

# ROTORUA BOYS' HIGH SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 152

**Principal:** A.C.Grinter

**School Address:** 1604 Pukuatua Street, Utuhina, Rotorua

**School Postal Address:** PO Box 10148, Rotorua

**School Phone:** 07 3486199

**School Email:** [info@rbhs.school.nz](mailto:info@rbhs.school.nz)

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Herby Ngawhika	Presiding Member	Election	2025
Chris Grinter	Principal ex Officio		
Marty Hine	Parent Representative	Election	2025
Mercia Yates	Parent Representative	Election	2025
Wai Morrison	Parent Representative	Election	2025
Mark Lawrence	Parent Representative	Election	2022
Melanie Short	Parent Representative	Election	2022
Anaru Pewhairangi	Parent Representative	Election	2025
Paul Conrad	Staff Representative	Election	2025

**Accountant / Service Provider:**  
**Nawa Ruckes - Business Manager**

# ROTORUA BOYS' HIGH SCHOOL

Annual Report - For the year ended 31 December 2022

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# Rotorua Boys' High School

## Statement of Responsibility

For the year ended 31 December 2022

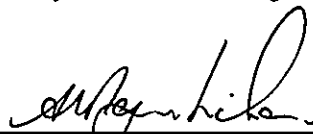
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Herby Te-Haute-Horo Ngawhika

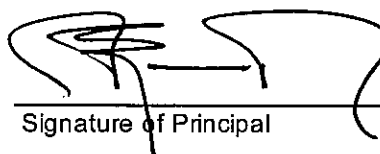


Signature of Presiding Member

Date:

30 May 2023

Albert Christopher Ginter



Signature of Principal

Date:

30 May 2023

# Rotorua Boys' High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	12,255,139	12,291,220	12,940,148
Locally Raised Funds	3	3,689,274	2,932,845	1,223,438
Interest Income		12,726	5,000	5,552
Impairment Reversal		1,271,550		
Hostel	4	1,260,720	1,300,730	1,175,436
<b>Total Revenue</b>		<b>18,489,409</b>	<b>16,529,795</b>	<b>15,344,576</b>
<b>Expenses</b>				
Locally Raised Funds	3	2,269,718	2,454,996	722,489
Hostel	4	686,626	541,362	760,920
Learning Resources	5	9,453,208	9,035,286	8,735,301
Administration	6	1,180,943	1,012,712	2,548,000
Finance		21,558	-	34,714
Property	7	2,104,349	2,671,153	1,868,014
Loss on Disposal of Property, Plant and Equipment		-	-	87,750
		<b>15,716,402</b>	<b>15,715,509</b>	<b>14,757,191</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>2,773,007</b>	<b>814,286</b>	<b>587,385</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>2,773,007</b>	<b>814,286</b>	<b>587,385</b>

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



# Rotorua Boys' High School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		6,299,101	5,801,388	5,801,388
Total comprehensive revenue and expense for the year		2,773,007	814,286	587,385
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		207,000	-	45,328
Contribution - Capital Projects		-	-	(135,000)
<b>Equity at 31 December</b>		9,279,108	6,615,674	6,299,101
Accumulated comprehensive revenue and expense		9,279,108	6,615,674	6,299,101
Reserves		-	-	-
<b>Equity at 31 December</b>		9,279,108	6,615,674	6,299,101

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.

# Rotorua Boys' High School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	1,067,704	1,085,000	1,193,151
Accounts Receivable	9	734,698	1,020,000	770,449
GST Receivable		58,386	-	44,473
Prepayments		104,271	-	-
Inventories	10	240,023	150,000	146,726
Investments	11	209,707	-	10,509
		2,414,789	2,255,000	2,165,308
<b>Current Liabilities</b>				
GST Payable		-	-	-
Accounts Payable	13	1,465,692	1,276,000	1,106,289
Revenue Received in Advance	14	535,370	450,000	446,578
Provision for Cyclical Maintenance	15	48,903	50,000	47,532
Finance Lease Liability	16	124,394	121,000	181,152
Funds held on behalf of Kiwi Park Cluster	18	12,497	-	12,497
		2,186,856	1,897,000	1,794,048
<b>Working Capital Surplus/(Deficit)</b>		227,933	358,000	371,260
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	9,357,228	6,552,674	6,277,845
Intangible Assets		-	-	-
		9,357,228	6,552,674	6,277,845
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	236,865	240,000	230,225
Finance Lease Liability	16	69,189	55,000	119,779
		306,054	295,000	350,004
<b>Net Assets</b>		9,279,107	6,615,674	6,299,101
<b>Equity</b>		9,279,108	6,615,674	6,299,101

