

SHIRLEY BOYS' HIGH SCHOOL

Ngā Tama o Ōruapaeroa



SHIRLEY BOYS'
— HIGH SCHOOL —
Ngā Tama o Ōruapaeroa

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	321
Principal:	Tim Grocott
School Address:	Ōrua Paeroa Campus, 209 Travis Road, Christchurch 8061
School Postal Address:	Ōrua Paeroa Campus, PO Box 27-025, Christchurch 8640
School Phone:	03 375 7057
School Email:	office@shirley.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

SHIRLEY BOYS' HIGH SCHOOL - NGĀ TAMA O ŌRUAPAEROA

Annual Financial Statements - For the year ended 31 December 2025

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Shirley Boys' High School - Ngā Tama o Ōruapaeroa

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.

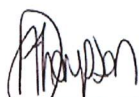
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Danielle Thompson

Full Name of Presiding Member



Signature of Presiding Member

30 April 2026

Date:

Tim Grocott

Full Name of Principal



Signature of Principal

30 April 2026

Date:

Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Danielle Thompson	Presiding Member	Elected	Sep 2028
Tim Grocott	Headmaster	ex Officio	
Nico Cook	Student Representative	Elected	Sep 2026
Andrew Swift	Parent Representative	Elected	Sep 2028
Melody Tuliau	Parent Representative	Elected	Sep 2028
Tim Stokes	Parent Representative	Elected	Sep 2028
Adele Mitchell	Parent Representative	Elected	Sep 2028
Ariana Kaa	Whanau Representative	Co-opted	Sep 2028
John Thurston	Staff Representative	Elected	Sep 2028
Garth Jones	Staff Representative	Elected	Sep 2025
Akira Hishikawa	Student Representative	Elected	Sep 2025
Seira Sio	Parent Representative	Elected	Sep 2025
Jahmi Sheehan	Whanau Representative	Co-opted	Sep 2025
Tom Stroud	Parent Representative	Co-opted	Sep 2025
In Attendance Jane Forster	Board Secretary		
Rob Wilson-Pyne	Deputy Headmaster		
Cheryl English	Business Manager, Finance Committee		
Louise Richards	Assistant Principal, Finance Committee		
Sandra Wolland	Finance Manager, Finance Committee		

Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	16,132,544	16,168,145	16,285,541
Locally Raised Funds	3	1,492,295	1,159,742	1,328,218
Interest		207,894	240,000	295,543
Gain on Sale of Property, Plant and Equipment		-	2,500	5,870
Other Revenue		4,224	4,000	5,432
Total Revenue		17,836,957	17,574,387	17,920,604
Expense				
Locally Raised Funds	3	1,237,143	1,024,614	1,065,801
Learning Resources	4	11,622,049	11,289,253	11,251,857
Administration	5	991,567	1,027,044	890,636
Interest		10,841	8,000	7,941
Property	6	3,958,159	4,628,372	4,693,229
Loss on Disposal of Property, Plant and Equipment		3,682	-	5,163
Total Expense		17,823,441	17,977,283	17,914,627
Net Surplus / (Deficit) for the year		13,516	(402,896)	5,977
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		13,516	(402,896)	5,977

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

Shirley Boys' High School - Ngā Tama o Ōruapaeroa

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		5,008,934	5,008,934	4,888,183
Total comprehensive revenue and expense for the year		13,516	(402,896)	5,977
Contribution - Furniture and Equipment Grant		26,028	26,028	114,774
Distributions to the Ministry of Education	27	(876,794)	(800,000)	-
Equity at 31 December		4,171,684	3,832,066	5,008,934
Accumulated comprehensive revenue and expense		3,912,518	3,832,066	4,740,628
Reserves	24	259,166	-	268,306
Equity at 31 December		4,171,684	3,832,066	5,008,934

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.

Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,211,448	120,745	699,013
Accounts Receivable	8	956,364	974,126	974,126
GST Receivable		46,059	15,384	15,384
Prepayments		89,939	75,009	75,009
Inventories	9	990	2,819	2,819
Investments	10	3,258,081	4,184,180	4,784,180
		5,562,881	5,372,263	6,550,531
Current Liabilities				
Accounts Payable	12	1,180,013	1,164,852	1,164,852
Revenue Received in Advance	13	486,717	576,839	576,839
Finance Lease Liability	14	56,965	52,162	52,162
Funds held in Trust	15	370,164	443,321	443,321
Funds Held on Behalf of the Kahui Ako Cluster	17	13,592	-	-
		2,107,451	2,237,174	2,237,174
Working Capital Surplus		3,455,430	3,135,089	4,313,357
Non-current Assets				
Property, Plant and Equipment	11	800,808	779,545	728,545
		800,808	779,545	728,545
Non-current Liabilities				
Finance Lease Liability	14	84,554	82,568	32,968
		84,554	82,568	32,968
Net Assets		4,171,684	3,832,066	5,008,934
Equity		4,171,684	3,832,066	5,008,934

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

Shirley Boys' High School - Ngā Tama o Ōruapaeroa

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		3,384,668	3,489,903	3,313,855
Locally Raised Funds		944,143	564,742	723,410
International Students		509,647	599,000	581,569
Goods and Services Tax (net)		(30,675)	-	(12,082)
Payments to Employees		(2,546,326)	(2,585,215)	(2,646,311)
Payments to Suppliers		(2,353,378)	(2,363,326)	(2,206,755)
Interest Paid		(10,841)	(8,000)	(7,941)
Interest Received		223,723	240,000	322,994
Net cash from/(to) Operating Activities		120,961	(62,896)	68,739
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		3,478	-	5,870
Purchase of Property Plant & Equipment		(212,433)	(291,000)	(246,469)
Proceeds from Sale of Investments		1,526,099	600,000	87,905
Net cash from/(to) Investing Activities		1,317,144	309,000	(152,694)
Cash flows from Financing Activities				
Furniture and Equipment Grant		26,028	26,028	114,774
Distributions to the Ministry of Education		(854,148)	(800,000)	-
Finance Lease Payments		(37,985)	(50,400)	(65,796)
Funds Administered on Behalf of Other Parties		(59,565)	-	12,779
Net cash (to)/from Financing Activities		(925,670)	(824,372)	61,757
Net increase/(decrease) in cash and cash equivalents		512,435	(578,268)	(22,198)
Cash and cash equivalents at the beginning of the year	7	699,013	699,013	721,211
Cash and cash equivalents at the end of the year	7	1,211,448	120,745	699,013

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.

Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

Shirley Boys' High School - Ngā Tama o Ōruapaeroa (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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes. The Crown has entered into a Public Private Partnership (PPP) with Spotless Group. As part of the PPP, the land from which the School provides education is owned by the Crown and the buildings from which the School provides education by Spotless Group. The Crown has an obligation under the PPP to meet the cost of leasing the buildings from Spotless Group.

1.2. 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.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 22b.

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.

1.3. 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 land from which the School operates is owned by the Crown, with the buildings on this land owned and managed by the Spotless Group Ltd. These buildings are leased by the Ministry of Education, and with the land, managed by the Ministry 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Inventories

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

1.9. 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.

1.10. 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 to buildings leased by the Crown 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	5-50 years
Furniture and Equipment	5-15 years
Information and Communication Technology	2-5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.11. 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 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the School engages an independent valuer to assess market value based on the best available information.

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

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

1.12. 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.

1.13. 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, 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.

1.14. Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

1.15. 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.

1.16. 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.

1.17. 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 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.

1.18. 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.

1.19. Budget Figures

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

1.20. 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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	3,551,443	3,399,560	3,591,915
Teachers' Salaries Grants	8,839,372	8,350,910	8,277,559
Use of Land and Buildings Grants	3,633,675	4,327,332	4,327,332
Other Government Grants	108,054	90,343	88,735
	<u>16,132,544</u>	<u>16,168,145</u>	<u>16,285,541</u>

3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	102,955	81,800	90,340
Fees for Extra Curricular Activities	515,938	375,692	382,856
Trading	28,136	22,300	27,592
Fundraising and Community Grants	71,954	32,450	69,608
Other Revenue	65,015	48,500	58,086
International Student Fees	592,263	599,000	598,750
Overseas Trip Income	116,034	-	100,986
	<u>1,492,295</u>	<u>1,159,742</u>	<u>1,328,218</u>
Expense			
Extra Curricular Activities Costs	641,944	545,014	502,973
Trading	15,393	18,000	30,535
Fundraising and Community Grant Costs	8,615	-	4,239
International Student - Employee Benefits - Salaries	287,314	300,500	270,967
International Student - Other Expenses	157,988	161,100	157,961
Overseas Trip Expenses	125,889	-	99,126
	<u>1,237,143</u>	<u>1,024,614</u>	<u>1,065,801</u>
Surplus for the year Locally Raised Funds	<u>255,152</u>	<u>135,128</u>	<u>262,417</u>

During the year ended December 2025, 6 students and 1 staff member undertook a tour to Japan at a cost of \$21,486 as part of the five schools exchange, which included visits to significant cultural, historical and natural attractions whilst also visiting schools and lectures. It enabled the students to experience a completely different culture and food, enabling understanding of urban patterns and transport and seeing cultural displays. This was fully funded through locally raised funds (contributions & fundraising).

During the year, a rugby tour was undertaken by 27 students and 3 staff members to the Gold Coast at a cost of \$104,403. This tour was fully funded through locally raised funds (contributions & fundraising).

4. Learning Resources

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	701,001	747,278	570,246
Information and Communication Technology	253,627	272,700	294,070
Employee Benefits - Salaries	10,338,424	9,856,275	10,017,534
Staff Development	69,819	62,000	49,221
Depreciation	252,597	340,000	309,001
Other Learning Resources	6,581	11,000	11,785
	<u>11,622,049</u>	<u>11,289,253</u>	<u>11,251,857</u>

5. Administration

	2025	2025 Budget (Unaudited)	2024
	Actual		Actual
	\$	\$	\$
Audit Fees	19,094	19,094	18,360
Board Fees and Expenses	37,871	48,100	22,723
Operating Leases	12,664	10,000	20,405
Other Administration Expenses	127,064	128,850	124,595
Employee Benefits - Salaries	754,264	779,350	663,631
Insurance	24,100	25,400	24,929
Service Providers, Contractors and Consultancy	16,510	16,250	15,993
	<u>991,567</u>	<u>1,027,044</u>	<u>890,636</u>

6. Property

	2025	2025 Budget (Unaudited)	2024
	Actual		Actual
	\$	\$	\$
Public Private Partnership Levy	203,079	199,000	198,758
Repairs and Maintenance	81,626	64,000	130,379
Use of Land and Buildings	3,633,675	4,327,332	4,327,332
Other Property Expenses	39,779	38,040	36,760
	<u>3,958,159</u>	<u>4,628,372</u>	<u>4,693,229</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	2025 Budget (Unaudited)	2024
	Actual		Actual
	\$	\$	\$
Bank Accounts	1,061,448	120,745	699,013
Short-term Bank Deposits	150,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,211,448</u>	<u>120,745</u>	<u>699,013</u>

Of the \$1,211,448 Cash and Cash Equivalents, \$893,119 is subject to restrictions for the following reasons:

- \$18,577 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 13.
- \$97,815 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 13.
- \$370,325 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.
- \$370,164 of Funds Held in Trust is held by the School, as disclosed in note 15.
- \$13,592 is held by the School on behalf of the Kahui Ako cluster. See note 17 for details of the revenue and expenditure of the cluster.
- \$22,646 of the Board contribution for the internal modifications is held in a separate retentions bank account and represents the remaining liability for this construction contract.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	19,404	35,881	35,881
Receivables from the Ministry of Education	35,938	83,083	83,083
Interest Receivable	31,967	47,796	47,796
Teacher Salaries Grant Receivable	869,055	807,366	807,366
	<u>956,364</u>	<u>974,126</u>	<u>974,126</u>
Receivables from Exchange Transactions	51,371	83,677	83,677
Receivables from Non-Exchange Transactions	904,993	890,449	890,449
	<u>956,364</u>	<u>974,126</u>	<u>974,126</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	990	2,819	2,819
	<u>990</u>	<u>2,819</u>	<u>2,819</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	3,258,081	4,184,180	4,784,180
Total Investments	<u>3,258,081</u>	<u>4,184,180</u>	<u>4,784,180</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	43,593	47,724	-	-	(7,108)	84,209
Furniture and Equipment	289,783	125,585	(521)	-	(59,342)	355,505
Information and Communication Technology	235,950	42,887	-	-	(93,614)	185,223
Motor Vehicles	43,706	-	-	-	(19,238)	24,468
Leased Assets	87,815	119,262	-	-	(71,093)	135,984
Library Resources	18,111	6,150	(6,640)	-	(2,202)	15,419
Work in Progress	9,587	(9,587)	-	-	-	-
	<u>728,545</u>	<u>332,021</u>	<u>(7,161)</u>	<u>-</u>	<u>(252,597)</u>	<u>800,808</u>

