -	6,736	40,606	(33,870)	-
Clearlite Replacement F/H Blocks	236477 -	2,673	-	-	2,673
Switchboard Upgrade D/Q Blocks	236478	-	-	(1,650)	(1,650)
Heating Provisions G Block	236483	1,060	-	-	1,060
Totals		123,216	937,689	(744,625)	318,953

Represented by:

Funds Held on Behalf of the Ministry of Education	351,054
Funds Receivable from the Ministry of Education	(32,101)

18. Funds Held on Behalf of Attendance Services

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	829,174	829,174	-
Funds Received from Cluster Members	5,397	-	341,186
Funds Received from MOE	2,894,867	1,643,324	1,498,650
Total funds received	3,729,438	2,472,498	1,839,836
Funds Spent on Behalf of the Cluster	1,698,943	1,634,600	1,010,662
Funds remaining	2,030,495	837,898	829,174
Funds Held at Year End	2,030,495	837,898	829,174

19. Funds Held for Teen Parent Unit

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

20. Related Party Transactions

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

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



21. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,400	4,620
<i>Leadership Team</i>		
Remuneration	2,912,386	2,631,833
Full-time equivalent members	23	23
Total key management personnel remuneration	2,916,786	2,636,453

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (2 members) that meet monthly and Property Committee (1 members) that meet as required. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	160-170
Benefits and Other Emoluments	5-10	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	19.00	16.00
110 - 120	12.00	11.00
120 - 130	9.00	5.00
130 - 140	4.00	4.00
140 - 150	1.00	0.00
	45.00	36.00

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

22. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$ -	\$ -
Number of People	-	-

23. 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.

Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

24. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$228,337 (2024:\$679,572) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Reroofing & Gutters (236475)	18,487
Unisex Toilets (236479)	160,288
Switchboard Upgrade D/Q Blocks (236478)	41,242
Heart of the School - school project	8,320
Total	<u>228,337</u>

The Board receives funding from the Ministry of Education for Capital Works excluding the Heart of the School which is board funded.

25. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,014,672	752,876	863,537
Receivables	890,221	802,885	800,595
Investments - Term Deposits	5,178,394	3,589,733	4,089,733
Total financial assets measured at amortised cost	<u>7,083,287</u>	<u>5,145,494</u>	<u>5,753,865</u>

Financial liabilities measured at amortised cost

Payables	1,211,658	1,030,236	1,037,692
Borrowings - Loans	65,548	65,548	91,767
Finance Leases	90,634	85,027	89,105
Total financial liabilities measured at amortised cost	<u>1,367,840</u>	<u>1,180,811</u>	<u>1,218,564</u>

26. 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 Henderson High School's financial statements
for the year ended 31 December 2025**

The Auditor-General is the auditor of Henderson High School (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 3 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:

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

Our audit was completed on 25 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 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.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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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 Analysis of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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