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

# Rotorua Boys' High School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		4,131,799	10,111,989	5,336,474
Locally Raised Funds		3,475,474	1,901,541	936,493
Hostel		1,259,970	1,340,730	1,172,014
International Students		345,398	311,304	125,933
Goods and Services Tax (net)		(13,913)	60,000	49,030
Funds Administered on Behalf of Third Parties			12,496	12,496
Payments to Employees		(2,725,161)	(2,657,783)	(2,187,779)
Payments to Suppliers		(4,096,592)	(7,000,000)	(4,157,027)
Cyclical Maintenance Payments in the Year		(52,153)	(50,000)	(45,902)
Interest Paid		(21,558)	(35,000)	(34,714)
Interest Received		12,726	5,000	5,552
Net cash from/(to) Operating Activities		2,315,990	4,000,277	1,212,570
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(2,254,596)	(3,888,428)	(587,092)
Purchase of Investments		(199,198)	-	274,115
Net cash from/(to) Investing Activities		(2,453,794)	(3,888,428)	(312,977)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		207,000	-	45,328
Finance Lease Payments		(194,641)	(220,000)	(146,839)
Funds Held for Capital Works Projects			-	(237,462)
Net cash from/(to) Financing Activities		12,359	(220,000)	(338,973)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(125,445)</b>	<b>(108,151)</b>	<b>560,620</b>
Cash and cash equivalents at the beginning of the year	8	1,193,151	1,193,151	632,531
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>1,067,706</b>	<b>1,085,000</b>	<b>1,193,151</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense 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.

# **Rotorua Boys' High School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2022**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

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

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

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

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

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

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

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

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

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

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

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

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

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

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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

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

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

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks

and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities

less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

#### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

#### **j) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **k) Intangible Assets**

##### **Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

#### **l) Impairment of property, plant, and equipment and intangible assets**

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

##### **Non cash generating assets**

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

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

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.

#### **m) 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.

#### **n) 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, to 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.

#### **o) Revenue Received in Advance**

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

#### **p) 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 Revenue and Expense.

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

#### **q) 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 Revenue and Expense.

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

#### **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### **s) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**t) Financial Instruments**

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are 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.

**u) Borrowings**

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

**v) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	3,797,910	3,945,263	5,094,347
Teachers' Salaries Grants	7,069,632	6,610,000	6,645,662
Use of Land and Buildings Grants	1,117,362	1,480,619	1,017,658
Other Government Grants	270,235	255,338	182,481
	<u>12,255,139</u>	<u>12,291,220</u>	<u>12,940,148</u>

The school has opted in to the donations scheme for this year. Total amount received was \$174,000.

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	106,275	-	2,440
Fees for Extra Curricular Activities	323,356	-	197,347
Trading	2,826,802	2,616,320	449,573
Fundraising & Community Grants	74,057	82,913	262,006
Other Revenue	172,174	72,308	96,077
International Student Fees	186,610	161,304	215,995
	<u>3,689,274</u>	<u>2,932,845</u>	<u>1,223,438</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	302,269	75,900	202,508
Trading	1,829,447	2,309,096	360,907
Other Locally Raised Funds Expenditure	49,110	-	59,888
International Student - Student Recruitment	37,115	38,000	39,679
International Student - Other Expenses	51,777	32,000	59,507
	<u>2,269,718</u>	<u>2,454,996</u>	<u>722,489</u>
<b>Surplus/ (Deficit) for the year Locally raised funds</b>	<u>1,419,556</u>	<u>477,849</u>	<u>500,949</u>

Donations totalled \$106,275

During the year the School hosted 21 International students (2021:20)