The net carrying value of furniture and equipment held under a finance lease is \$135,984 (2024: \$87,815)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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	93,697	(9,488)	84,209	45,973	(2,380)	43,593
Furniture and Equipment	1,136,404	(780,899)	355,505	1,022,417	(732,634)	289,783
Information and Communication Technology	963,025	(777,802)	185,223	920,138	(684,188)	235,950
Motor Vehicles	225,343	(200,875)	24,468	225,343	(181,637)	43,706
Leased Assets	241,513	(105,529)	135,984	202,426	(114,611)	87,815
Library Resources	25,036	(9,617)	15,419	29,817	(11,706)	18,111
Work in Progress	-	-	-	9,587	-	9,587
Balance at 31 December	<u>2,685,018</u>	<u>(1,884,210)</u>	<u>800,808</u>	<u>2,455,701</u>	<u>(1,727,156)</u>	<u>728,545</u>

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	121,677	159,033	159,033
Accruals	58,783	62,072	62,072
Employee Entitlements - Salaries	940,475	892,961	892,961
Employee Entitlements - Leave Accrual	59,078	50,786	50,786
	<u>1,180,013</u>	<u>1,164,852</u>	<u>1,164,852</u>
Payables for Exchange Transactions	<u>1,180,013</u>	<u>1,164,852</u>	<u>1,164,852</u>
	<u>1,180,013</u>	<u>1,164,852</u>	<u>1,164,852</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	18,577	49,818	49,818
International Student Fees in Advance	370,325	452,941	452,941
Other Revenue in Advance	97,815	74,080	74,080
	<u>486,717</u>	<u>576,839</u>	<u>576,839</u>

14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	66,926	56,901	56,901
Later than One Year	93,220	84,702	35,102
Future Finance Charges	(18,627)	(6,873)	(6,873)
	<u>141,519</u>	<u>134,730</u>	<u>85,130</u>
Represented by:			
Finance lease liability - Current	56,965	52,162	52,162
Finance lease liability - Non current	84,554	82,568	32,968
	<u>141,519</u>	<u>134,730</u>	<u>85,130</u>

15. Funds Held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	370,164	443,321	443,321
	<u>370,164</u>	<u>443,321</u>	<u>443,321</u>

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

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable. There are no projects in 2025.

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Security Cameras -245438	20,768	15,744	(36,512)	-	-
Totals	20,768	15,744	(36,512)	-	-

17. Funds Held on Behalf of the Kahui Ako Cluster

Shirley Boys' High School - Ngā Tama o Ōruapaeroa was the lead school and holds funds on behalf of the Kahui Ako cluster, a group of schools funded by the Ministry of Education to share professional support.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	15,311	-	-
Funds Received from Cluster Members	1,700	-	-
Funds Spent on Behalf of the Cluster	(3,419)	-	-
Funds Held at Year End	13,592	-	-

The school will continue to hold funds on behalf of the schools in the Cluster until fully used in line with the Cluster objectives.

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, the Headmaster, Deputy and Assistant Headmasters, and Business Manager.

	2025 Actual \$	2024 Actual \$
Board Members		
Remuneration	9,584	8,600
Leadership Team		
Remuneration	970,453	940,111
Full-time equivalent members	6.54	6.54
Total key management personnel remuneration	980,037	948,711

There are eight members of the Board excluding the Headmaster. The Board has held eight full meetings of the Board in the year. The Board also has Finance, Property (five members) and Health and Safety Committee with twelve members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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	200-210
Benefits and Other Emoluments	5-6	0-10
Termination Benefits	0-0	0-0

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	29.00	14.00
110 - 120	20.00	21.00
120 - 130	11.00	5.00
130 - 140	2.00	4.00
140 - 150	1.00	1.00
	63.00	45.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024:\$400,000).

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	1,211,448	120,745	699,013
Receivables	956,364	974,126	974,126
Investments - Term Deposits	3,258,081	4,184,180	4,784,180
Total financial assets measured at amortised cost	5,425,893	5,279,051	6,457,319

Financial liabilities measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Payables	1,180,013	1,164,852	1,164,852
Finance Leases	141,519	134,730	85,130
Total financial liabilities measured at amortised cost	1,321,532	1,299,582	1,249,982

24. Equity

Reserved Equity - Campion Estate

In 2019 the School received funds from the Campion Estate for the specific purpose of establishing a horticultural facility (\$200k) and for a prize fund (\$80k). The funds are held for use solely for the horticultural facility and the awarding of prize funds annually as required by the terms of the bequest. The School is not required to repay these funds.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Horticultural Facility			
Balance at 1 January	185,839	185,839	195,426
Less horticultural expenses	(11,788)	-	(9,587)
Balance at 31 December	174,051	185,839	185,839
Prize Fund			
Balance at 1 January	82,467	82,467	82,094
Plus interest income	4,148	-	4,873
Less horticultural prize expenses	(1,500)	-	(4,500)
Balance at 31 December	85,115	82,467	82,467
Total Reserved Equity	259,166	268,306	268,306

25. Events After Balance Date

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

26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

27. Distribution to Equity

During the year the school contributed an amount of \$876,794 to modify modern learning environments in several areas. This was funded from historical reserves and is considered to significantly benefit the educational outcomes for students in providing fit for purpose learning spaces. This contribution has been recorded as a donation contribution.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SHIRLEY BOYS' HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Shirley Boys' High School (the School). The Auditor-General has appointed me, Mike Hoshek, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 30 April 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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



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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.



Other information

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read "M. Hoshek".

Mike Hoshek
Partner
for Deloitte Limited
On behalf of the Auditor-General
Christchurch, New Zealand



SHIRLEY BOYS'
— HIGH SCHOOL —
Ngā Tama o Ōruapaeroa



2025

ANNUAL REPORT & ANALYSIS OF VARIANCE

SCHOOL PROFILE: SHIRLEY BOYS' HIGH SCHOOL

Ministry Number: 321
Presiding Member: Danielle Thompson
Headmaster: Tim Grocott
School Address: 209 Travis Road, New Brighton, CHRISTCHURCH 8083
School Postal Address: P. O. Box 27-025 CHRISTCHURCH 8640
School Phone: +64 3 375 7057
School Email: office@shirley.school.nz



WHAKAUTE
Respect



BTB
Better Than Before



HONONGA
Belonging



TUAKIRI
Character



SHIRLEY BOYS'
HIGH SCHOOL
Ngā Tama o Ōruapaeroa

OUR VALUES

OUR MOTTO Interest omnium, Recte facere – In everyone's interest to act rightly

OUR PURPOSE Preparing our rangatahi to succeed in their world



WHAKAUTE

Respect

At Shirley we respect others for who they are, and treat others the way we would want to be treated. We also build whakaute for specific situations, whether inside or outside of school.



BTB

Better Than Before

The value with the greatest presence of mana at our kura. At Shirley we strive to be better than before in everything that we do.



TUAKIRI

Character

At Shirley we celebrate the unique tuakiri of individuals as well as developing other desirable character strengths.



HONONGA

Belonging

Hononga at Shirley is knowing who you are, and adding to the past, present, and future mauri of our kura.



REPORT: PRESIDING MEMBER

DANIELLE THOMPSON



During 2025 the Board was able to support the completion of a number of significant property modifications. I would like to acknowledge the input of previous Board members in this project, as the outcome was influenced by discussions in which they were involved during their time with us. The purpose of undertaking this work was to provide spaces which would better support both kaiako and ākonga in their teaching and learning, and we believe we have been able to achieve that goal.

This year several significant changes have been announced in the educational environment, particularly around curriculum and achievement standards. Change on this scale can be challenging and create uncertainty, and we would like to acknowledge that as a Board we will be doing all we can to assist in navigating what this will look like for our kura.

The recent school board elections have meant there are some changes in our team, and I would like to acknowledge outgoing parent representatives Seira Sio and Tom Stroud, and staff representative Garth Jones, and sincerely thank them for their contributions. It really is a team effort in respect of the work of a School Board, and the knowledge and expertise we have had and will continue to have on the Board is a testament to our school whānau.

We also say farewell this year to our School Board student representative, Akira Hishikawa. The first international student to have held this role, it has been a privilege working alongside him. Being nominated by your peers to be their voice at the table

indicates a level of respect and also brings with it a responsibility to listen, to learn and to not be afraid to express their views. Congratulations Akira on all that you have achieved during your time at Ngā Tama o Ōruapaeroa, and all the very best for what comes next.

To our new Board members, Adele Mitchell (parent representative), John Thurston (staff representative), and Nico Cook (student representative), we offer you a very warm welcome and look forward to working with you this coming year. To our returning Board members Mel Tuliau, Andrew Swift and Tim Stokes, thank you very much for your support and unwavering commitment.

As our Year 13 students prepare to fill their kete with either further knowledge through tertiary study or further skills through work opportunities, it is a great time for them to reflect on and be proud of their achievements. We wish them, and all of our students, very well for the coming year.

Thank you to all our teaching and non-teaching staff for your dedication, including extra-curricular activities and behind-the-scenes work, and we look forward to seeing you in 2026.

Ngā mihi ki a koutou katoa.
Danielle Thompson

REPORT: HEADMASTER

TIM GROCOTT



The end of each year is always an opportunity to reflect on how well things have gone, and 2025 has been especially successful. A special mention to our Year 13 students who graduated, and I hope they enjoyed their time at school, and gained something meaningful that they can pursue beyond school.

This year, the Board took on the challenge of building some walls. It is amazing the impact that those walls have had on our student engagement, the impact they will have on student achievement, and the impact they have had on the culture of the school. I

know it is not perfect, and there are still areas of the school that do not have their own enclosed room, but it is certainly much better. The boys appear happier; you can see more interactive teaching occurring, we can look at more structured approaches to learning, and our teachers can have their own space to experiment, to test things out, and to make noise.

I want to thank the Board for showing courage to push back at the Ministry of Education; to drive through the changes even though the Ministry and the PPP partners were reluctant; and to make a significant investment, not just financially but in the future of our staff and students.

To the teachers and support staff, thank you for the tireless work you do to ensure our boys have every opportunity to succeed academically, but also for providing an environment where they can succeed in other areas of schooling. We had a lot of success in 2025 in the performing arts, the cultural arts and sport. The contribution that our staff make to that is huge, and it is on top of teaching the boys in the classroom. They do an amazing job and help our boys thrive throughout their whole education. I want to thank the Senior Leadership Team and the admin staff who do a tremendous

amount of work, and they really add to the school culture and make it a good place to be.

The success we have had in 2025 gives me tremendous faith that what we are doing in schools in New Zealand, and particularly at Shirley Boys' High School, is working. I had the opportunity in July to attend an international boys' schools conference in Boston. It was an amazing experience to attend the conference, and Mr Vine and I were able to do a presentation about the progress Shirley Boys' High School had made in the last six years. What really struck me was that we were quite different from some of those schools. A number of the schools are tremendously wealthy and well-resourced, but we are not that far away from what they are doing.

We do great stuff at Shirley Boys' High School. We have fantastic boys, hard-working and highly capable staff, and a supportive community. We are living our vision of preparing our rangatahi for success in their world.

We have seen lots of success this year. There were a number of boys who won awards to universities; our Kapa Haka were fourth in Waitaha, the best non-Kura Kaupapa school in Canterbury; two bands were finalists in Rockquest, and the Jazz Band won the Big Band at Southern Jam and performed well at the Big Band Festival. We have been proud of our success in Football, which won the Canterbury title, and Basketball, which won the Canterbury, South Island and New Zealand titles.