Kurt Sherlock

Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

ANALYSIS OF VARIANCE - ANNUAL PLAN 2025

NELPS	Goals	Actions	Success indicators	Analysis of variance - progress against actions & success indicators
Learners at the centre Barrier-free access Quality teaching and leadership	1.1 Sequence and develop a knowledge-rich curriculum.	<p>a) Sequence KRC planners y9-11 - design team/KRC Coordinator Term 2 KRC team Books/subscriptions Functioning team with a clear understanding of their role to support the schoolwide implementation of KRC, including departments not represented in the team.</p> <p>b) Support departments with Year 11 NCEA course design/consolidation (include peer review) Term 1 KRC team, HODs, department time Year 11 KRC focus supports NCEA assessment change.</p> <p>c) Embed effective use of knowledge organisers, (including literacy) Term 3 KRC team, PL Knowledge organisers</p>	<p>a) Sequence KRC planners y9-11 - design team/KRC Coordinator SAU Term 2 KRC team Books/subscriptions Functioning team with a clear understanding of their role to support the schoolwide implementation of KRC, including departments not represented in the team.</p> <p>b) Support departments with Year 11 NCEA course design/consolidation (include peer review) SAU/CLA Term 1 KRC team, HODs, department time Year 11 KRC focus supports NCEA assessment change.</p> <p>c) Embed effective use of knowledge organisers, (including literacy) SAU Term 3 KRC team, PL Knowledge organisers</p>	<p>Status: Implementation is ongoing at Year 9 and 10; however, Year 11 sequencing is currently evolving to align with the refreshed New Zealand Curriculum. Embed of effective use supported by new staff KRC sessions to complement full staff PL.</p> <p>Variance: While the Year 9 and 10 KRC planners are active, the specific Year 11 sequencing has been adjusted to ensure it remains cohesive with upcoming national curriculum changes.</p> <p>Future Action: The KRC Coordinator and design team will continue to support departments not yet fully integrated, ensuring the KRC functioning team maintains a schoolwide supportive role during this transition.</p>
O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and leadership	1.2 Implement a professional development programme.	<p>a) Redesign full staff PLD literacy/num/IE instruction, Mātauranga Māori including KRC/ISLT led department hui. Term 1 PL staff Staff are invested in incorporating IEI/literacy/numeracy and Mātauranga Māori into their daily classroom practice.</p> <p>b) Audit and update walk through/observation schedule. Implement and BC check ins document. Include objective in PGC relating to Te Ao Māori Term 1 HODs, CLs This is evidenced by classroom observations and goal setting in PGC discussions.</p> <p>c) Provide leadership PL to HODs and CLs with a clear focus and sequence/progression. Term 1-4 HODs, department hui, KRC/ISLT team and external PL. Consistency of implementation of BC/IEI/KRC/Mātauranga Māori and teaching and learning observed across all lessons.</p> <p>d) Small opt-in skill-based PLD e.g. 'Tech Tuesday', Google Read/Write, AI options. All topics aligned with strategic plan.</p>	<p>a) Staff are invested in incorporating IEI/literacy/numeracy and Mātauranga Māori into their daily classroom practice.</p> <p>b) This is evidenced by classroom observations and goal setting in PGC discussions.</p> <p>c) Consistency of implementation of BC/IEI/KRC/Mātarana Māori and teaching and learning observed across all lessons.</p> <p>d) Data abstained via Google Classroom and other sources driving opt in PL focus.</p>	<p>Status: Staff engagement with Te Reo Māori and the implementation of Tikanga is high, successfully anchored by our school values, Te Tūāpapa o Panuku.</p> <p>Variance: Formal observations and leadership check-ins indicate that the meaningful delivery of Te Ao Māori content and context remains varied. While some departments have successfully woven these contexts into their schemes, others are still in the early stages of curriculum mapping.</p> <p>Future Action: Targeted support will be provided to departments with lower levels of integration to ensure Te Ao Māori is a core part of the student learning experience.</p> <p>Status: BC check-ins have been fully established and are operational.</p> <p>Variance: There is a visible and measurable positive impact on the effective use of classroom time. The implementation of Tikanga within the BC framework has provided a more structured and respectful learning environment.</p> <p>Future Action: Maintain the check-in cycle to ensure these gains in "time on task" are sustained throughout the academic year.</p> <p>Status: Opt-in sessions for Technology (including AI and Social Media) were reasonably well-attended.</p> <p>Variance: The planned PL specifically for HODs was not completed as originally planned.</p> <p>Future Action: A Problem-Solving model being investigated for middle leaders to better address department-specific challenges.</p>