### Hostel Financial Performance

## 5. Learning Resources

## 6. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	15,189	15,189	14,747
Board Fees	6,600	7,425	5,750
Board Expenses	5,812	10,000	9,286
Communication	47,618	49,000	47,230
Consumables	12,900	25,000	9,146
Operating Lease	83,127	64,000	70,780
Legal Fees	6,706	3,000	3,905
Other	206,941	158,500	1,699,988
Employee Benefits - Salaries	674,435	569,578	570,792
Insurance	91,122	85,000	90,092
Service Providers, Contractors and Consultancy	30,493	26,020	26,284
	<b>1,180,943</b>	<b>1,012,712</b>	<b>2,548,000</b>

## 7. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	34,411	38,000	29,357
Consultancy and Contract Services	183,295	168,000	160,814
Cyclical Maintenance Provision	60,164	5,000	(42,418)
Grounds	68,143	66,500	54,178
Heat, Light and Water	217,299	156,500	140,246
Rates	30,946	27,000	24,688
Repairs and Maintenance	173,961	462,372	194,609
Use of Land and Buildings	1,117,362	1,480,619	1,017,658
Security	4,820	5,300	8,034
Employee Benefits - Salaries	213,948	261,862	280,848
	<b>2,104,349</b>	<b>2,671,153</b>	<b>1,868,014</b>

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.

## 8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	1,067,704	1,085,000	961,092
Short-term Bank Deposits	-	-	232,059
Cash and cash equivalents for Statement of Cash Flows	<u>1,067,704</u>	<u>1,085,000</u>	<u>1,193,151</u>

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

Of the \$1,067,704 Cash and Cash Equivalents, \$13,389 of unspent grant funding is held by the School. This 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.

Of the \$1,067,704 Cash and Cash Equivalents, \$12,446 is held by the School on behalf of the Attendance Services cluster. See note 20 for details of how the funding received for the cluster has been spent in the year.

Of the \$1,067,704 Cash and Cash Equivalents, \$32,607 is held by the School as Income in Advance for a proposed School Trip to Argentina in 2023.

## 9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	106,299	1,020,000	212,008
Receivables from the Ministry of Education	-	-	-
Teacher Salaries Grant Receivable	628,399	-	558,441
	<u>734,698</u>	<u>1,020,000</u>	<u>770,449</u>
Receivables from Exchange Transactions	106,299	1,020,000	212,008
Receivables from Non-Exchange Transactions	628,399	-	558,441
	<u>734,698</u>	<u>1,020,000</u>	<u>770,449</u>

## 10. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
School Uniforms	227,613	150,000	146,726
Canteen	12,410	-	-
	<u>240,023</u>	<u>150,000</u>	<u>146,726</u>

## 11. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	209,707	-	10,509
Total Investments	<u>209,707</u>	<u>-</u>	<u>10,509</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land	-				-	-
Buildings	1,662,322	1,950,323	86,881	1,271,550	(82,960)	4,888,116
Building Improvements	155,840	112,885	(155,840)		-	112,885
Hostel	381,839	31,360	2,860,558		(87,190)	3,186,566
Furniture and Equipment	3,530,615	97,624	(2,791,597)		(95,577)	741,065
Information and Communication	152,385	57,912			(50,418)	159,879
Technology						
Motor Vehicles	75,373				(18,600)	56,773
Textbooks	8,304	4,527			(3,396)	9,435
Leased Assets	300,932	87,292			(194,641)	193,582
Library Resources	10,231	764	(793)		(1,275)	8,927
<b>Balance at 31 December 2022</b>	<b>6,277,841</b>	<b>2,342,687</b>	<b>(791)</b>	<b>1,271,550</b>	<b>(534,057)</b>	<b>9,357,228</b>

The net carrying value of equipment held under a finance lease is \$193,584 (2021: \$300,932)