All of that success is amazing, but what is more important is that all of that success builds up. It is not just those individual pieces, but it is all of those pieces coming together that make Shirley Boys' High School successful.

At the boys' schools conference, there was a keynote speech from General Mark Milley, who had retired from the Army but was Chairman of the Joint Chiefs of Staff, which is the United States' highest-ranking military officer. General Milley talked about leadership and defined it as influence. He reminded us that leadership was not about "I" or "me" but about trust, competence, character, compassion, and courage.

REPORT: HEADMASTER TIM GROCOTT cont...

The success we had seen this year required courage. The Board showed courage to create new classrooms; it is teaching and learning a new set for Polyfest or Kapa Haka; performing in the Rockquest finals; stepping up in the penalty shootout in a First XI Football final; doing a monologue from Julius Caesar at a Shakespeare Festival; or taking on the best in New Zealand and winning a Basketball national title.

That courage comes from within each individual and trust in each other. It comes from the encouragement of families and whānau; and our teachers and coaches preparing

boys well. But it also comes from our school values of Character - Tuakiri; Respect – Whakaute; Better than Before; and Hononga – Belonging. These values and that sense of brotherhood create an environment where the boys feel good and have the courage to strive to do well.

Ngā mihi hui

Tim Grocott



REPORT: HEAD BOY

JOEL BARRIE

Kia ora, my name is Joel Barrie and I have had the absolute privilege of being this year's Head Boy at Shirley Boys' High School - Ngā Tama o Ōruapaeroa. Leading our kura has been an honour, but just like every other student, I have also had the chance to feel the spirit of Shirley each day for the past five years - in the hallways, in House competitions, in celebrating the successes of our boys and many other notable moments.

During my time at Shirley, I have gained many fond memories and learnt countless valuable lessons that will stay with me for life. I'm especially proud to have been involved in two key initiatives this year: the Meals That Matter 40 Hour Challenge - where 12 students from Avonside and Shirley cooked and distributed 500 meals to vulnerable members of our community, whilst fundraising to help tackle climate-driven food insecurity in the Solomon Islands - and the creation of Te Rākau o te Rangatiratanga - a values-based framework for our prefects.



Both projects reminded me of what leadership is truly about: serving others and leaving a lasting, meaningful impact behind.

To any student, past or present, my encouragement is this: value the friendships you have, but also push yourself to meet new people and step into opportunities as they arise. Interacting with a diverse range of people every day is one of the greatest ways to grow. It teaches you to be empathetic, kind, and unafraid of trying new things - qualities that I hope will last you far beyond your years at school.

Finally, I would like to thank the two Associate Head Boys, Daniel Tucker and Tyson Witana, for their unwavering support this year. These two have been by my side through thick and thin, embodying what Shirley's leadership is all about. I could not have asked for a better duo to share the journey with.

This year, Mr Grocott suggested that, between the three of us, we leave the school with a quote, a tradition for future leaders to continue. We wanted to choose something that captures what we have learnt during our time here. At Shirley, we are taught that life is not about avoiding mistakes - it is about what those mistakes teach us.

Every risk, every challenge, and every setback shapes who we become. Playing it safe might protect us from failure, but it also keeps us from growth. True strength comes from stepping forward despite uncertainty, from trusting that even when things do not go to plan, we are still moving in the right direction. The words we have chosen to leave behind are from Elbert Hubbard, an American writer and publisher: "The greatest mistake you can make in life is to continually be afraid you will make one."

Joel Barrie
Head Boy 2025



RESULTS: NCEA 2025 (PERCENTAGES)

1. Overall achievement

	Level 1	Level 1 Literacy	Level 1 Numeracy	Level 2	Level 3	UE
SBHS	81.7	91	86.9	73.9	73.1	45.1
NZ	73.5	79	78.4	73.6	71.5	52
Equity Index Band	76.6	84.6	83.7	79.7	74.8	51.6
NZ Male	70.3	75.2	77.2	71.8	68.7	45.6
EQI Male	73.5	80.6	82.8	76.8	70.1	44.3

2. Year 11 achievement

	2025	2024	2023	2022	2021
Overall achievement	81.7	64.6	72.3	68.1	72.2
Equity Index Band	76.6	57.0	68.2	69.6	73.4
Merit	22.9	31.1	23.8	28.6	34.2
Excellence	7.8	6.2	3.6	9.4	9.1
Literacy	91	83.9	90.6	89.0	83.4
Numeracy	86.9	79.6	90.3	82.6	87.6

3. Year 12 achievement

	2025	2024	2023	2022	2021
Overall achievement	73.9	75.3	71.0	80.9	82.1
Equity Index Band	79.7	80.5	78.5	80.4	81.7
Merit	16.5	13.3	15.1	24.2	16.1
Excellence	7.6	5.6	7.8	5.9	7.3

4. Year 13 achievement

	2025	2024	2023	2022	2021
Overall achievement	73.1	73.9	74.0	71.7	71.4
Equity Index Band	74.8	70.2	69.1	70.0	71.4
Merit	15	16.5	16.8	19.4	17.7
Excellence	6	5.3	2.3	3.7	6.9
University Entrance	45.1	43.3	41.8	43.9	45.1

5. Priority learners

	SBHS	SBHS Māori	Māori EQI	SBHS	Pasifika EQI
Level 1	81.9	72.2	66.4	42.1	60.7
Level 2	73.9	64.3	72.1	60	65.7
Level 3	73.1	76.5	68	83.3	67.1
University Entrance	45.1	41.2	37.6	33.3	34.3

6. Numeracy and Literacy Common Assessment Activities

	SBHS overall	National	Equity Index Band	Year 10	Year 11
Literacy	91	79	84	67	81
Numeracy	87	78	84	70	80

7. Scholarship Results

Ethan Franks	Drama
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STRATEGIC PRIORITIES

Evaluation of Progress and Achievement of Shirley Boys' High School

STRATEGIC PRIORITY ONE: ACHIEVEMENT

IMPROVE ACADEMIC ACHIEVEMENT IN YEARS 9 – 13

1. PROVIDE HIGH QUALITY TEACHING FOCUSSED ON PURPOSEFUL LEARNING

To provide high-quality teaching focused on purposeful learning, Shirley Boys' High School implemented a multi-faceted approach centred on research-based instructional strategies, professional development, and monitoring the progress of these approaches. A central component of the school's strategy was the adoption of High Impact Teaching Strategies (HITS), which are instructional practices designed to reliably improve student outcomes. Key elements of this approach included:

- **Structured Lessons:** Teachers were expected to use "Do Now" activities to start lessons and consistently share Learning Outcomes or Objectives with students.
- **Explicit Instruction:** There was a strong focus on explicit teaching using reading strategies and prompts for reading instruction.
- **Consistency in Routines:** The school worked to develop formalised rituals and routines to ensure a consistent learning environment across different classrooms.

The school aligned its teaching methods with the Science of Learning, an evidence-based framework that informs effective pedagogy. This included hosting professional learning development (PLD) sessions where experts, such as Dr Nina Hood, presented on how teachers could design their programmes of work based on these scientific principles.

Quality teaching was supported through targeted professional learning where teachers engaged in whole-school sessions focused on pedagogy, student achievement tracking, and literacy strategies. Teachers also utilised a coaching model to support the implementation of HITS and ensure these strategies aligned with Professional Growth Cycles (PGC).

To ensure these strategies were being used effectively, the Senior Leadership Team and a wider group of staff conducted Learning Walks. These observations focused on the start of lessons to monitor the use of "Do Now" activities, the sharing of learning objectives, and the effectiveness of classroom rituals and routines. Additionally, the school's leadership was recognised by the Education Review Office (ERO) for setting clear priorities to strengthen teaching practice and improve learner outcomes.

The school undertook a comprehensive curriculum review to create an engaging and responsive curriculum tailored to the needs of boys. This included developing a consistent curriculum design template and reviewing the junior school timetable to improve equity and access to subjects.

2. USE DATA TO SUPPORT IMPROVED ACHIEVEMENT

Shirley Boys' High School implemented a highly data-informed culture in 2025, ensuring student achievement was tracked through evidence and consistent feedback loops. The school's strategy for using data focused on individual student monitoring, diagnostic testing, and faculty-level reviews.

The school personalised achievement by making data actionable for students through several initiatives:

- **Academic Mentorship:** Academic Mentors met regularly with students to set specific focus areas and monitor progress.
- **Academic Plans:** Senior students (Years 11–13) developed written academic plans reviewed by their Form Tutors.
- **Fortnightly Progress Grades (FPG):** Junior students (Years 9–10) engaged with their FPG during Shirley Man Form Times to track their own performance.
- **Centralised Tracking:** All academic progress was integrated into Kamar, providing a centralised view of each student's journey.

The school utilised e-asTTle testing at the start and end of the year as a critical diagnostic tool. Data from these tests was used to explicitly inform core class teaching for Years 9 and 10, allowing teachers to tailor instruction to the specific literacy and numeracy needs identified in the results.

There was a strong commitment to data-driven accountability at the leadership level. In Term 1, Heads of Faculty and Heads of Department reviewed NCEA data from the previous year to identify trends and areas requiring intervention. Regular review meetings between the Senior Leadership Team and Heads of Faculty ensured that faculty goals remained aligned with school-wide achievement targets.

Data was also used to keep parents informed and monitor engagement. Parents and whānau received Fortnightly Progress Grades, which included attendance summaries and for boys in Years 11–13, any recently published achievement or unit standard results. Weekly attendance data was shared with Deans and Form Tutors to recognise the correlation regular attendance and academic performance. To support these initiatives, Form Tutors received targeted professional learning specifically designed to help them track and monitor student academic progress more effectively. In Term 2, the school sent 450 acknowledgement letters to students who were performing well in class, reinforcing positive academic behaviour.

STRATEGIC PRIORITIES

Evaluation of Progress and Achievement of Shirley Boys' High School

STRATEGIC PRIORITY TWO: ENGAGEMENT

ENSURE TEACHING AND LEARNING IS DELIBERATE AND PURPOSEFUL

1. REVIEW THE CURRICULUM AND TIMETABLE STRUCTURE

Shirley Boys' High School conducted a comprehensive review of its curriculum and timetable structure during 2025 to improve student engagement and ensure educational equity. This review was a core part of the school's Strategic Plan, aimed at creating a deliberate and purposeful learning environment.

The curriculum review was led by a dedicated group, including Assistant Principal's Dan Gilmore and Louise Richards, who focused on developing models that improved equity and engagement.

- **Research and Collaboration:** The school researched best practices by investigating other schools that had successfully implemented curriculum changes.
- **NCEA Level 1 Evaluation:** A significant part of the review involved assessing the viability of NCEA Level 1. After surveying staff—where 59% favoured keeping the qualification—the school decided to continue offering NCEA Level 1 in 2026 while simultaneously investigating a hybrid model to address concerns about the existing standards.
- **Instructional Alignment:** The school worked to align the curriculum with the Science of Learning and High Impact Teaching Strategies (HITS) to ensure consistency across departments. This included developing a consistent curriculum design template rather than simply rehashing existing materials.
- **Pilot Programs:** To test new ideas, the school implemented several trial projects, including a limited device trial for Year 10, a New Zealand Foundation Studies course for specific learners, and a Year Level Form Class trial for the Shirley Man programme.

Following the curriculum review, the school initiated a restructure of its timetable to support these new educational goals.

- **The 10-Day Timetable:** For the 2026 school year, the school developed a 10-day timetable to provide greater flexibility and ensure the timetable was more equitable for all curriculum areas.
- **Structural Changes:** Under the new 10-day model, double periods were scheduled to occur only during "Week A" of the cycle. Additionally, the school aimed to have the same Period 1 class each day throughout the cycle to provide consistency.
- **Year 9 Options:** The restructure specifically benefited Year 9 students by providing more time for option subjects. Most of these subjects were changed to run for one term with three periods per week, an increase from the previous two periods.

2. INVESTIGATE PROPERTY MODIFICATIONS TO IMPROVE THE LEARNING SPACES

Shirley Boys' High School investigated and implemented property modifications as a strategic priority to transition from modern learning environments to more traditional learning spaces that better support the teaching philosophy.