<p>O1 Learners at the centre O2 Barrier-free access O3 Quality teaching and leadership</p>	<p>1.3 Ensure our student demographic is reflected in all course pathways.</p>	<p>a) Provide support for groups who are under-represented in enrichment opportunities and accelerated programmes</p> <p>b) Seek enrichment opportunities for groups who are underrepresented in Merit and Excellence endorsements and STEAM pathways</p>	<p>a) Taurira succeed in courses that allow them to choose career and study pathways that they are passionate about and enable them to change their world for the better.</p> <p>b) Actively select Māori and Pacific students for enrichment opportunities</p>	<p>Status: This remains a primary focus for the 2026 academic year, with course confirmation processes now centered on long-term student pathways. Increased Excellence Endorsement rates at Level 1 and 3, both above national averages, but Pacific students are under-represented in this group.</p> <p>Variance: There has been a strategic shift from achieving toward achieving and pathway-mapping. We are seeing higher levels of student engagement as taurira select subjects that offer both personal passion and clear career pathways.</p> <p>Future Action: We will continue to refine the course selection interview process to ensure that initial choices in Year 11 lead directly to viable, high-value tertiary or career pathways in Year 13.</p>
<p>O1 Learners at the centre O4 Future of learning and work</p>	<p>2.1 Explore avenues for partnerships with Māori, Pacific and business communities.</p>	<p>a) Māori</p> <ul style="list-style-type: none"> ▪ Visit key people re values designs, pou, wraps, window stencils. ▪ Establish a shared understanding of mana whenua <p>b) Pacific</p> <ul style="list-style-type: none"> ▪ Tutor/s for Polyfest and in-school cultural night ▪ Pacific Island fono 	<p>a) We have finalised, approved designs to start using in documentation and around school. Agree on locations, print and install.</p> <p>b) All stakeholders are confident in the relationships between local iwi and the school, and this informs decision-making that affects Māori</p> <p>c) Samoan and Filipino group perform at Polyfest. Other cultural groups prepare and perform at Fiafia (or similar) nights (Tongan, Cook Is Māori) Pacific voice informs our decisions to support in future.</p>	<p>Status: Connection with Te Kāwerau ā Maki has been successfully initiated through formal hui. We have gained a deeper institutional understanding of the importance of mana whenua partnership.</p> <p>Variance: The installation of the Pou has been delayed due to the critical need for precise translation and the "rewording of kupu. Furthermore, while the relationship is established, the financial commitment required for a sustained, long-term partnership was not fully budgeted for in the current cycle.</p> <p>Future Action: Budgeting for ongoing partnership costs will be prioritised for the 2027/2028 financial year. In the interim, the focus remains on finalising the Pou inscriptions to ensure they are culturally and linguistically sound.</p> <p>Status: This area has seen significant success, with excellent tutor engagement leading to improved performance standards and strengthened whakawhanaungatanga. The Pasifika Fono is now established.</p> <p>Variance: The focus has shifted toward sustainability. To maintain the high-quality connections built by our two lead tutors, we are proactively supporting their placement as trainee teachers at HHS.</p> <p>Future Action: The next phase involves establishing a dedicated Pasifika Kaiako Team. This group will lead internal whanaungatanga initiatives and specifically target improved academic outcomes for our Pasifika taurira.</p> <p>Status: The Filipino Group has grown significantly in size and performance quality. They are currently supported by a network of four kaiako and a dedicated group of alumni.</p> <p>Variance: The success of the Filipino model has provided a blueprint for other groups. The variance here is the expansion of our multicultural goals to include a wider demographic.</p> <p>Future Action: Based on the successful Filipino framework, the 2026/27 focus will be to establish and support a South Asian Polyfest group, ensuring our extracurricular offerings reflect our diverse school community.</p>
<p>Learners at the centre, barrier-free access</p>	<p>2.2 Develop a communications plan.</p>	<p>a) Schedule community messages on multiple platforms including scheduled posts from departments – highlighting excellence/providing key messages.</p>	<p>a) Our communications share a wider range of updates, with a balanced focus on events and learning.</p>	<p>Status: A robust communication plan is now operational. This includes a structured cycle of start-of-year emails, regular updates, and pānui to the parent community.</p>

