

Annual Report - Waihi College - 2025



Name	Date term ends	Name	Date term ends
Tineke Iversen	September 2025	Tineke Iversen	September 2028
Matthew Carden-Scott	September 2025	Catherine Sole	September 2028
Scott Spicer	September 2025	Victoria Menary	September 2028
Catherine Sole	September 2025	Gemma Barden	September 2028
Dot Carter - Staff Representative	September 2025	Tracy Te Wake - Staff Representative	September 2028
Moana Magee - Student Representative	September 2025	Stuart Hartley - Student Representative	September 2027

Statement of Variance: Progress against targets



Strategic Goal 1:

Education and Progress. Meeting every student's educational needs, offering pathways to meet their aspiration needs.

Actions	What did we achieve?	Evidence	Reasons for any differences	Planning for 2026
<p>Education and Progress. Meeting every students educational needs, offering pathways to meet their aspiration needs.</p> <p>Celebrate and recognise learning, progress and achievement.</p> <p>Future-focused pathways that cater for diverse and aspirational interests, inclusive of academic and vocational pathways.</p>	<p>Planning for 2026</p>	<p>Staffing, budget review, alternative timetables, strategic direction, and policy.</p>	<p>Reflective practice and analysis of school wide student needs, with the view of Trauma informed practice and decision making, along with community voice.</p>	<p>Further consultation with the community to understand needs. Analysis of clientele developmental needs.</p>
	<p>Student Wellbeing & Support:</p>	<p>Data-driven approaches, tailored learning, agency partnerships, individual support meetings, and positive school climate.</p>	<p>Ongoing pastoral system review. Mana Manakitanga process developed and applied across the kura. Te Ara Hou and individual pathway development with supportive measures in place for students to succeed in a way that makes sense to them. Addition of Te Ara Whakamua pilot program. SENCO program re crafted to accommodate LSC aspects.</p>	<p>Changes in the pastoral system to be whanau based, and further training in trauma informed understanding, to meet needs more effectively.</p> <p>Whanau Kaiarahi system embedded.</p>
	<p>Academic Progress & Pathways:</p>	<p>Tracking achievement, diverse course options, enhanced careers</p>	<p>CAA Level 1 poor achievement noticings. CAA Level 2 & 3 great</p>	<p>Ongoing investigation (nationwide) in CAA L1, in how to support.</p>

		guidance, further education support, and individualized planning.	achievements	<p>Analysis of teaching strategies from y6-11, to target potential gaps.</p> <p>Continued efforts in individualised pathways.</p> <p>Continued investigation and resourcing Year 9&10 pathways.</p> <p>Investigating curriculum changes to be sustainable and scaffolded.</p>
	Extracurricular Enrichment:	Sporting, cultural, and experiential learning opportunities.	Ensured celebration and opportunities for students to share success, building pride and capacity in our youth.	<p>Assembly to be more student led, and focused on celebration and values based, showcasing achievement and unity.</p> <p>Cont. building on celebration of achievement.</p>
	Recognition & Celebration:	Acknowledging student successes.	<p>Additions of various ways to promote success, and a wider view of this.</p> <p>Including social media and partnering with Gold Trust, to provide Vocational Scholarships, along with Academic.</p>	<p>Cont. building on celebration of achievement, in a more targeted way.</p> <p>Wider community educational stories to be shared</p>
	Staff Development:	Targeted professional learning for teachers and	Self awareness, trauma informed, behavioural vs	Building on growing knowledge and developing

		<p>support staff.</p>	<p>developmental needs and growing awareness.</p> <p>Pastoral system overhauled, and frameworks for attending to needs developed, to promote consistency.</p> <p>Coaching and mentoring for HOD's</p>	<p>our systems to respond.</p> <p>Kaiarahi (Dean) system to be whanau centred.</p> <p>Tuturu resources developed.</p> <p>Mentoring program in place for HOD's, along with targeted PLD.</p> <p>Internet safety measures to be put in place.</p>
	<p>Property & Resources:</p>	<p>Playground development and financial partner transition.</p> <p>Student led initiative rope course cont.</p> <p>10YPP initiated for building health and upkeep.</p> <p>Student ownership of responsibility as kaitiaki of property.</p> <p>Ramps and rails installed</p> <p>Cyclical maintenance plan put in place.</p>	<p>Grant applied for and the playground started.</p> <p>Currently awaiting building quotes.</p> <p>In accordance with OT / MOE recommendations,</p>	<p>Further grants required to continue playground build.</p> <p>Project out for tender, and grants to be applied for.</p> <p>Air Con system maintenance and overhaul.</p> <p>10YPP enacted - priorities identified and planned for.</p> <p>Painting projects and timelines confirmed.</p> <p>Fob system to be installed site wide.</p>