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	6,019,026	(1,130,910)	4,888,116	2,512,082	(849,760)	1,662,322
Building Improvements	112,885	-	112,885	155,840	-	155,840
Hostel	4,518,303	(1,331,737)	3,186,566	1,626,128	(1,244,285)	381,843
Furniture and Equipment	1,710,684	(969,619)	741,065	4,404,655	(874,040)	3,530,615
Information and Communication Tec	452,383	(292,504)	159,879	394,472	(242,087)	152,385
Motor Vehicles	172,838	(116,065)	56,773	172,838	(97,465)	75,373
Textbooks	169,971	(160,536)	9,435	165,444	(157,140)	8,304
Leased Assets	1,010,698	(817,116)	193,582	923,405	(622,473)	300,932
Library Resources	43,592	(34,665)	8,927	46,423	(36,192)	10,231
<b>Balance at 31 December</b>	<b>14,210,380</b>	<b>(4,853,152)</b>	<b>9,357,228</b>	<b>10,401,287</b>	<b>(4,123,442)</b>	<b>6,277,845</b>

## 13. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	811,699	1,221,000	470,609
Accruals	-	-	-
Employee Entitlements - Salaries	628,399	-	590,920
Employee Entitlements - Leave Accrual	25,594	55,000	44,760
	<b>1,465,692</b>	<b>1,276,000</b>	<b>1,106,289</b>
Payables for Exchange Transactions	1,465,692	1,276,000	1,057,280
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			49,009
	<b>1,465,692</b>	<b>1,276,000</b>	<b>1,106,289</b>

The carrying value of payables approximates their fair value.

#### 14. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	53,829	110,000	94,446
International Student Fees in Advance	304,634	150,000	145,846
Hostel Fees in Advance	34,950	40,000	35,700
Other revenue in Advance	141,957	150,000	170,586
	<u>535,370</u>	<u>450,000</u>	<u>446,578</u>

#### 15. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	277,757	277,757	277,872
Increase to the Provision During the Year	60,163	5,000	(42,418)
Use of the Provision During the Year	(52,152)	7,243	42,303
Other Adjustments	-	-	-
Provision at the End of the Year	<u>285,768</u>	<u>290,000</u>	<u>277,757</u>
Cyclical Maintenance - Current	48,903	50,000	47,532
Cyclical Maintenance - Non current	236,865	240,000	230,225
	<u>285,768</u>	<u>290,000</u>	<u>277,757</u>

#### 16. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year			
Later than One Year and no Later than Five Years	124,394		181,152
Later than Five Years	69,190		119,779
Future Finance Charges			
	<u>193,584</u>	<u>-</u>	<u>300,931</u>
<b>Represented by</b>			
Finance lease liability - Current	124,394		181,152
Finance lease liability - Non current	69,190		119,779
	<u>193,584</u>	<u>-</u>	<u>300,931</u>

## 17. Funds Held for Capital Works Projects

During the year the School had no capital works projects.

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
B Block Toilets	<i>completed</i>	36,839	80,985	(124,988)	7,164	-
Replace Main Field Stand	<i>completed</i>	77,900	262,800	(372,521)	31,821	-
Science Block	<i>completed</i>	235	-	-	(235)	-
Schoolwide Security Upgrade	<i>completed</i>	43,652	20,805	(64,457)	-	-
MC Office / A Block	<i>completed</i>	78,836	13,250	(109,520)	17,434	-
Totals		237,462	377,840	(671,486)	56,184	-

### Represented by:

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

## 18. Funds Held on Behalf of Attendance Cluster

Rotorua Boys' High School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	12,497		-
Funds Received from Cluster Members			
Funds Received from MoE	414,243		279,988
Total funds received	414,243	-	279,988
Funds Spent on Behalf of the Cluster	(93,873)		(40,049)
Funds remaining	320,370	-	239,939
Distribution of Funds			
Rotorua Girls' High School	53,855		39,858
Rotorua Lakes High School	46,454		41,359
Western Heights High School	92,907		69,751
Murupara Area School	40,046		12,005
Rotorua Boys' High School	87,108		64,469
Funds Held at Year End	12,497	-	12,497

## 19. 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.

## 20. Remuneration

### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	6,600	5,750
<i>Leadership Team</i>		
Remuneration	2,107,251	1,826,235
Full-time equivalent members	17	14
Total key management personnel remuneration	2,113,851	1,831,985

There are 6 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that meet regularly. 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 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220 - 230	210 - 220
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	13.00	13.00
110 - 120	7.00	8.00
120 - 130	3.00	
130 - 140	4.00	4.00
	27.00	25.00

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-



## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has no contract agreements for capital works.