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Learners at the centre	2.3 Build HHS alumni	<p>a) Create database of ex-students including industry links.</p> <p>b) Progress discussions around Foundation and Past Pupils, include recent alumni in Discussions.</p> <p>c) Guest speakers at selected school events.</p>	<p>a) Alumni database is complete and ready to be regularly updated.</p> <p>b) Foundation and Past Pupils Association are seen as relevant, enjoyable and meaningful for alumni involvement.</p> <p>c) Recent alumni speak and resonate with current students.</p>	<p>Strategic Area: Alumni Engagement</p> <p>Status: Initial work is complete and highly visible. Alumni are now actively contributing to the school's academic and sporting culture as both guest speakers and tutors.</p> <p>Variance: Alumni are established at the Excellence Breakfast, Scholarship presentations, and Sports Awards. This provides current taura with tangible examples of post-school success.</p> <p>Future Action: Ensure a consistent rotation of diverse alumni voices throughout the academic year.</p> <p>Status: Successful integration of past pupils into major school events, most notably the opening of the Heart of the School.</p> <p>Variance: By featuring Past Pupil Success stories on social media, we are honoring our heritage.</p> <p>Future Action: With the first official Past Pupil Hui scheduled for 2026, we are ensuring long-term continuity.</p>
Learners at the centre Future of learning and work.	3.1 Develop a values-based leadership/service	<p>a) Develop Ignition Hui focus</p> <p>b) Extend Gateway to tertiary focus areas.</p> <p>c) Include Māori and Pacific businesses/people</p>	<p>a) Increased attendance at Ignition Hui and improved course selection effectiveness as a result.</p> <p>b) Increased % student retention until at</p>	<p>Status: Significant increase in whānau attendance recorded at the Ignition Hui. Partnership with Te Puna Creative Hub including the successful hosting of prizegivings and the production of student podcasts.</p> <p>Variance: While attendance at the Ignition Hui was high, the Pacific Careers</p>

	<p>programme with and outward focus.</p>	<p>in an onsite careers day³.</p>	<p>least gaining Level 2 NCEA with major focus of UE. All leaving students have had effective career guidance including 'leavers career kete'.</p> <p>c) Extend business community presence a school community events, with a particular Māori and Pacific focus.</p>	<p>Evening saw low engagement. This indicates a need to pivot from standalone events to integrated one-stop community evenings.</p> <p>Future Action: For 2026, the Pacific Careers event will be aligned with Senior Careers Day and Parent-Teacher interviews to maximize convenience. Plans are also underway to expand Te Puna usage into music recording and student publications.</p> <p>Status: Overall UE rates remain consistently well above national averages.</p> <p>Variance: A specific achievement gap persists for Pacific students regarding UE and overall success rates. This remains a critical area for targeted intervention in 2026.</p> <p>Future Action: Implement a strategy for 2026 that links Pacific achievement directly to the integrated careers and interview cycle, ensuring whānau have clear data on UE pathways.</p> <p>Status: Student retention data has remained static with no significant upward movement.</p> <p>Variance: Current systems are supporting University-bound students reasonably effectively, but there is a variance in support for achieved-level learners. These students require more robust scaffolding to transition from Level 2 into apprenticeships, training, or Level 3 study.</p> <p>Future Action: Shift focus in 2026/2027 toward vocational pathway tracking at Level 2, ensuring Achieved learners have a confirmed transition plan into trades or higher-level senior secondary study.</p>
<p>Learners at the centre Barrier-free access Quality teaching and leadership</p>	<p>3.3 Design and implement a tiered hauora programme from Y9 – Y13.</p>	<p>a) Form a design team. Research and decide on models and programme to be used for 2025 pilot, including a Pacific and Māori focus.</p> <p>b) Wellness lunchtime fitness programme – opt in. Celebrate Mental Health Awareness Week in assembly</p>	<p>a) A hauora programme has been designed for a pilot to start in 2025</p> <p>b) Winter Fitness lunchtime programme runs through Term 2 and 3. Mental Health is explicitly promoted at assemblies.</p>	<p>Status: A formal programme structure has not yet been designed. However, wellbeing surveys and follow-up protocols are now operational.</p> <p>Variance: The fitness initiative has launched on a smaller scale than originally intended to test student engagement and the most effective way to run the programme.</p> <p>The Wellbeing Team are now centralised in a Guidance Hub, increasing student visibility and access.</p> <p>Future Action: Established wellbeing surveys to target specific student needs within the Guidance Hub.</p>