		Evidence	Reasons for any differences	Planning for next year
<p>Create a collective and collaborative culture within staff.</p> <p>Community engagement, ongoing.</p> <p>Positive Behaviour for Learning and Learning Support systems recrafted.</p>	<p>Community Engagement & Partnerships:</p>	<p>Hangi events, community use of grounds (touch, football, Rippa rugby), St John's partnership, hosting various organizations (Oceana, Police, Navigators, Taiko drummers), community choir, primary school visits, Pink Ribbon Day, Lions book fair.</p>	<p>Further events catered for in 2025</p> <p>Social Media presence streamlined and targeted audience</p>	<p>Whanau Big Day out, Gala, Production and continued partnerships with mentioned agencies.</p>
	<p>Student Recognition & Celebration:</p>	<p>Prize giving/s, Top Sports Award night, planning celebrations for student achievements, senior assemblies highlighting success, congratulations postcards. Both academic and vocational scholarships provided.</p>	<p>Targeted focus on lifting pride and celebrating achievement.</p>	<p>Continued refinement of these, seeking student voice.</p>
	<p>Sporting Activities & Exchanges:</p>	<p>Sports exchange mentioned directly, AIMS games, Sport Waikato data analysis, various sporting opportunities and</p>	<p>Continued involvement across a range of sporting fixtures, seeking connectivity with other Colleges.</p>	<p>Continued refinement of these</p>

		competitions, staff encouragement to attend games.	Promotion of Positive Vibes only campaign	
	Cultural Experiences & Exchanges:	Embedding experiences to highlight our school wide journey - eg hangi, matariki, te reo. Connections through MAC conference, farewelling Japanese students, welcoming new international students, hosting Taiko drummers.	Introduction of MAC into kura, and languaging this to provide challenge and anticipation.	Continue developing the kaupapa to support MAC. Growing our school wide understanding of our practice and kawa. Continue to support our international program
	Student Wellbeing & Pastoral Care:	Pastoral issues and developing wrap-around support, whanau and student hui (pathways, re-entry, enrolment, pastoral), addressing student concerns	Complete overhaul of Pastoral systems, and response to students. PLD for the whole staff around trauma informed practice. Redefine our Kaiarahi job description and foci.	Continue to redefine and embed best practice based pastoral systems. Further PLD in trauma informed practice, and application to our systems. Huikina Mai development. Development and launch of Te Ara Whakamua
	Learning & Teaching Initiatives:	TOD networking. Writing moderation. Surveys and data feedback Careers and pathways development Transition pathways EOTC opportunities Mana Manaakitanga	Further specific initiatives identified.	Continued into 2026.

		development Parent interviews Responsive behaviour strategies Kahui Ako links		
	House Spirit & Leadership:	House assemblies promotion of events.	Building of House competition.	House leaders speak at regular assemblies to promote house spirit.
	Staff Development & Reflection:	PGC partners and hui with Principal. Wellbeing team Streamlining systems Ongoing PLD in curriculum areas, trauma informed practice.	All staff to meet with Principal. Wellbeing team to look into data for staff and students. Behaviour systems revised. Targeted PLD	PGC continued, with a Strategic plan attended to via teaching practice. Wellbeing team via KA to investigate further into focus groups. Cont. PLD
	Transitions & Orientation:	Year 6 visits to kura, Waka hosting Year 6 students, welcoming new enrolments and international students	Revisited transition pathways and analysis of needs coming into kura.	Continue to seek feedback from schools and students needs
	Fundraising:	Fundraising towards student needs.	Student voice - playground and various beautification projects	Continue in 2026
	Production:	The school production as a community event showcasing talent.	Raising awareness and opportunity for connection	Student interest led based smaller production.
	Careers & Pathways:	Careers evenings for	Promotion of various	Continue in 2026