(Capital commitments at 31 December 2021: Nil)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

#### (a) operating lease of vehicles;

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
No later than One Year	73,313	34,714
Later than One Year and No Later than Five Years	109,547	87,750
Later than Five Years		
	<u>182,860</u>	<u>122,464</u>

The total lease payments incurred during the period were \$83,127 (2021: \$70,780).

## 24. 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,067,704	1,085,000	1,193,151
Receivables	734,698	1,020,000	770,449
Investments - Term Deposits	209,707	-	10,509
Total Financial assets measured at amortised cost	<u>2,012,109</u>	<u>2,105,000</u>	<u>1,974,109</u>

### Financial liabilities measured at amortised cost

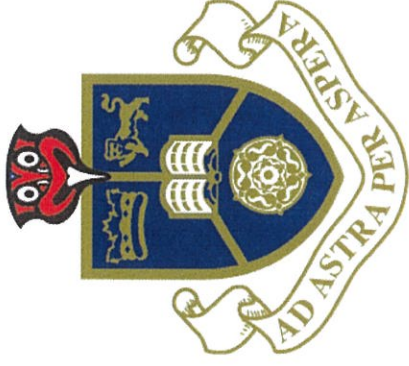
Payables	1,465,692	1,276,000	1,057,280
Borrowings - Loans	-	-	-
Finance Leases	193,583	176,000	300,931
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>1,659,275</u>	<u>1,452,000</u>	<u>1,358,211</u>

## 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.



# **Rotorua Boys' High School**

# **Annual Plan 2022**

**including analysis of variance**

**A.C. Grinter**  
**Principal**  
**16/12/2022**

## 1. Students and Their Learning

### Objective:

1. To have a school-wide approach to raising academic achievement for all students. Within this approach there will be:
  - a) A specific focus on the academic achievement of Māori students.
  - b) A specific focus on the academic achievement of Pasifika students

	Benchmark Aims	Responsibility	Measures
1.1.1	To maintain a school wide academic enrolment based pass rate of 85%+ across all senior year levels (Years 11-13).	DP - Teaching and Learning	Target reached
1.1.2	To continue to promote endorsements "Merits +" throughout the school as follows: <ol style="list-style-type: none"> <li>a. Year 9 60% +</li> <li>b. Year 10 55% +</li> <li>c. Year 11 30% +</li> <li>d. Year 12 30% +</li> <li>e. Year 13 30% +</li> </ol>	DP - Teaching and Learning Deans	Target achieved <ol style="list-style-type: none"> <li>a. Year 10</li> <li>b. Year 10</li> <li>c. Year 11</li> <li>d. Year 12</li> <li>e. Year 13</li> </ol>
1.1.3	To further promote Level 2 Literacy and UE Literacy as important academic outcomes for students with a view to eliminating any negative impact on student pathways to University.	DP - Teaching and Learning LoL - English CoL - Writing	85% Plus in Year 13
1.1.4	To review Classroom Iconography and establish a clear statement around Classroom Iconography for every teacher in every classroom	AP - Professional Learning DP - Student Support	Iconography displayed as required in each classroom

Key

Achieved

Partly achieved

Not achieved



Senior Leadership Team Vision, Goals and Action Points 2022 – based on 2021 end of Year Co-Construction Meeting			
Senior Leadership Vision	To provide leadership across all dimensions of the school whilst displaying consistency in the concept of “Whakatinanahia” (to embody what you say) within a Whānau Whānui context.		
Senior Leadership Goal 1	<p>The Senior Leadership Team will use the dimensions of the GPILSEO Model to guide our approach and we will embrace the key principles of Whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations) and Whakapiringatanga (well managed environments).</p> <p>GPILSEO Model</p> <p>G - goals</p> <p>P - pedagogy</p> <p>I - institutions</p> <p>L - leadership</p> <p>S - spread</p> <p>E - evidence</p> <p>O - ownership</p>		
Senior Leadership Goal 2	The Senior Leadership Team will support the Middle Leaders ( Leaders of Learning, Assistant Leaders of Learning, Deans and Pastoral Committee) to implement the goals and actions in the 2022 Annual Plan. We will collaborate with them, provide resources and professional development opportunities in a timely manner, in order for our school wide goals to be achieved. The achievement of these goals will lead to improved engagement, attendance and academic achievement for Māori students.		
	Actions - General	Responsibility	Measures
1.1.5	Support the following Learning Areas: <ul style="list-style-type: none"> <li>Physical Education</li> <li>Social Science</li> <li>Technology</li> </ul>	Principal DP – Teaching and Learning	Support strategies established for each
1.1.6	Provide the necessary support and resources to ensure our successful participation in the NCEA Level 1 Pilot projects that we have been selected to participate in.	DP – Teaching and Learning	Support strategies established for each
1.1.7	Monitor and support the “destreaming” of Year 9.	AP – Professional Learning	New structure successful
1.1.8	Monitor and support the integration of the Building Trades Academy.	Principal DP – Teaching and Learning	BTA year successful
1.1.9	Mentor and support all new staff.	AP – Professional Learning	Meeting schedules held
1.1.10	Review of timing for Junior Exams and how this will impact support programmes for Senior students.	SLT	Time slot for Junior Exams established