Learners at the centre	Achievement	Improve NCEA results at Levels 1, 2 and 3	Level 1 - 90%, Level 2 - 90%, Level 3 - 85%	<table border="1"> <thead> <tr> <th>Level</th> <th>HHS</th> <th>National</th> <th>Band</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>72.4</td> <td>73.5</td> <td>70.9</td> </tr> <tr> <td>2</td> <td>82.0</td> <td>73.6</td> <td>76.3</td> </tr> <tr> <td>3</td> <td>83.2</td> <td>71.5</td> <td>73.7</td> </tr> </tbody> </table> <p>SI not met, but Level 1 and 2 above Nat average. SI focus the same for 2026</p>	Level	HHS	National	Band	1	72.4	73.5	70.9	2	82.0	73.6	76.3	3	83.2	71.5	73.7						
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Improve the % of students gaining NCEA Excellence endorsements	Level 1 - 15%, Level 2 - 15%, Level 3 - 15%	<table border="1"> <thead> <tr> <th>Level 1</th> <th>HHS</th> <th>National</th> <th>Band</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>10.6</td> <td>10.2</td> <td>5.8</td> </tr> <tr> <th>Level 2</th> <th>HHS</th> <th>National</th> <th>Band</th> </tr> <tr> <td>Excellence</td> <td>10.1</td> <td>15.3</td> <td>9.5</td> </tr> <tr> <th>Level 3</th> <th>HHS</th> <th>National</th> <th>Band</th> </tr> <tr> <td>Excellence</td> <td>16.1</td> <td>14.6</td> <td>9.9</td> </tr> </tbody> </table> <p>Only Level 3 met SI, but all both Level 1 and 3 above Nat average. SI focus the same for 2026.</p>	Level 1	HHS	National	Band	Excellence	10.6	10.2	5.8	Level 2	HHS	National	Band	Excellence	10.1	15.3	9.5	Level 3	HHS	National	Band	Excellence	16.1	14.6	9.9
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Evaluation of students progress and achievement report - ANNUAL PLAN 2025

NELPS	Goals	Actions	Success indicators	Analysis of variance - progress against actions & success indicators
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<p>Learners at the centre, barrier-free access</p>	<p>2.2 Develop a communications plan.</p>	<p>a) Schedule community messages on multiple platforms including scheduled posts from departments – highlighting excellence/providing key messages.</p>	<p>a) Our communications share a wider range of updates, with a balanced focus on events and learning.</p>	<p>Status: A robust communication plan is now operational. This includes a structured cycle of start-of-year emails, regular updates, and pānui to the parent community.</p>