The primary driver for these modifications was the school's shift away from "modern learning spaces" toward traditional "single-cell" rooms. The school noted that this move aligned with a broader government trend to move away from open-plan learning environments. To ensure the changes were effective, the school planned a comprehensive review of the modifications based on original research conducted by Garth Jones. Additionally, the Education Review Office (ERO) identified the creation of teaching spaces that enhance the school's specific curriculum as a key next step for the institution.

The Board took a hands-on approach to managing the modifications:

- **Leadership:** Board members Tom Stroud and Tim Stokes provided specific expertise and oversight for the project.
- **Professional Support:** The school engaged architect Michael Drummond to supervise the work and ensure it met performance standards.
- **Procurement:** The project followed a formal process, including a procurement plan approved by the Ministry of Education and a Request for Proposal (RFP) issued through the Government Electronic Tenders Service (GETS). Hawkins was eventually selected as the preferred contractor for the major works.

Because the school operates under a Public-Private Partnership (PPP), property modifications required complex negotiations. The school worked with the Ministry of Education, ShapEd, and Downer to determine how the new assets would be transferred and maintained. The school had to ensure that new materials complied with original performance specifications agreed upon in the Project Agreement. There were also discussions regarding whether the Board would need to cover ongoing maintenance costs for these additional modifications.

The modifications were executed in stages and during holiday breaks to minimise disruption. The work specifically targeted the Mathematics, English, and Social Science areas. These works, which included internal wall modifications and the installation of carpet tiles, were completed during the April and July holiday breaks. Beyond classrooms, the school installed a new, sturdier stage in the Theatre to better support performing arts.

The school integrated these modifications into its Strategic Plan under the "Engagement" priority, aiming to ensure that the physical environment supported deliberate and purposeful teaching. Early feedback from staff and students indicated that the move to single-cell rooms is very positive and attracted significant media attention as a successful model for ditching modern learning environments.

STRATEGIC PRIORITIES

Evaluation of Progress and Achievement of Shirley Boys' High School

STRATEGIC PRIORITY THREE: SCHOOL CULTURE

PROVIDE A POSITIVE SCHOOL CULTURE THAT REFLECTS OUR VALUES AND PURPOSEFUL

1. PROMOTE POSITIVE, SUPPORTIVE, AND INCLUSIVE RELATIONSHIPS

Shirley Boys' High School promoted positive, supportive, and inclusive relationships by embedding the value of Belonging – Hononga into its core strategic priorities and daily school life. This approach focused on welcoming new students, strengthening cultural connections, supporting staff wellbeing, and engaging the wider community.

The school prioritised a sense of belonging and leadership from the outset through a structured transition process which included the Jumpstart programme specifically designed to make new students feel welcome, led by Prefects and Form Class Leaders. A student leadership camp for prefects focused on planning the induction to ensure Year 9 students experienced a high-quality start and felt a strong sense of connection. Surveys of Year 9 parents indicated that families felt the induction process was highly effective in helping their sons develop a sense of belonging.

The school actively fostered inclusive relationships through cultural celebrations and targeted support for Māori and Pasifika learners. Regular hui and fono were held to introduce families to key staff and Board members, allowing for direct connections and role modelling by the students who led the presentations. Large-scale participation in events like Polyfest (90 students) and the Fia Fia night dress rehearsal allowed the community and old boys to provide feedback and celebrate student success. The Matariki Hāngi and House Haka Competition also involved students and their whānau in preparing kai and celebrating traditions together, and the graduation ceremony for Year 13 Māori and Pasifika students, where boys were encouraged to speak and thank their families for their support is a great way to finish the year.

Supportive relationships extended beyond the school gates. The prefects demonstrated social responsibility by partnering with Avonside Girls' High School for the 40 Hour Challenge, cooking 500 meals for families facing food insecurity in Christchurch. The school strengthened its legacy through the Old Boys/Alumni network, hosting events like the Tradie Breakfast and a Christmas function to connect with old boys, and there were collaborations with external groups, such as the Crusaders' "Crusade with Heart Foundation," which provided students with practical toolkits for resilience and wellbeing.

2. THE ACHIEVEMENT AND SUCCESS OF SHIRLEY BOYS' HIGH SCHOOL WILL BE CELEBRATED

Shirley Boys' High School celebrated achievement and success through a combination of formal awards, visible displays around the school, cultural milestones, and community-focused events. These celebrations were designed to reinforce the "Shirley Man" identity and foster a culture of pride.

During assemblies, the school presented Values Awards at both House and school levels. In Term 2, the school sent 450 acknowledgement letters directly to students who performed well in class and met their Fortnightly Progress Grade (FPG) targets. Senior Prizegiving was our major annual event acknowledging top academic and all-round students, and various citizenship prizes. In 2025, the school introduced a dedicated Cultural Prizegiving to celebrate the Performing, Visual, and Cultural Arts, showcasing the significant growth of talent in these areas. The Sportsman of the Year celebrated individual and team sporting excellence, specifically acknowledging major prize winners in categories like Junior and Senior Team of the Year. The Founders Assembly served as a platform to honour the history of the school and celebrate the dedication of long-serving staff members.

Success was made tangible through physical and digital branding across the school. The school developed and installed Academic Excellence boards to provide a permanent and prestigious record of student success. The Social Science faculty repurposed TV screens to showcase rolling presentations highlighting student achievement in subjects like Accounting and History. Achievements in Languages were also highlighted on digital screens. New visual manifestations of House and School values were installed in Deans' areas to strengthen student identity and provide daily inspiration.

The school had a successful year on the cultural and sporting front with an excellent season of Mamma Mia celebration of success Kapa Haka and Manu Kōrero: The school celebrated its best-ever result at the Waitaha Secondary Kapa Haka Regionals (placing fourth overall), successes at the Tūhono Senior Taihi Competition, and Manu Kōrero where we were placed second overall. National and regional sports titles were celebrated with, such as the Senior A Basketball team being welcomed with a school haka and the presentation of a National Championship Banner.

ADDITIONAL AREAS OF SUCCESS

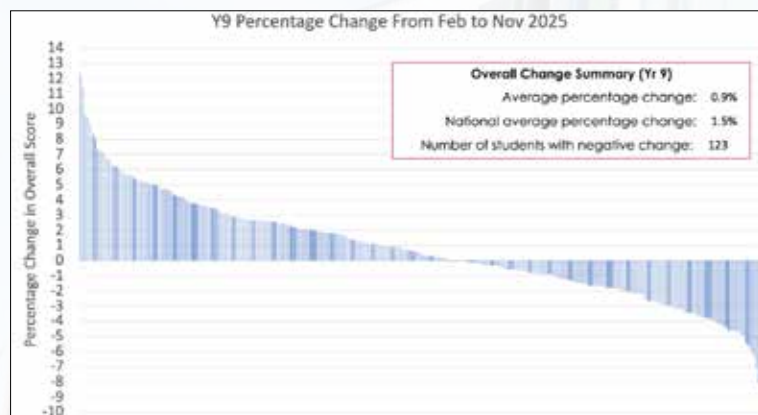
LITERACY

DATA AND ACHIEVEMENT

At Shirley Boys' High School Year 9 students were tested in February and in November. February results were used to inform teaching and learning, and November results enabled teachers to see the improvements in reading across the year.

Key results:

In February 2025, we had 48% of Year 9 students coming into Shirley Boys' High School below the national average score of 1497. By the end of Year 9 we had 59% of our students below the national average score of 1519. The national average percentage change is 1.5% and at Shirley it was 0.9%. This was a decrease compared to a 3.0% percentage shift change we managed in 2024.



Year 9 Summary						
	NZ European	Maori	Pacific	Other	SBHS (All)	NZ Average
Avg Overall Score (Feb)	1486.9	1484.3	1466.6	1456.2	1481.9	1497.0
Avg Overall Score (Oct)	1497.1	1497.1	1506.6	1471.4	1495.4	1519.0
Avg Shift	10.1	12.8	39.9	15.3	13.6	22.0
Avg % Shift	0.7%	0.8%	2.6%	1.0%	0.9%	1.5%

Below Expected Level				At Expected Level				Above Expected Level				
SBHS (All)	NZ European	Maori	Pacific	SBHS (All)	NZ European	Maori	Pacific	SBHS (All)	NZ European	Maori	Pacific	
FEB	39.6%	31.4%	59.7%	60.0%	11.7%	12.6%	10.4%	10.0%	48.8%	56.0%	29.9%	30.0%
NOV	44.0%	33.9%	68.3%	70.0%	39.3%	46.6%	20.6%	30.0%	16.7%	19.5%	11.1%	0.0%

LITERACY COMMON ASSESSMENT ACTIVITIES (CAA)

In Year 10, asTTle reading tests were used to measure Literacy co-requisite readiness. We entered students who scored 4A or higher into Round 1 of CAA testing. In 2025, 66% of Year 10 gained Literacy (passing both reading & writing papers.) This was an increase from our 64% pass rate the previous year. The breakdown of reading and writing co-requisites were:

- 67% of our Year 10 students passed writing.
- 80% of Year 10 passed reading.

Overall, Shirley Boys' High School had an 94% Level 1 Literacy pass rate. This was higher than 2024 (with 83.9% attainment) which was pleasing.

LITERACY SUPPORT WITHIN THE CLASSROOM AND SCHOOL WIDE

Extra literacy support included:

- Literacy Canvas page with resources and CAA preparation material for senior students without Level 1 Literacy.
- A range of literacy based 'starter tasks' for teachers across the school to use in their junior classes. Short 5-10 activities aimed at improving key reading, writing and proof-reading skills across departments.
- Year 9 TEX class. Two extra timetabled hours per week which focused on teaching key reading and writing skills. This was a half year course and there were two classes of students in each semester. About 60 students went through this in 2025.
- Additional weekly tuition in a small group with a teacher aide using the RIP IT UP reading programme.
- Teacher aides provided additional support and assistance in a number of our junior classes.
- The StepsWeb programme was paid for by the school and students in TEX classes had access to this paid subscription for the year. We had some Year 10 students continue their work on this tool as well.
- Common literacy strategies for all staff to use were encouraged and supported.

ADDITIONAL AREAS OF SUCCESS

STAFF PROFESSIONAL LEARNING AND LITERACY STRATEGIES

Mā te rongo, ka mōhio, Mā te mōhio, ka mārama, Mā te mārama, ka mātau, Mā te mātau, ka ora

From listening comes knowledge, from knowledge comes understanding, from understanding comes wisdom, from wisdom comes well-being.

This document outlines the whole-school professional learning (PLD) focus on literacy at Shirley Boys' High School, detailing the process from initial data gathering to the implementation of targeted staff training.

1. Context: Identifying the Need

As part of our ongoing work to strengthen literacy across the curriculum, a series of whole-school literacy walkthroughs were conducted in Term 1. The purpose was to provide a current snapshot of literacy instruction and inform the next steps in our strategic planning. These walkthroughs were conducted by the literacy team (across curriculum teachers who had volunteered to help with the strategic goal).

Key Findings from Walkthroughs:

- **Reading Instruction:** There was minimal evidence of explicit reading strategy instruction (e.g., predicting, clarifying, summarising). Reading tasks were often present but lacked sufficient modelling or guided practice.
- **Writing Instruction:** The use of writing frameworks (like TEXAS) varied widely in use and understanding across departments, with limited modelling of writing processes.
- **Teacher Confidence:** Survey data indicated that teachers outside of English and the Humanities felt less confident in explicitly teaching literacy conventions.

The findings highlighted a clear need for a more unified, school-wide approach to literacy, with a stronger emphasis on explicit modelling, common frameworks, and shared language across all subjects.

2. THE PROFESSIONAL LEARNING FRAMEWORK

In response to these findings, a whole-school PLD focus on reading comprehension was designed for Term 2/3. This initiative was framed by the **Shirley Boys' High School Literacy Mission Statement**, which commits to "weaving strong, explicit literacy practices through every layer of our Kura" and equipping staff with a "shared pedagogy." Using the metaphor of the Harakeke found on our Ōruapaeroa site.