		various groups Visits to sites to showcase opportunities Workplace options explore Agencies partnered with.	endeavours, encouraging partnerships with agencies and connectors	
Strategic Goal 3: Embracing Tikanga Māori and the Te Tiriti o Waitangi				
	What did we achieve?	Evidence	Reasons for any differences	Planning for next year
<p>Building leaders and critical mass via Professional Development and Board Training.</p> <p>Maori Achievement Collaborative (MAC) initiative and crafting a roadmap to normalized practice, developing culturally responsive practices</p> <p>Engage with iwi and community, in both small groups and wider kura initiatives.</p>	<p>Te Ao Māori & Cultural Immersion:</p>	<p>Hangi - teamwork with community Whanau in kura for various sharing opportunities Te Ao Maori position employment Refurbishment of Whare Maia carvings. Powhiri and mihi whakatau New school sign carving designed. Goal setting for staff te reo Inclusive practice for international visitors School wide values focus</p>	<p>Hyper focus in this space with change of personnel. Culmination of carving project.</p>	<p>Continue to embed WC kawa. Consolidate school wide practices. Waiata focus Whole school wide PLD focus. Termly value focus and promotion of this.</p>
	<p>Wellbeing & Whanaungatanga:</p>	<p>Whanaungatanga and manaakitanga for colleagues, welcoming international friends, opening blessing of playground,</p>	<p>Focus in on this area as school wide practices and development.</p>	<p>Continued 2026</p>

		manaakitanga focus and resources, trauma space upliftment, powhiri and connection, wellbeing conversations (maramataka lens), reflective conversations		
	Learning & Curriculum Development:	PLD in Waitangi, Te Pumaomao PLD etc E Tipu E Rea initiative, Student Council voice, EOTC opportunities, Wc Local curriculum and spaces visited. ToW history focus and learning, KA mahi local stories, ACCORD day meeting student needs.	Continued growth and development of staff and wider community.	Continue to develop, along with laying down protocols for WC.
	Community Engagement & Collaboration:	Engaging with multiple organisations eg DOC, PCTI, Oceana Gold. Collaborating to craft community projects eg Community Choir, Sport Waikato and more.	Further community engagement, with the vision of community in and out of kura. Collaboration with our kura for bigger projects	Continue to develop
	Staff Development & Reflection:	PLD and Te Pumaomao, PGC goal setting (Te Reo), reflective conversations, challenge for personal wellbeing.	Staff needs led PLD initiatives. Budget and resourcing allocation.	Continue to develop and embed

AOV link for achievement	AOV 2025			

How does Waihi College give effect to Te Tiriti O Waitangi?



Te Tiriti o Waitangi – The Living Heart of Waihi College

At Waihi College, Te Tiriti o Waitangi is not a document we reference from afar — it is the living heartbeat of how we teach, learn, and relate to one another. It shapes our daily practice, our decisions, and our relationships. We are unwavering in our belief that when Te Tiriti is lived, learning becomes a space where every young person is seen, valued, and able to succeed as themselves.

This week, the Government announced its intention to remove the requirement for school boards to “give effect to Te Tiriti o Waitangi.” The reasoning offered is that the Crown will hold this responsibility centrally, while schools continue to focus on equity. But Te Tiriti has never been about *where* the duty sits — it is about *how* it is lived. And it is lived in classrooms, in conversations, and in the everyday acts of recognition and relationship that shape belonging.

When Te Tiriti is honoured in schools, it is not an abstract ideal; it is tangible in how people feel. It is seen in who feels recognised, who feels safe to speak, whose stories are told, and whose knowledge is treated as legitimate. At Waihi College, our commitment to Te Tiriti begins with *whakawhanaungatanga* — the deep building of relationships. It is sustained through reciprocity, mana-enhancing interactions, and the understanding that learning is both collective and individual. These are not add-ons. They are the conditions that make learning travel.