		<p>b) Schoolbridge app</p> <p>c) Update website content</p> <p>d) Signage: - Digital sign at gate – with scheduled key messages regarding student achievement/marketing/important information for whānau. - Explore use of motorway billboard to promote enrolments</p>	<p>b) Improved communication systems within and beyond school.</p> <p>c) The website is current, representative, interactive and informative</p> <p>d) By raising its profile, the wider community sees Henderson High School as an active, attractive educational space.</p>	<p>Variance: Social media engagement on Facebook and Instagram has shifted to a consistent, high-frequency schedule. The content has been intentionally varied to ensure it reflects the diverse ethnic and cultural groups within our kura.</p> <p>Future Action: Continue to monitor engagement metrics to ensure the voice of the school remains inclusive and representative of all student cohorts.</p> <p>Status: Significant technical integration has been completed. The new school website went live in March 2026.</p> <p>Variance: The new platform successfully synchronises school communications via the Hail platform and our internal portal. The website now serves as a high-quality reflection of an academically focused, structured, and vibrant kura.</p> <p>Future Action: Phase two will focus on optimising the portal interface to improve the ease of access for parents regarding real-time student data and keeping website content updated.</p> <p>Status: Current on-site signage is being managed effectively, with a new local sign-writing partnership allowing for rapid, professional updates.</p> <p>Variance: We are now in active negotiations with the Hockey Trust to secure a presence on high-profile corner signage.</p> <p>Future Action: Finalise the agreement with the Hockey Trust to increase the school's visibility to the wider community and passing traffic.</p>
Learners at the centre	2.3 Build HHS alumni	<p>a) Create database of ex-students including industry links.</p> <p>b) Progress discussions around Foundation and Past Pupils, include recent alumni in Discussions.</p> <p>c) Guest speakers at selected school events.</p>	<p>a) Alumni database is complete and ready to be regularly updated.</p> <p>b) Foundation and Past Pupils Association are seen as relevant, enjoyable and meaningful for alumni involvement.</p> <p>c) Recent alumni speak and resonate with current students.</p>	<p>Strategic Area: Alumni Engagement</p> <p>Status: Initial work is complete and highly visible. Alumni are now actively contributing to the school's academic and sporting culture as both guest speakers and tutors.</p> <p>Variance: Alumni are established at the Excellence Breakfast, Scholarship presentations, and Sports Awards. This provides current taura with tangible examples of post-school success.</p> <p>Future Action: Ensure a consistent rotation of diverse alumni voices throughout the academic year.</p> <p>Status: Successful integration of past pupils into major school events, most notably the opening of the Heart of the School.</p> <p>Variance: By featuring Past Pupil Success stories on social media, we are honoring our heritage.</p> <p>Future Action: With the first official Past Pupil Hui scheduled for 2026, we are ensuring long-term continuity.</p>
Learners at the centre Future of learning and work.	3.1 Develop a values-based leadership/service	<p>a) Develop Ignition Hui focus</p> <p>b) Extend Gateway to tertiary focus areas.</p> <p>c) Include Māori and Pacific businesses/people</p>	<p>a) Increased attendance at Ignition Hui and improved course selection effectiveness as a result.</p> <p>b) Increased % student retention until at</p>	<p>Status: Significant increase in whānau attendance recorded at the Ignition Hui. Partnership with Te Puna Creative Hub including the successful hosting of prizegivings and the production of student podcasts.</p> <p>Variance: While attendance at the Ignition Hui was high, the Pacific Careers</p>

	<p>programme with and outward focus.</p>	<p>in an onsite careers day³.</p>	<p>least gaining Level 2 NCEA with major focus of UE. All leaving students have had effective career guidance including 'leavers career kete'.</p> <p>c) Extend business community presence a school community events, with a particular Māori and Pacific focus.</p>	<p>Evening saw low engagement. This indicates a need to pivot from standalone events to integrated one-stop community evenings.</p> <p>Future Action: For 2026, the Pacific Careers event will be aligned with Senior Careers Day and Parent-Teacher interviews to maximize convenience. Plans are also underway to expand Te Puna usage into music recording and student publications.</p> <p>Status: Overall UE rates remain consistently well above national averages.</p> <p>Variance: A specific achievement gap persists for Pacific students regarding UE and overall success rates. This remains a critical area for targeted intervention in 2026.</p> <p>Future Action: Implement a strategy for 2026 that links Pacific achievement directly to the integrated careers and interview cycle, ensuring whānau have clear data on UE pathways.</p> <p>Status: Student retention data has remained static with no significant upward movement.</p> <p>Variance: Current systems are supporting University-bound students reasonably effectively, but there is a variance in support for achieved-level learners. These students require more robust scaffolding to transition from Level 2 into apprenticeships, training, or Level 3 study.</p> <p>Future Action: Shift focus in 2026/2027 toward vocational pathway tracking at Level 2, ensuring Achieved learners have a confirmed transition plan into trades or higher-level senior secondary study.</p>
<p>Learners at the centre Barrier-free access Quality teaching and leadership</p>	<p>3.3 Design and implement a tiered hauora programme from Y9 – Y13.</p>	<p>a) Form a design team. Research and decide on models and programme to be used for 2025 pilot, including a Pacific and Māori focus.</p> <p>b) Wellness lunchtime fitness programme – opt in. Celebrate Mental Health Awareness Week in assembly</p>	<p>a) A hauora programme has been designed for a pilot to start in 2025</p> <p>b) Winter Fitness lunchtime programme runs through Term 2 and 3. Mental Health is explicitly promoted at assemblies.</p>	<p>Status: A formal programme structure has not yet been designed. However, wellbeing surveys and follow-up protocols are now operational.</p> <p>Variance: The fitness initiative has launched on a smaller scale than originally intended to test student engagement and the most effective way to run the programme.</p> <p>The Wellbeing Team are now centralised in a Guidance Hub, increasing student visibility and access.</p> <p>Future Action: Established wellbeing surveys to target specific student needs within the Guidance Hub.</p>