This model considers the following points when instructing literacy in our classroom:

- **Rito (student):** Our ākonga and their experiences in literacy. Their individual needs depend on the following factors.
- **Awhi rito (whānau):** The immediate whānau support that arrives with our rangitahi. Educational supports.
- **Tipuna:** Cultural and Linguistic Heritage - the identity they possess as learners.
- **Pakiaka (roots):** Foundational Knowledge. Phonological awareness, print concepts, and oral language development.

The conceptual model for this PLD was **Scarborough's Reading Rope**, which was presented to all staff. This model visually demonstrates that skilled reading is a "rope" woven from two main strands:

1. **Language Comprehension:** (e.g., Background Knowledge, Vocabulary, Verbal Reasoning)
2. **Word Recognition:** (e.g., Decoding, Sight Recognition)

This framework was used to highlight that the "Language Comprehension" strands are increasingly strategic and must be explicitly taught in all subject areas, not just assumed. This approach directly responds to student feedback gathered by the school, such as, "Don't just talk - show us! DO IT ON THE BOARD!" "Sometimes they just tell us and move on - it doesn't stick." - SBHS Student on summarising and comprehension.

3. TARGETED PLD: HIGH-IMPACT READING STRATEGIES

Following the whole-staff presentation, teachers opted into one of four practical workshops. These workshops were led by Vikki Lidgett, Rebekah Johnson, Elizabeth Wilson, and Shelley Taylor. Each workshop focused on explicitly teaching a high impact reading strategy, directly addressing the gaps identified in the walkthroughs. Departments were asked to think strategically about their selections to ensure a cross-section of staff attended each session.

The four workshops offered were:



Workshop 1: Vocabulary

Practical tips for introducing new vocabulary, exploring etymology, and providing multiple exposures to new words in different contexts.



Workshop 2: Summarising

Modelling how to explicitly teach summarising to help students identify key ideas, ignore irrelevant details, and express core concepts.



Workshop 3: Prediction

Exploring how to teach prediction as a high-impact strategy to actively engage students with complex texts before and during reading.



Workshop 4: Verbal Reasoning

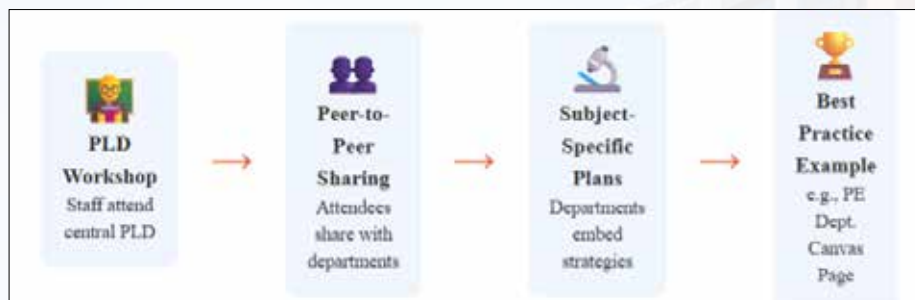
Unpacking how to help students "talk to think," make connections, justify answers, and understand the 'why' behind the 'what'.

ADDITIONAL AREAS OF SUCCESS

4. COMMUNICATION AND SHARING OF PRACTICE

Following the workshops, attendees became literacy leaders within their own curriculum areas, responsible for disseminating the strategies and resources to their colleagues. This peer-to-peer instruction fostered a collective sharing of ideas, leading to departments developing their own subject-specific plans for embedding these strategies.

A key example of this is the Physical Education department, which developed a dedicated 'Best Practice' Canvas page to model and share literacy integration within their subject. Overall, the strategies and the workshop models were well-received by staff, generating positive momentum for literacy across the curriculum.



5. IMPLEMENTATION AND NEXT STEPS

The initial implementation in Term 3 involved departments embedding these reading strategies. This was formally woven into our wider pedagogical focus on the High Impact Teaching Strategies (HITS) from the Victoria State School practice model.

- **Term 4 PLD:** The PLD in Term 4 was themed "Closing the Loop," with a focus on weaving the High Impact Teaching Strategies (HITS) alongside our literacy instruction.
- **Embedding via Observation:** The embedding of these literacy strategies is supported by a structured peer observation model, anchored by our "Best Practice" framework.



Observation Process and Principles:

The goal of these observations is to serve as a celebration of what progress has been made, to identify and share best practices, and to learn from one another.

- **Framework:** The framework to be used for observation will be provided in Week 2.
- **Sharing Practice:** Staff need to share their "best practice" on the Google sheet Best Practice, so other staff can be inspired to collaborate and observe a colleague.
- **Observation Limit:** Staff can only be observed a maximum of two times. (Staff indicate if they have been observed twice on the Google sheet by highlighting their name).
- **Professional Growth:** Best practice observed can be shared at department meetings and will form part of the discussions for the professional growth cycle.

Observation Conversations:

- **Arrangement:** Staff will arrange with their colleague a time when they can come into the lesson.
- **Context:** A conversation is required before and after the observation to provide context, allowing the observed teacher to share the journey of what they have been focusing on with the class.
- **Focus on the Observer:** There is no "feedback" to the teacher being observed. The professional conversation that follows is focused on how the observer can adopt or apply the strategies used in their own practice.
- **Celebration:** Observations should not be feared—rather, they are to be seen as a celebration of good practice.

ADDITIONAL AREAS OF SUCCESS

NUMERACY

DATA AND ACHIEVEMENT

Year 9 students were given diagnostic testing using the e-asTTle tool during Term 1 and Term 4. These tests serve the dual purpose of tracking improvement and informing teaching.

The end-of-year Numeracy exam for Year 9 students was delivered again, with the primary goal being to prepare students for sitting a formal exam.

Year 10 students were given diagnostic testing using the e-asTTle tool during the first term. The decision was made not to test them again at the end of the year, driven by concerns regarding over-assessment. Instead, the Numeracy CAA was used as a metric for success.

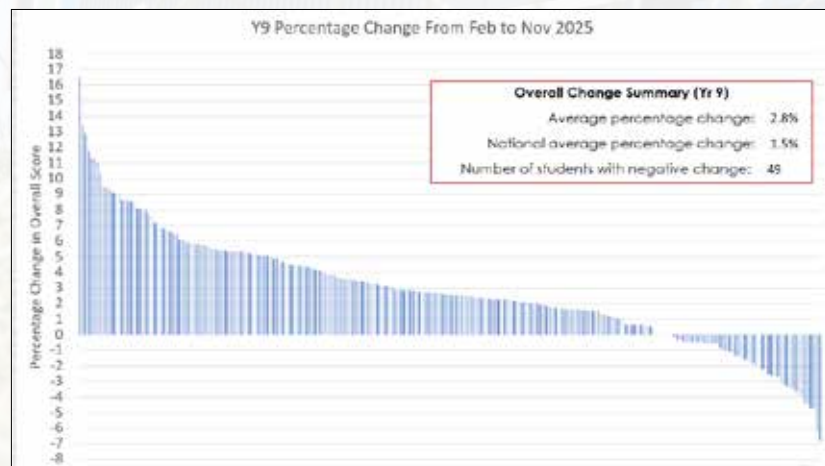
Numeracy CAA As part of the school's annual implementation plan, there is a target of 60% success for students in the CAA Numeracy exam.

KEY RESULTS

Year 9

The e-asTTle results for Year 9 students in 2025 showed that 58% of students were below the national average score of 1540 when beginning their time at Shirley Boys' High School. After one year of study, when they were tested in Term 4 of 2025, 49% of students were below the national average score of 1579.

The average percentage improvement was 2.8%, which is almost double the improvement of the national average.



Year 10

In 2025, we did not repeat e-asTTle testing later in the year for Year 10 students, focusing instead on students attaining the Numeracy co-requisite. The Year 10 pass rate for the Numeracy CAA was 72.5%; this is a marginal improvement over 2024, which saw 71.1% of Year 10 students pass.

Year 11

Our department target was to have 70% of Year 11 students achieve the Numeracy co-requisite. This may seem low compared to the 90.3% achieved in 2023; however, 2023 utilized a different system of Numeracy co-requisite attainment and was not expected to be a standard level of attainment.

In 2025, 91% of Year 11 students had achieved numeracy in some form by the end of the year. This figure is 10% higher than in 2024 and is an unexpectedly high result, as noted in the expectations above.

This means that in 2026, there will be approximately seven students progressing into Year 12 who have not passed their Numeracy co-requisite—a significant improvement compared to the thirty-two students in 2025.

Year	2025	2024	2023	2022	2021	2020
Year 11 Numeracy percentage pass rate	91	79.6	90.3	82.6	87.6	89.5

Year 12

At the start of 2025, we had thirty-two Year 12 students who had not attained the Numeracy co-requisite. During the year, fourteen of these students passed their numeracy (44%). Twelve left without having obtained their Numeracy co-requisite (38%). Six of these students (19%) will enter Year 13 in 2026 without having obtained their Numeracy co-requisite—the same number of students as in 2025.

Year 13

At the start of 2025, we had six Year 13 students who had not attained numeracy. During the year, four of these students left without having obtained their Numeracy co-requisite. The two students who remained at school for the full year both obtained their Numeracy co-requisite.

ADDITIONAL AREAS OF SUCCESS



The Numeracy CAA

For 2025, of those sitting at least one of the Numeracy CAA exams, 63% passed, 7% were absent for one or both, and 30% failed. This meets the targets of the school's implementation plan for 2025.

Numeracy Support

Extra Numeracy Support included:

- A Year 9 Symbols class: Two extra timetabled hours per week focused on teaching key Numeracy skills for students in need of support. Selection was based on parental choice, entrance testing, and teacher recommendation. This was a half-year course with one class of students per semester.
- Teacher Aides: Provided additional support and assistance.
- Māori/Pasifika Homework Club: Held in the lead-up to the CAAs in Term 3; Math staff were present to provide numeracy-specific support.



- Mathematics Tutorials: Ran every Thursday after school throughout the year, with senior students tutoring junior students.
- The 'Foundations' Course: Targeted at students following a non-academic pathway who need to gain literacy and numeracy.
- Homework Resources: Provided for Year 12 and 13 students without numeracy leading into the CAA to track preparation.

Staff professional development and learning opportunities.

- The continuation of a "Numeracy" Canvas course containing materials, resources, and preparation activities for senior students without Level 1 Numeracy.
- Math staff attending the Canterbury Numeracy Collaborative Group.

ADDITIONAL AREAS OF SUCCESS

GIFTED & TALENTED

Following her 2024 study leave, Director of Gifted and Talented Lizzy Wilson resumed full leadership in 2025, overseeing a year defined by high-performance outcomes.

Achievement: Improving Academic Outcomes (Years 9–13)

While the general academic standard remains high, 2025 focused on transitioning “solid” students into “exceptional” performers to address a plateau in Excellence endorsements.

- **HITS & Differentiation:** We began the systematic implementation of High-Impact Teaching Strategies (HITS) and explicit lesson planning. In classes like 9J and 10ENA, this has shifted the focus from curriculum speed to cognitive depth, specifically in Mathematics and Science.
- **NZ Scholarship Success:** We celebrate our three Scholarship recipients: Matora Oishi (Photography & Physics), Jude Lewis (English), and Flynn Williams (English & Classics). Notably, Matora and Jude were awarded the UC AIMS Scholarship (\$5,000) following their A+ results in the 2024 UC STAR Mathematics course.



- **The 90s Club:** In January, we recognised 38 students for consistent excellence. Prestigious Academic Ties were awarded to top scholars, including Lucas Ross and Charlie Ellis, reinforcing a culture of visible academic pride.
- **Flexible Pathways:** Distance Learning saw seven students successfully utilise Te Kura for advanced German and French, while Nico Cook and Jacob Woodrow represented our high-achieving UC STAR cohort.

Engagement: Learning Beyond Ōruapaeroa

In the absence of MOE funding, whānau support enabled a robust enrichment calendar:

- **Academic Competitions:** Our junior students excelled in the CAM Kiwi Competitions, with Joel Patterson earning dual Merit awards across Science and Maths. We also entered seven students into the NZ Physics and Mathematics Competition (NZPMC), supported by the Maths department.
- **Global Thinking:** 21 students (7 teams) competed in the World Scholar's Cup regional round. Joel Patterson and Jasper Hughes were selected for the Debate Showcase, demonstrating elite oratory skills.
- **Philosophical Extension:** Students engaged in the Philosophy Day for Thinkers and Thriving Minds conferences, exploring complex abstract concepts beyond the standard curriculum.