Key

Achieved

Partly achieved

Not achieved



	Actions - Deputy Principal, Teaching and Learning Tumuaki Tuarua - Whakaako and Ako	Responsibility	Measures
1.1.11	Implementation and monitoring of the 6 subject timetable.	DP – Teaching and Learning	6 subjects embedded
1.1.12	All aspects of the Curriculum Refresh	DP – Teaching and Learning	Improved outcomes in refresh aspect
1.1.13	Use of Digital Technology and creation of Digital Resources.	DP – Teaching and Learning	Improved Digital Resources
1.1.14	Professional Growth Cycle	DP – Teaching and Learning	Professional Growth Cycle refreshed
	Actions - Deputy Principal, Cultural Capacity Tumuaki Tuarua - Āheinga Ahurea	Responsibility	Measures
1.1.15	Promote cross curricular connections and the inclusion of culturally appropriate and responsive resources.	DP – Cultural Capacity	Further cross-curricular connections established
1.1.16	Continue to build Cultural Capacity including a focus on Pasifika.	DP – Cultural Capacity	Pasifika capacity strengthened
1.1.17	Build and strengthen our links with Te Taumata.	DP – Cultural Capacity	Links strengthened
1.1.18	Plan for Matariki 2022.	DP – Cultural Capacity	Plan established
	Actions - Assistant Principal Professional Learning Te Piki Tumuaki – Whakawhanake Akoranga	Responsibility	Measures
1.1.19	Full implementation of PaCT at Year 9 and 10.	AP – Professional Learning	PaCT implemented fully
1.1.20	Support and collaborate with the English and Maths Faculties to ensure success of the Literacy and Numeracy pilots.	AP – Professional Learning	Pilots successful
1.1.21	Connections with our Kāhui Ako	AP – Professional Learning	Strong connections
1.1.22	Plan for Rongohia Te Hau - 2022	AP – Professional Learning	Strong Rongohia Te Hau in 2022
1.1.23	Coordinate core class co-construction meetings for Year 9 and 10	AP – Professional Learning	Scheduled meetings take place
	Actions - Deputy Principal Student Support Tumuaki Tuarua - Taunaki Ākonga	Responsibility	Measures
1.1.24	Review the attendance protocols.	DP – Student Support	Review undertaken
1.1.25	Support the new attendance advisors.	DP – Student Support	New AA's effective
1.1.26	Monitor our school uniform	DP – Student Support	Continued improvement
1.1.27	Manage the buses.	DP – Student Support	Bus services operate well
1.1.28	Oversee the leadership programme across all year levels	DP – Student Support	Effective leadership programme

Key

Achieved

Partly achieved

Not achieved

	Actions - Deputy Principal Administration Tumuaki Tuarua - Whakahaerenga	Responsibility	Measures
1.1.29	All matters related to Teacher Relief including digitising this process.	DP – Administration	Teacher relief withinin budget
1.1.30	Digitise the EOTC process by investigating the use of School Bridge or School Point	DP – Administration	EOTC process effective
1.1.31	Further development of the OED programmes	DP – Administration	OE subject area strengthened
1.1.32	Day to day support of the lunch programme.	DP – Administration	Lunch programme operates effectively