Learners at the centre	Achievement	Improve NCEA results at Levels 1, 2 and 3	Level 1 - 90%, Level 2 - 90%, Level 3 - 85%	<table border="1"> <thead> <tr> <th>Level</th> <th>HHS</th> <th>National</th> <th>Band</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>72.4</td> <td>73.5</td> <td>70.9</td> </tr> <tr> <td>2</td> <td>82.0</td> <td>73.6</td> <td>76.3</td> </tr> <tr> <td>3</td> <td>83.2</td> <td>71.5</td> <td>73.7</td> </tr> </tbody> </table> <p>SI not met, but Level 1 and 2 above Nat average. SI focus the same for 2026</p>	Level	HHS	National	Band	1	72.4	73.5	70.9	2	82.0	73.6	76.3	3	83.2	71.5	73.7						
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Improve Māori student achievement at Levels 1, 2 and 3	Level 1 - 90%, Level 2 - 90%, Level 3 - 85%	<p>Only Level 3 Māori exceeded the SI, but all other categories above Nat average. SI focus the same for 2026.</p>																								
Improve the % of students gaining NCEA Excellence endorsements	Level 1 - 15%, Level 2 - 15%, Level 3 - 15%	<table border="1"> <thead> <tr> <th>Level 1</th> <th>HHS</th> <th>National</th> <th>Band</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>10.6</td> <td>10.2</td> <td>5.8</td> </tr> <tr> <th>Level 2</th> <th>HHS</th> <th>National</th> <th>Band</th> </tr> <tr> <td>Excellence</td> <td>10.1</td> <td>15.3</td> <td>9.5</td> </tr> <tr> <th>Level 3</th> <th>HHS</th> <th>National</th> <th>Band</th> </tr> <tr> <td>Excellence</td> <td>16.1</td> <td>14.6</td> <td>9.9</td> </tr> </tbody> </table> <p>Only Level 3 met SI, but all both Level 1 and 3 above Nat average. SI focus the same for 2026.</p>	Level 1	HHS	National	Band	Excellence	10.6	10.2	5.8	Level 2	HHS	National	Band	Excellence	10.1	15.3	9.5	Level 3	HHS	National	Band	Excellence	16.1	14.6	9.9
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		Improve the % of students gaining University Entrance	UE - 60%				
				UE	HHS	National	Band
				All	59.7	52.0	43.9
				Māori	57.6	33.7	29.4
				Pasifika	42.2	35.3	43.4
				SI met for all and increased Māori UE rate. Pasifika is an area of focus for 2026.			

2026 Strategic Outlook: Sustaining Excellence and Expanding Opportunity

Following a year of significant achievement in 2025, most notably our Māori and Pacific NCEA pass rates significantly exceeding national averages, Henderson High School is positioned to move from a foundation of strength to a culture of excellence in 2026.

Our strategy for the coming year focuses on scaling our successes:

Elevating Academic Excellence & Equity

Celebrating Māori Success: With Māori achievement at Level 3 reaching an outstanding 90.9%, our focus shifts to sustaining this momentum. We will leverage the expertise of our successful departments to mentor others in further integrating Te Ao Māori into the curriculum.