School Culture: Leadership and Legacy

The Gifted and Talented programme continues to foster “all-rounder” leaders who embody the school's values:

- **Valedictory Success:** We farewell Head Boy Joel Barrie (CVG Academic Winner), who departs with a UC Te Kākau a Māui Scholarship. His legacy of service and “quiet determination” sets the standard for future scholars.
- **Creative & Sporting Excellence:** We recognise the 5-year journeys of Kobe Costley (Spartan Sport) and Yuito Crosado (Creative Shirley), both of whom balanced elite performance with academic responsibility.
- **Inclusion:** The 2025 Academic Awards Night celebrated the diverse successes of students like Mahdi Hassanzada and Andrew McLachlan, highlighting that excellence at Shirley is inclusive and multi-cultural.

ADDITIONAL AREAS OF SUCCESS

SUPPORTED LEARNING

New Pathway Qualification

Establishing the Skills for Living programme has extended the SBHS's curriculum delivery breadth. This alternative programme designed by South Pacific Educational Courses culminates in an NZQA Certificate qualification "intended for people with an intellectual disability, who require specialised support with their learning in relation to skills for living and functioning well below NCEA Level 1."

Genuine Partnership

In May 2025, course delivery began on a small scale, to ensure we could adequately train and develop staff skills during our rollout year, as we catered for a single Yr 12 student unable to access NCEA Level 1. Building on a well-established relationship with whānau we discussed their whānau's aspirations and details of a new course that would meet their son 'where he was currently at'. Ongoing informed consultation with whānau is integral to deciding which ākonga will be enrolled in this level of supported learning, to ensure whānau and kura agree that NCEA does not present opportunities for success or to recognise that whānau can choose to decline the programme.

Student Agency

The Skills for Living programme utilises student personal, academic and career interest. Students self-select from a range of booklet topics and then choose eight learning tasks to complete from approximately 50 offered within each book. Student agency ensures learning engagement is high. Photographs, interviews, verbal recordings, models and posters, slideshows, videos, technology projects, community and work placements can make up the evidence of learning collected in a portfolio for marking.

Coaching Roles

This course requires one to one Learning Support to be provided, with a consistent Kaiāwhina (Carolynne Som) providing coaching and mentoring to guide the student to plan their tasks and to help them develop independent learning skills, over four to eight lessons weekly. SBHS SPEC Coordinator (LSC Gail Collier) oversees the programme, guides the Teacher Aide prepares, marks and presents the student portfolios. External moderation occurs twice per year, as Gail meets with the SPEC Director and other schools in a forum that enables learning from other kura and Rangatahi present student portfolios. Once each topic booklet is Passed, a certificate of Achievement recognises their progress towards the full qualification. Our first ākonga passed four topic booklets and has returned in 2026 eager to complete his journey.

Meaningful Skills

The Certificate in Skills for Living takes two to three years to gain, with students required to complete 11 topic booklets covering important skills. Links can also be made to other programmes brought on board for students requiring Learning Support, such as the Employment Skills in Schools service. Collaborating with the ESIS Choices mentor fortnightly to help students to identify transition pathways, we are able to create cross curricular opportunities. SPEC Skills for Living topics prepare students for their life beyond school, including independent living and suitable employment pathways.

Better than Before

We are liaising with Kaiako and whānau to identify other students we can add to the programme this year. The nature of the course is that it will remain relatively small scale, addressing individual inaccessibility to mainstream learning, supported by evidence over time. Secondary schools can sometimes struggle to meet the breadth of student needs, so it has been very satisfying to establish this specialised course enabling Shirley Boys' High School to meet the most complex needs of ākonga using an inclusive and empowering framework.

ADDITIONAL AREAS OF SUCCESS

SPARTAN SPORT



Sport at Shirley Boys' High School in 2025 experienced a small drop in average playing numbers and staff involvement. Local, regional, national competitions, annual exchanges (Nelson Boys' College, Kings High School and Marlborough Boys' College) were all completed successfully.

Summer and winter tournaments were widely attended with Shirley Boys' High School teams competing all over the country. Our compulsory JSP (Jnr Sports Programme) continued to provide opportunities for Year 9 boys who were uninvolved in any sport by taking them through a range of activities in lunch hours over the year. The sporting arm of the House competition was hotly contested and whole school events such as Athletics Day and the Cross Country were widely attended. SBHS also completed its first international sports tour since 2011 when rugby sent a development tour to Australia.

Our generic sporting uniform (and various training items) continues to be popular. Badges, bars, ties and certificates were used in full school assemblies each term to also celebrate success. Our Instagram page has been widely recognised as one of the most active secondary school sports social media sites.

Though there were numerous highlights to the year, the top achievement had to be that of our Snr A Basketball team who were crowned Canterbury, South Island and National

champions. This was a truly remarkable feat considering the resources many of their competitor schools enjoy. Massive credit must go to Fraser Costley and Scott Howell for their commitment to SBHS basketball over a long period of time.

The team were fittingly recognised at the ZONTA awards, winning team of the year, to cap things off. The junior basketball team also won every match they played in (including a South Island title) so the success looks set to continue. Our 1st 11 Football team also performed exceptionally well and won the Canterbury Schools league. We had many boys selected in national teams or represent New Zealand individually. Photos of these boys can be seen in the school entrance-way display cabinet.

A new gym monitor began in 2025, and his enthusiasm and expertise has revitalised the atmosphere in this training area. It is a well-used space before, during and after school.

Having a "caretaker" a few hours a week has been extremely beneficial in getting things done in a timely, cost-effective manner.

Sportsman of the Year

Shirley Boys' High School Sportsman of the Year Awards were held on Thursday the 9th of October. This was our 37th annual gala night for acknowledging sporting achievement. The night was run by Jacob Woodrow (Snr Basketball) who was supported by student speaker Tyson Witana (1st XV Rugby). Old boy Broadie McAlister (All Black) was our guest speaker. He recounted his professional sports journey and his fond memories as a student at Shirley Boys' High School.

Junior Individual Sportsman of the year	Mataio Togia
Junior Team of the Year	Junior Basketball
Garland Cup	James & Bena Lissaman Fraser Costley & Sam Senior
Petrie Cup	Dylan Monk
Senior Individual Sportsman of the year	Milan Newton
Senior Team of the Year	Snr Basketball
John Mullins Cup	Snr Basketball

ADDITIONAL AREAS OF SUCCESS

Participation statistics

57% of students represented Shirley Boys' High School in interschool competition in some way throughout 2025. This is a 6% decrease on 2024 data.

Basketball (174) is again our highest participation sport. Rugby, (170) Volleyball, (123) and Football (128) are our other most populated sports. As a school we competed at an interschool level in 33 different sports.

Of our 87 teaching staff, 37 of these are involved with sport in some way (43%) which is a drop by ten staff from 2024. Nearly half of the 37 teachers mentioned, complete fewer than 50 hours which averages out to just over an hour a week.

From our 31 support staff, four are involved and we relied on 41 non-staff/managers and 11 students as coaches/managers.

Property

The focus of 2025 was to bring the gym space back up to speed with several improvements. New signage in this area (and a tribute to the late Lee Attrill) was among this. We have purchased 4x new rowers and remediated damaged equipment. Training guidelines, a digital clock and new storage have also been added.

Our defect playing fields are now nearly completed. Pitch fencing (rugby field) that was erected to comply with CRFU guidelines will need to be reinstalled before game 1 of the new South Island Boys' School competition.

Ongoing damage to the goals/nets on the turf area is a costly/time consuming problem now that area is open at lunch times.

Challenges

While our staff involvement with sport is similar to schools like ours (EQI), the challenge of competing against Christchurch's best isn't getting any easier. Our staff involvement statistics are in decline; they are not near the levels of many other schools we compete against.

Again, our core sports relied on the same people putting in big hours to make things work. Our staff involvement figures over represent a smaller group that are doing the major share of sport facilitation. We would like to see more young new staff get involved with sport.

Our small sports department has been under pressure often fulfilling staffing shortfalls and using redundant systems while trying still to provide meaningful opportunities for boys. The associated work that comes with fundraising/sponsorship/charity applications to make this all happen, takes time.

Working in with Avonside Girls around sharing field space has been problematic and the amount of time wasted liaising with Spotless/Downer (often for no result) continues to be tiresome and ineffective with the work usually passed back to sport to sort. The tactic of pricing us out of using them, or blaming staff for issues, continues to be evident.



ADDITIONAL AREAS OF SUCCESS

CREATIVE SHIRLEY

Creative Shirley continued from strength to strength in 2025, providing students with opportunities to engage with the creative arts both inside and outside the classroom.



Drama

In Term 1, two teams entered the Shakespeare Globe Centre New Zealand Shakespeare Festival, demonstrating sound understanding of their chosen text and receiving a Best Supporting Performer award. A number of junior students took up Theatresports training under the guidance of Year 13 mentors, with an eye to competing in the Court Theatre Theatresports in Schools Competition in 2026.

Term 2 brought the excitement of Mamma Mia!, the shared school production with Avonside Girls' High School. With support from Jane Herman as co-producer, Elsie Rough as production manager, Ben Sinclair as technical director, Rutene Rickard as technical support, and Tegan Patrick as stage manager, a number of Creative Shirley students contributed their on- and off-stage talent as lead characters, ensemble members, band members, and technical crew. The production was a huge success and led to a continued positive relationship with the Avonside Girls' High School Performing Arts faculty.

In Terms Three and Four, focus turned to classroom work. Year 12 Drama presented a double-cast performance of Free Fall, a black comedy by New Zealand playwright Ken Mizusawa, while Year 13 Drama performed a tense, student-led production of The Long,

The Short, and The Tall. Both of these were presented to public audiences and positive reception. Year 11 Drama devised their own original children's theatre piece which they performed to students from Ferndale, South New Brighton Primary School, and Parkview Primary School. Finally, we celebrated academic success with Ethan Franks receiving NZQA Scholarship in Drama.

Visual Arts

The focus for the Visual Arts in 2025 was strengthening connections with community, engaging in local landscape, and understanding arts in context. The Arts Club continued to grow, working on a number of personal projects as well as contributing to the community Ocean Alley Mural in New Brighton. Ethan Cameron, Henry Hogan and Oscar Pagan helped design and create the artwork for the Youth Hub mural with seven other students from across Ōtautahi, under the mentorship of urban artists Pops and Lucas.

Year 10 students attended a pounamu carving course which strengthened both their practical skills and their cultural understanding. Other highlights for junior students included a photography trip to Travis Wetlands and a Year 10 Practical Art tour and workshop at the Christchurch Art Gallery. Some fantastic individual achievements of our



ADDITIONAL AREAS OF SUCCESS

junior visual artists include Sam McGraw winning the 2026 Magazine Cover competition and Huxley Pettigrew successfully launching his “Dr. Penguin” T-shirt designs online.

Senior photography students had a fantastic morning at Christchurch Art Gallery exploring new artists and artworks that will provide inspiration for their portfolios. They also enjoyed a thought provoking tour and zine making workshop focussed on the exhibition ‘Disruptive Landscapes’ with its interesting video and photographic artwork. Year 11 student Seth Shipley was awarded second place in the British High Commission photo competition ‘Connected Futures: The UK–Christchurch Story’.

Integration of Visual Arts into other arts activities gave students’ work meaning and purpose. Our Art and Design students created lavalava designs worn at Polyfest, while Kapa Haka students collaborated on the design of ta moko for their regional competition. A number of Arts students collaborated to design and paint set pieces for Mamma Mia. Seeing student-designed work represented on stage and in performance contexts gave their learning authentic purpose and strengthened connections between the Arts and our cultural groups.

Music

In another busy year, 2025 saw the Shirley Boys’ High School Music department being recognised with a range of awards. In Term 1, we entered seven bands into RockQuest, of which two were chosen to proceed to the regional finals. Year 13 student Markus Allot-Baty was honoured with the Best Vocalist award.