Where schools uphold Te Tiriti, learning environments are built on belonging, recognition, and identity affirmation. Students thrive when they can bring their full selves into the classroom. Achievement follows when relationships sustain engagement and connection. Where these relationships are missing, inequity grows.. When we hold to Te Tiriti, we create the conditions that protect learners from those harms and nurture their success.

At Waihi College, we choose to stand firm.

We will:

- Proactively create the conditions where every ākonga has access to a culturally enriched, identity-affirming learning environment.
- Continue to deliver on our obligations under *Te Tiriti o Waitangi* and the *Education and Training Act 2020*.
- Know and understand the causes of educational inequity within our kura and community, and respond with courage and purpose.
- Provide learning environments where all ākonga have equitable opportunities to realise their potential — academically, socially, culturally, and emotionally.

Our Strategic Plan holds fast to the principles of *partnership, protection, and participation*:

- **Partnership:** We work alongside local iwi, hapū, and whānau to ensure aspirations, knowledge, and perspectives shape our curriculum and decision-making.
- **Protection:** We safeguard and celebrate *te reo Māori me ōna tikanga*, embedding these into daily learning and school life.
- **Participation:** We ensure Māori learners and whānau are active, valued participants across all spaces of the kura — from governance to the classroom.

These commitments are woven through our values of *manaakitanga, whanaungatanga, kotahitanga, and kaitiakitanga*. They align with the aspirations of *Ka Hikitia – Ka Hāpaitia* and *Tau Mai Te Reo*, guiding us toward an education system where all learners succeed, and every learner thrives in the richness of a bicultural Aotearoa.

Te Tiriti is not an addition to education. Remove it, and we do not create neutrality — we create absence. And absence has always been filled by inequity.

At Waihi College, we will continue to uphold Te Tiriti not as a policy obligation, but as a living covenant of respect, belonging, and shared flourishing. It is — and will remain — at the core of who we are and how we teach.

Nāku iti nei, nā

Waihi College Board of Trustees

Statement of compliance with employment policy

Assurance of being a good employer, please see school docs for further information.

Employment Policy

The board of Waihi College complies with the principle of being a **good employer**, as required by the Education and Training Act 2020 (s 597). We implement this Employment Policy and associated policies to comply with being a good employer and we report on our compliance in our annual report.

Waihi College supports the fair and proper treatment of staff members in all aspects of their employment, and builds employment relationships that are based on **good faith**. We comply with employment legislation and regulations, and all relevant employment agreements.

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 all staff. See **Primary Duty of Care**.

To support our responsibilities as a good employer, we:

- aim to provide equal employment opportunities for all staff members – see **Equal Employment Opportunities**
- employ appropriately qualified staff members through a fair appointment process – see **Appointment Policy**
- ensure that the school is appropriately staffed and that we give effect to the conditions of all relevant employment agreements – see **School Staffing**
- ensure that all staff members maintain proper standards of integrity, conduct, and concern for the public interest, and the wellbeing of students attending our school – see **Staff Conduct**
- have a fair and consistent performance management process – see **Performance Management**
- provide opportunities for professional development to meet identified needs – see **Professional Development**
- have set processes for ending employment that comply with employment agreements and the requirements of the Employment Relations Act 2000

– see **Ending Employment**.

The board makes our employment policies available to staff.

The Board of Trustees can attest to meeting the obligations of policy, including providing equal opportunities for all.

We strive to recognise and promote professional learning opportunities for our practitioners to hone their skills and develop pedagogical and curriculum knowledge, in order to deliver a high level of educational and holistic, opportunities

Financial Statements

Special and Contestable Funding

KIWISPORT FUNDING

Waihi College utilise the Kwisport funding by employing a Sports Co-operator to drive and facilitate sporting opportunities outside of regular school hours. Some of her duties include:

Programme Development – To design and plan sports programmes and activities tailored to the needs and interests of students.

Event Management – Organising and overseeing sports events, competitions and tournaments.

Training and Coaching – Coordinating training sessions, organising coaches and managers

Resource Management – Managing budget, equipment and facilities to ensure all necessary resources are available for sports activities.

Transportation – Arrange transport for participants to and from sports events and training sessions

Administrative Duties – Handling paperwork, maintaining records and communicating with parents, participants and stakeholders.

To ensure that students have access to various sports and physical activities.