Targeting High-Value Outcomes for Pacific Students: Building on our strong Level 2 and 3 pass rates, 2026 will focus on elevating achievement toward Merit and Excellence endorsements. By aligning our new Pasifika Kaiako Team with our careers and interview cycles, we will ensure every Pacific student is mentored toward University Entrance and high-level career pathways.

Empowering the "Achieved" Learner: We are refining our vocational scaffolding to ensure students pursuing trades and practical pathways receive the same high-level tracking and transition support as university-bound students.

Innovation in Teaching and Leadership

Advancing the Knowledge-Rich Curriculum: Following the successful rollout of the Year 9 and 10 programs, we are excited to further refine our Year 11 sequencing. This ensures our curriculum remains at the forefront of the national refresh, providing students with a seamless transition into senior NCEA.

Strengthening Community & Wellbeing

Deepening Whānau Partnerships: We are evolving our community engagement by integrating cultural celebrations and career evenings with our Parent-Teacher interviews. This approach acknowledges the busy lives of our families and ensures maximum participation in their children's success.

Broadening Cultural Representation: To reflect our vibrant and diverse student body, we are delighted to expand our extracurricular landscape to include a South Asian Polyfest group, ensuring every student sees their culture celebrated in the life of the school.

Enhancing School Visibility

Connecting with our Legacy: We are focussed on building a network of alumni to inspire our current students and strengthen our school's place in the Henderson community.

Compliance with Education and Training Act 2020: Good Employer Report

For the year ending 31 December 2025

Our Commitment

Henderson High School is committed to its values as an employer, as outlined in Te Tūāpapa o Panuku: *whanaungatanga, manaakitanga, kaitiakitanga, and kotahitanga*.

The Henderson High School Board acts as a "good employer" by taking 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 the Education and Training Act 2020. The Board complies with all conditions contained in the relevant collective and individual employment agreements 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 the sole employee of the Board.

Personnel and Policies

During 2025, the Board:

- **Safety and Wellbeing:** Took all reasonably practicable steps to meet primary duty of care obligations, ensuring safe working conditions and responding to employee concerns via established Health and Safety protocols.
- **Hauora (Wellbeing):** Prioritised staff health and work-life balance, including the consideration of flexible working arrangements where operationally viable.
- **Integrity and Conduct:** Maintained high standards of professional integrity, ensuring the safety and wellbeing of students, colleagues, and the public interest.
- **Performance and Development:** Promoted high levels of performance through robust performance management and targeted professional development. This included budget allocation for training, the fair distribution of salary units and management allowances, and the protection of non-contact time.

Equal Employment Opportunities (EEO)

Henderson High School promotes equal opportunities by applying our EEO framework to all relevant policies, particularly those relating to recruitment, selection, and promotion. In 2025, we ensured that we:

- Treated current and prospective staff fairly and without bias.
- Made appointment decisions based on merit while seeking a staff profile that reflects our multicultural school community.

- Actively worked to eliminate systemic discrimination.

2025 Progress and Distributed Leadership

Throughout the 2025 year, we have seen a measurable increase in the diversity of our workforce, specifically regarding ethnicity.

Key achievements in our 2025 EEO programme include:

- **Leadership Pathways:** We expanded our distributed leadership model, creating opportunities for a wider range of staff—specifically Māori and Pacific kaiako—to lead strategic projects such as the Apollo and Mates Programmes and the establishment of the Pasifika Kaiako Team.
- **Professional Growth:** Supported the career progression of staff into pastoral roles, including the transition of community tutors into Numeracy and Literacy support and potential teacher training placements, ensuring our staff reflect the demographics and aspirations of our taura.
- **Alumni Integration:** Engaged a network of alumni to public speaking and tutoring roles.
- **Policy Review:** Continued the cycle of reviewing personnel policies via the SchoolDocs platform to ensure ongoing alignment with New Zealand employment law.

The Board remains committed to raising awareness of bias and supports all staff in raising concerns directly with the Principal or the Board.

School

Henderson High School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$29,308 (excluding GST). This funding was spent on uniform, equipment and sporting activities in order to increase equitable access to sport.