The Jazz Band and Jazz Combo continued their strong showing, picking up two Gold Awards at Southern Jam in Blenheim, as well as the Rodger Fox Memorial Trophy

for Best Big Band, the Marlborough District Council Runner-Up Combo, and Most Outstanding Musician on a Non-Traditional Jazz Instrument for Year 12 Ben Swift on the vibraphone. Our Jazz musicians also performed at a range of gigs throughout Christchurch, including the Ōtautahi Jazz Jam Spectacular, the Christchurch Big Band Jazz Festival, and the Aurora Festival, where they also received a Gold Award.

Students from all year levels formed the majority of the Mamma Mia! band, sustaining their professionalism and musicality throughout the show’s 2-hour runtime. New initiatives this year included the junior guitar ensemble, who opened junior prizegiving, and the combined orchestral ensemble featuring students from Shirley Boys’ and Avonside Girls’ High Schools. These junior music groups give our younger students the opportunity to flourish into the outstanding musicians we see in our senior bands.

Cultural Prizegiving

The inaugural Creative Shirley Cultural Prizegiving celebrated achievement and effort across all the performing and visual arts, allowing whānau and members of our school community to see the results of the thousands of hours of hard work put in by students and staff across the creative disciplines. Performances from our kapa haka group, Pasifika choir, award-winning Shakespeare Festival team, South Island champion jazz band, and regional finalist rock bands were a highlight of the evening. The Cultural Prizegiving exemplified the tikanga of respect, belonging, excellence, and inclusion at the heart of Creative Shirley.



ADDITIONAL AREAS OF SUCCESS

TE AO MĀORI

The year was marked by significant achievement, growth, and community connection across cultural, academic, and service activities.

Kapa Haka

A major highlight in 2025 was the Waitaha Secondary Schools Kapa Haka competition, held at the Aurora Centre. After a 10-week preparation period, 37 boys from across all year levels delivered an outstanding performance. The group achieved excellent results, including 2nd place in Kaitātake Tāne (Male Leader) for Tukotahi Wetini, 2nd in Tira (Choral), 2nd in Mōteatea (Chant), and 3rd in Kākahu (Uniform). Overall, the group placed 4th, the highest in the school's history, behind three Kaupapa Māori schools. Being a 'boys only' school makes this a result to be proud of. Following the competition, the group remained active, performing at the Kāhui Ako Festival, the Waitaha Cultural

Council's 65th Anniversary at Te Pae, and the Tūhono Kapa Haka Festival, where 51 performers represented the kura.

The success of Kapa Haka reflected a strong collective effort. The tutor group comprised staff member Chez Waihi, parents Pūmau Tana, Kerrie-Anna Tana and Cee Wātene, and old boy Hēmi Curtis. Their combined expertise and passion provided excellent tutorage where precision and discipline was the foundation but also giving enough freedom for our boys to express their unique talents and flair.

Our supporters also played a vital role, providing expertise, catering, uniforms and applying Tā Moko. A special acknowledgement to Matua Damien Mackie for carving and donating a patu and toki.



ADDITIONAL AREAS OF SUCCESS



Manu Kōrero

In June, students also excelled in the Waitaha Manu Kōrero Speech Competition at Rangiora High School. Representatives competed across English and Māori speech categories, delivering powerful, engaging presentations. Maio Taratoa-Bannister achieved 2nd place in the Senior English section in his first year competing. Overall, the kura placed 2nd in the competition, again just behind a kura kaupapa Māori. This result highlighted the students' confidence, skill, and ability to speak with mana.

Pūhoro

Academic enrichment was further supported through participation in the Pūhoro STEMM Academy. More than 40 senior students engaged in the programme, which connects mātauranga Māori with science, technology, engineering, mathematics, and medicine. Experiences included visits to Ara Institute's science labs and inspirational presentations from Māori professionals who are themselves, excelling on a national and global level. These opportunities strengthened both academic pathways and connections with peers from other schools.

Community Engagement

Community engagement remained an important focus. Students contributed through initiatives such as creating Te Reo Māori children's books for local early childhood centres and teaching mau rākau to younger students. These activities reinforced values of service, leadership, and cultural sharing.

Matariki

Matariki celebrations were another key event, combining cultural learning with school-wide participation. Activities explored the significance of Matariki, culminating in a hāngī and the highly anticipated House Haka Competition. The event brought together students, staff, whānau, and the wider community, creating a strong sense of unity. Snell House won the haka competition, and the day concluded with shared kai and celebration.



Māori and Pasifika Graduation

The year ended with the Māori and Pasifika Graduation, a meaningful occasion recognising the achievements and journeys of graduating students. Whānau and staff gathered to honour the young men, reflecting on their growth and readiness for the future. Seeing parents and their sons' express pride, gratitude and love for each other is very touching and a special way to close our school year.

Overall, the year demonstrated excellence in cultural performance, academic development, and community engagement, supported by a collective commitment from students, staff, and whānau.

ADDITIONAL AREAS OF SUCCESS

PASIFIKA

Pasifika at Shirley Boys' High School in 2025 had a variety of different initiatives to cater to the overall well-being of our Pasifika and non-pasifika students. It is important that the initiatives that we have in place allow our tamaiti to succeed as Pasifika.

Polyfest

A major highlight for our Pasifika students. With over 80 performers for our group, our journey consisted of weekly in school and weekend practices. We have an overnight stay at school to build stronger connections with each other and fine tune our dance sets.



Fiafia Night

This is an opportunity for our students to showcase to their families, school community, and old boys what they have been learning. There is a feedback session that gives our audience the chance to give their blessings and criticism to better our group.

Year 9 Reading Club

The purpose is to read Māori and Pasifika stories, and encourage reading.

ADDITIONAL AREAS OF SUCCESS



Wayfinding

A culturally responsive wellbeing programme designed to equip Māori and Pasifika youth with the tools, confidence, and resilience to navigate life's challenges. Students learn tools such as celestial navigation, knot-tying, sailing on a waka, and interconnectedness of people, culture and the natural world.

Spacpac events

Our students participated in different events held by the Spacpac committee. Our students participated in Expo's, leadership retreats, academic celebrations and Dragons Den - to pitch a business idea to business entrepreneurs.

Pasifika fono

We held a fono to welcome our new Pasifika students and their families and share some of the initiatives we run here at school.

Year 13 Pasifika Graduation

This event is held at the end of the year to celebrate and farewell our year 13 students.

Homework Club

This was held every Monday in term 2. This is an opportunity to provide support for our students. We had teachers from across different subjects come and support where they can.

Moana Money Programme

The purpose of this programme is to empower Pasifika students with essential financial skills, build a positive money mindset, strengthen financial confidence, and gain practical tools they can use every day.

Niu Wave Hack-a-thon

The purpose of this program is to learn about the impacts of Climate Change in the Pacific. Students work with STEM mentors to design real solutions to climate challenges. They also build leadership, teamwork, research and presentation skills.

Community Outreach

Our students participated in outreach programmes such as performances at Te Waka Unua & Te Kura. We also combined with Te Aratai College and prepared a Umu for Samoan Language Week.



ADDITIONAL AREAS OF SUCCESS

Dashboard of Key Indicators

Roll Data (March 1)	2025	2024	2023	2022	2021
Total Roll Head Count	1280	1297	1313	1299	1314
Total Roll FTE	1181	1195	1210	1221	1212
Out of Zone Percentage	26%	24%	25%	28%	32%
Māori Roll	282	274	262	270	265
Pasifika Roll	61	78	82	82	79
Year 9 Roll	285	271	296	301	303
Year 10 Roll	269	299	298	288	299
Year 11 Roll	281	283	279	280	263
Year 12 Roll	248	258	260	232	251
Year 13 Roll	197	186	180	198	198
STP FTEs	32	49	71	57	74
International FTEs	41	40	27	11	23
Y9 Ballot (intake year)	2025	2024	2023	2022	2021
Total applicants at close of enrolments	369	371	379	420	432
Y9 In Zone Enrolments	197	192	215	226	206
Y9 Enrolments Old Boy Father	13	15	15	17	19
Y9 Current Brother	13	14	19	17	12
Y9 Past Brother	8	7	6	10	12
Y9 Board Employee	2	1	0	0	1
Y9 Priority Entry	36	37	40	44	44
Out of Zone	53	28	28	7	18
Declined place offered	63	51	47	39	55
NCEA Achievement	2025	2024	2023	2022	2021
Year 11 Achieving Level 1	79%	65%	72%	68%	72%
Year 11 Achieving Level 1 Māori	70%	42%	59%	44%	49%
Year 11 Achieving Level 1 Pasifika	37%	46%	53%	63%	57%
Year 12 Achieving Level 2	70%	75%	71%	81%	82%
Year 12 Achieving Level 2 Māori	62%	56%	53%	61%	65%
Year 12 Achieving Level 2 Pasifika	60%	56%	65%	77%	53%

Year 13 Achieving Level 3	72%	74%	74%	72%	71%
Year 13 Achieving UE	42%	43%	42%	44%	45%
Year 13 Achieving Level 3 Māori	77%	63%	64%	52%	58%
Year 13 Achieving UE Māori	35%	27%	21%	30%	31%
Year 13 Achieving Level 3 Pasifika	83%	72%	69%	60%	50%
Year 13 Achieving UE Pasifika	33%	28%	25%	20%	8%
Literacy co-requisite by end of Year 11	81%	79%	84%	85%	77%
Numeracy co-requisite by end of Year 11	80	77%	84%	79%	81%
Level 1 Merit Endorsement Rate	24%	19%	37%	30%	36%
Level 1 Excellence Endorsement Rate	8%	4%	3%	10%	7%
Level 2 Merit Endorsement Rate	18%	10%	16%	26%	21%
Level 2 Excellence Endorsement Rate	7%	3%	6%	7%	8%
Level 3 Merit Endorsement Rate	15%	12%	12%	12%	11%
Level 3 Excellence Endorsement Rate	6%	4%	2%	3%	5%
No. of scholarships	1	4	7	7	4
Incoming Year 9 Academic Data (s)	2025	2024	2023	2022	2021
English Intake Testing Median Score (CAM)	43	44	43	37	45
Mathematics Intake Testing Median Score (CAM)	32	33	35	39	33
eAsTTle Reading Median Score (Norm. 1494 4P)	1501 4P	1462 4B	1479 4P	1461 4B	1483 4P
eAsTTle Numeracy Median Score (Norm. 1535 4P)	1529 4P	1513 4B	1518 4B	1519 4B	1534 4P
Stand Downs (Raw Numbers)	2025	2024	2023	2022	2021
Total	62	58	37	42	59
Māori	17	21	18	27	17
Pasifika	2	0	1	0	9
Suspensions (Raw Numbers)	2025	2024	2023	2022	2021
Total	5	9	4	4	10
Māori	1	4	1	3	4
Pasifika	0	0	1	0	9
Financial Data	2025	2024	2023	2022	2021
Surplus	\$13,516	\$5,977	\$315,090	\$311,149	\$264,304



SHIRLEY BOYS'
HIGH SCHOOL
Ngā Tama o Ōruapaeroa

2024-2025
STRATEGIC PLAN

STRATEGIC PRIORITIES

Evaluation of Progress and Achievement of Shirley Boys' High School

Giving effect to Te Tiriti o Waitangi will be evident in our priorities and actions.

We are committed to growing Te Ao Māori at Ngā Tama o Ōruapaeroa. We will partner with Māori whānau and Ngāi Tūāhuriri to support a curriculum and style of teaching that is engaging and empowering for all students.

ACHIEVEMENT

Improve academic achievement in Years 9–13.

Provide high quality teaching focussed on purposeful learning.

- Review NCEA Level 1.
- Focus on literacy and numeracy to prepare students for NCEA in Year 11.
- Provide flexible and deliberate professional learning.

Use data to support improved achievement.

- Regularly track and monitor student achievement.
- Track and monitor student attendance.
- Implement effective self-review of achievement data, teachers and learning.

ENGAGEMENT

Ensure that teaching and learning is deliberate and purposeful.

Review the curriculum and timetable structure.

- Develop a curriculum structure that captures student attention and is relevant to them.
- Restructure the timetable to meet curriculum improvements.
- Investigate curriculum and pedagogy that is relevant for boys.

Investigate property modifications to improve the learning spaces.

- Work with the PPP and Ministry of Education to review the engagement project.
- Identify property improvements that can be made.
- Establish a timeline to implement improvements.

SCHOOL CULTURE

Provide a positive school culture that reflects our values.

Promote positive, supportive, and inclusive relationships.

- Develop an inclusive staff culture which is collegial and encourages growth.
- Develop health and safety processes to provide a safe environment for staff and students.
- Provide co-curricular activities which are engaging and enjoyable.

The achievement and success of Shirley Boys' High School will be celebrated.

- Recognise and celebrate the Shirley Boys' High School culture and values.



WHAKAUTE
Respect



BTB
Better Than Before



HONONGA
Belonging



TUAKIRI
Character

STRATEGIC PRIORITY ONE: ACHIEVEMENT

Improve academic achievement in Years 9-13

STRATEGY	ACTION	MEASURES	PROGRESS
1. Provide high quality teaching focussed on purposeful learning. NELPS: 2, 3, 4, 5, 6, 7	Review NCEA Level 1. Focus on literacy and numeracy to prepare students for NCEA in Year 11. Provide flexible and deliberate professional learning.	- A decision will be made about NCEA Level 1 for 2026. - Common literacy strategies continue to be developed across the school. - Numeracy and literacy co-requisite results improve from 2024. - A PLD programme is developed for 2025.	- Conducted a survey on Level One and provided feedback to HOF. - Seeking more feedback from faculties. - Researched what other schools are doing. - Confirmed that Level One will continue in 2026. - Keeping Year 11 at school for one more week at the end of the year. - Doing an audit of literacy practice across the school, including walkthroughs. - Literacy walkthroughs to gather data on the type of strategies being used. Feedback has been given to staff to inform PLD. - Literacy strategy developed. - Back to Basics PLD delivered by SRT. - Resources purchased to support literacy i.e StudyWorks. - Resources put on Canvas for boys doing the Numeracy and Literacy co-requisites. - PLD plan in place focussing on literacy and HITS - High Impact Teaching Strategies launched in Term 2 to improve consistency and high impact teaching.
2. Use data to support improved achievement. NELPS: 2, 3, 6	Regularly track and monitor student achievement. Track and monitor student attendance. Implement effective self-review of achievement data, teachers and learning.	- Academic Mentors meet regularly with students to monitor their progress. - Accurate and appropriate E-Asttle testing is completed during Term 1 and end of Term 4. - Accurate and timely data is provided to staff, students and families. - NCEA Data Reviews held with all in Term 1. - Regular review meetings between Senior Leadership and individual Heads of Faculty. - An effective system of school-wide self-review introduced.	- Academic Mentors met with LJR to develop goals and focus areas for the year. - Academic tracking / progress tracking introduced into the Shirley Man Programme. - BBJ took over Academic Mentor role in the absence of MGH. - Academic progress tracking occurring during Shirley Man Form Time. - Form Tutors were provided with PLD to support them tracking academic progress. - Year 11 – 13 have written an academic plan for the year which has been reviewed by the Form Tutor. - Check and connect with Year 9 and 10 core class teaching to look at e-asttle results. - Weekly attendance data shared with Deans and Form Tutors about their Form Classes. - Termly attendance data is reviewed. - NCEA Data Reviews were held with all Heads of Faculty in Term 1. - Regular meetings were held with Senior Leadership and individual HOF's to track progress.

STRATEGIC PRIORITY ONE: ACHIEVEMENT

Improve academic achievement in Years 9-13

Giving effect to Te Tiriti o Waitangi

- Commitment to Māori achieving educational success as Māori.
- Mentoring and academic support provided for Māori students to support achievement.
- A focus on culturally responsive practice.
- Implementation of Mātauranga Māori in NCEA subjects.

Te Reo Māori courses in Years 9 – 13

- Year 9 x 1 (30)
- Year 10 x 2 (25, 19)
- Year 11 x 1 (26)
- Year 12/13 x 1 (11)

Cultural studies course Year 11, 12 (40), Year 13 (17)

TARGETS	PROGRESS
a. Improve NCEA Level 2 achievement to 75%	70%
b. Maintain NCEA 3 at above 70%	72%
c. Increase the percentage of students attending above 60%	2025 52%; 2024 53%; 2023 49%; 2022 40%
d. Improve Literacy Reading co-requisite results at Year 10 to 60% pass rate.	80%
e. Maintain Literacy Writing co-requisite results at Year 10 above 70% pass rate.	67%
f. Improve Numeracy co-requisite results at Year 10 to 60% pass rate.	70%

STRATEGIC PRIORITY TWO: ENGAGEMENT

Ensure that teaching and learning is deliberate and purposeful

STRATEGY	ACTION	MEASURES	PROGRESS
1. Review the curriculum and timetable structure. NELPS: 2, 3, 4, 5, 7	Develop a curriculum structure that captures student attention and is relevant to them. Restructure the timetable to meet curriculum improvements. Investigate curriculum and pedagogy that is relevant for boys.	- A review of the curriculum occurs during 2025. - A review of the timetable occurs during 2025. - Curriculum content that is engaging for boys is investigated and developed.	- Surveyed staff and students. - Developed some rudimentary structures for possible timetable changes. - Developed a timeline for presenting to staff for further feedback. - Possible models shared with staff for feedback. - Decision made on the future of NCEA Level One. - Revised Year 9 Option structure ready for implementation in 2026. 10 Day Timetable structure to be implemented in 2026. - High Impact Teaching Strategies launched in Term 2 to improve consistency and high impact teaching. - Back to Basics PLD delivered by SRT.
2. Investigate property modifications to improve the learning spaces. NELPS: 1, 3	Work with the PPP and Ministry of Education to review the engagement project. Identify property improvements that can be made.	- A timeline is established to identify and implement improvements. - Prototype spaces developed.	- Stage One modifications completed in April school holidays. - Stage Two modifications completed in July school holidays. - Eight individual classrooms created and the spaces overall are much improved.
Giving effect to Te Tiriti o Waitangi - Commitment to Māori achieving educational success as Māori. - A focus on culturally responsive practice. - Te Reo Māori will be offered at Years 9 – 13. - Opportunities provided for rangatahi to participate in Māori engagement programmes i.e. Puhoro STEM academy. - Implementation of Mātauranga Māori in NCEA subjects.			- Programming Māori and Pasifika Potential happed every Friday during term time for 12-15 Year 12 and 13 akonga. The boys focussed on creating solutions for the community through a digital product. - Puhoro - 30- 35 boys in Years 11, 12 and 13 focussing on STEM subjects. - Wayfinding programme which supports the development of wellbeing and hauora - 50 Year 10 boys participated in that wananga.

TARGETS	PROGRESS
a. A revised curriculum structure and timetable is ready to be implemented by the beginning of 2026.	Revised Year 9 Option structure ready for implementation in 2026. 10 Day Timetable structure to be implemented in 2026.
b. Increase the number of individual classrooms around the school.	Eight individual classrooms created and the spaces overall are much improved.

STRATEGIC PRIORITY THREE: SCHOOL CULTURE

Provide a positive school culture that reflects our values

STRATEGY	ACTION	MEASURES	PROGRESS
1. Promote positive, supportive, and inclusive relationships. NELPS: 1, 2, 3, 5, 6	Develop an inclusive staff culture which is collegial and encourages growth. Develop health and safety processes to provide a safe environment for staff and students. Provide co-curricular activities which are engaging and enjoyable.	• Senior staff role model effective relationships and mentoring. • Staff have opportunities to take on new roles and responsibilities. • Engagement of Board and staff in health and safety practice. • Clear processes developed to ensure safe and healthy practice. • A wide range of co-curricular activities are provided for students.	• Senior Leadership meeting regularly with areas they have responsibility for. • Senior Leadership visible around the school. • KSV was promoted into Senior Leadership. • GJD, TGG began as House Deans. • DBS, WMM started as Assistant Deans of House • SRT was the Within School Teacher for Literacy. • LCM was promoted to Head of Careers. • Health and safety systems developed. • Health and safety register has been developed and high-risk activities reviewed and approved by the Board. • High uptake of staff completing health and safety plans. • GoNoGo PLD for Pete Armstrong for effective reporting and monitoring for health and safety. • Kamar PLD on emergency management techniques. • Lots of co-curricular activities – cultural, sporting, academic and performing arts.
2. The achievement and success of Shirley Boys' High School will be celebrated. NELPS: 2, 5	Recognise and celebrate the Shirley Boys' High School culture and values.	• School values are promoted, and certificates are distributed. • School branding is identifiable around the school. • Te Ao Māori is celebrated, and key events are promoted.	• Academic excellence boards being developed. • TV screen in Social Science. Student achievement in Languages. • Values Awards presented in School and House Assemblies. • Acknowledgement letters for students who are doing well in class and with FPG. 450 students received a letter. • Founders Assembly and recognition of long serving staff • Anzac Assembly. • Father Son Breakfast • Crusaders wellbeing seminar. • School branding continues around the school: • Excellence boards. • House manifestations in Deans. • Values manifestations. • House Haka competition and hangi to celebrate Matariki. • Hosted two Old Boys events. The first was 'Blast from the Past' in August and a Christmas event. Both were well attended.

STRATEGIC PRIORITY THREE: SCHOOL CULTURE

Provide a positive school culture that reflects our values

Giving effect to Te Tiriti o Waitangi

- A Board commitment to Māori achieving educational success as Māori.
- Resourcing Te Ao Māori effectively.
- Engagement with Ngāi Tūāhuriri.
- Opportunities to develop Te Reo and Tikanga Māori capability will be provided for staff.
- Professional learning will be provided for staff to develop culturally responsive practice.
- Opportunities provided for rangatahi to participate in culturally empowering events i.e. Ngā Manu Kōrero.

- Te Reo Māori language development for staff.
- Karakia is regularly used at Assembly and Formtime.
- Mihi whakatau are held to welcome visitors and at the beginning of the year.
- Matariki celebrations including activities exploring the significance of Matariki, culminating in a hāngī and the House Haka Competition.
- Four students participated in Ngā Manu Kōrero, placing second.
- Fourth place at the Waitaha Secondary Schools Kapa Haka, including a number of placing for performance categories.
- Māori and Pasifika Graduation held at the end of 2025.

TARGETS	PROGRESS
a. Social Club provide at least two opportunities per term for staff to socialise and be collegial.	10 opportunities provided to socialise and be collegial throughout 2025.
b. Health and safety Policy thoroughly reviewed.	Completed during the year with procedures introduced to support the policy.
c. At least five staff receive appropriate health and safety professional learning.	Three staff received appropriate health and safety professional learning.
d. Board processes for EOTC are developed to reflect safe and healthy practice.	Health and safety systems developed. Health and safety register has been developed and high-risk activities reviewed and approved by the Board.

KIWISPORT STATEMENT FOR YEAR ENDING 31 DECEMBER 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport.

During 2025 the school received total Kiwisport Funding of \$32,942.58 (excluding GST). The funding was used to fund co-curricular sports salaries.

GOOD EMPLOYER COMPLIANCE FOR YEAR ENDING 31 DECEMBER 2025

Shirley Boys' High School Ngā Tama o Ōruapaeroa complies with being a good employer. The Board meets the obligations to provide good and safe working conditions by taking all steps, so far as is reasonably practicable, to meet its primary duty of care obligations and responds to all reasonable concerns and requests made by employees.

The Board has an Equal Employment Opportunities policy which ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.

The Board appoints appropriately trained and qualified staff to all teaching and non-teaching positions and strives to find the best person for each position. They uphold a commitment to Te Tiriti o Waitangi through their vision, values and strategic priorities which reflect Te Ao and tikanga Māori.

The Board shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. When making appointments they select the person most suited to the position in terms of skills, experience, qualifications, and aptitude.

The Board also recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.

Equal Employment Opportunities

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	X	
Has this policy or programme been made available to staff?	X	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	X	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	X	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	X	
Does your EEO programme/policy set priorities and objectives?	X	



SHIRLEY BOYS' — HIGH SCHOOL —

Ngā Tama o Ōruapaeroa