Leaders of Learning Vision, Goals and Action Points 2022 – based on 2021 end of Year Co-Construction Meeting			
LoL Vision	To lead our faculties in the development, implementation and delivery of innovative and engaging learning programmes within a Whānau Whānui context (extended family). Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations), Whakapirirangatanga (well managed environments).		
LoL Leadership Goal	We will use Rongohia Te Hau data and Professional Growth Cycle evidence to provide specific support to the teachers in our faculty to ensure that they improve their practice in relation to the Effective Teaching Profile and the Rongohia Te Hau continuum. By doing this we will be supporting our teachers to embed the Effective Teaching Profile, meet the standards for the teaching profession and aim for Rāwhiti-mā-raki. (The North East)		
	Actions	Responsibility	Measures
1.1.33	Support teachers to set an appropriate whāinga ā - tau ( yearly objective) based on embedding the Effective Teaching Profile. (See PGC document)	DP – Teaching and Learning LOL's	Yearly objectives set
1.1.34	Co-construct a plan with each teacher on how they will achieve their whāinga ā-tau. (Goal setting)	LOL's	Plan set
1.1.35	Complete the required observations or walkthroughs.	LOL's	Observations complete
1.1.36	Reflect on Rongohia Te Hau data and amend support accordingly.	LOL's	Review undertaken
1.1.37	Present "teacher X" as a case study for the 2022 end of year co-construction meeting. (Goal, steps, evidence)	LOL's	Case study presented
LoL Pedagogical Goal for 2022. (joint with Assistant Leaders of Learning)	We will use the refresh of the New Zealand Curriculum as an opportunity to further develop our Year 9 and 10 learning programmes. They will be culturally responsive and appropriate with a focus on a rich, localised curriculum. Differentiation to meet the needs of all learners will be evident and the skills required to be an effective student of Raukura will be explicit in our learning programmes. These actions will improve the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.1.38	Co-construct an Effective Student Profile that encompasses our school values and includes the 21st century skills. (Current ESP with our school values added?) Look at this at TOD in Week 9	DP – Teaching and Learning SLP LOL's	ESP reviewed
1.1.39	Use the "Learn it live it teach it" slogan to embed differentiation into every unit of work. (Step through the learning process)	DP – Teaching and Learning SLP LOL's	Differentiation evident

Key

Achieved

Partly achieved

Not achieved



1.1.40	Continue to use the Learning Progressions Framework and PaCT to provide our students with the Literacy and Numeracy skills that they require to be successful in NCEA.	DP – Teaching and Learning SLP LOL's	PaCT use widespread
1.1.41	Utilise the Digital Bookshelf and the cultural capacity within our kura to include Raukutatanga and Ngāti Whakauetanga across the curriculum to develop a rich, localised curriculum	DP – Teaching and Learning AP – Professional Learning LOL's	Digital bookshelf developed
1.1.42	Continue to integrate the innovative use of digital technology across the curriculum with a focus on developing digital fluency.	LOL's	Digital Fluency developed
1.1.43	Develop a consistent approach to the teaching and integration of appropriate research skills and referencing where applicable.	LOL's	Research skills developed
1.1.44	Create local content on Education Perfect, with each teacher to create one task where appropriate.	LOL's	Local content contribution / staff member
1.1.45	Consistent use of Write That Essay across Year 9 and where applicable within the Year 10 and senior school	LOL's	WTE well used in Year 9
1.1.46	Develop and implement organic cross curricular opportunities.	LOL's	Opportunities developed
LoL Senior Focus Pedagogical Goal	We will continue to lead the development of innovative learning programmes which reflect a rich, localised curriculum, promote digital fluency, embed metacognitive strategies and track the progress and achievement of students. We will identify cross faculty connections and use these to enrich the learning opportunities for our students and allow them to make connections across learning areas. These actions will improve the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.1.47	Provide opportunities in all classes which encourage power sharing and allow students to co-construct their learning.	LOL's	Power sharing evident
1.1.48	Integrate the use of bilingual terminology across all programmes. (Raukutatanga)	LOL's	Bilingual terminology evident
1.1.49	Build a rich, localised curriculum with evidence of Raukutatanga, Ngāti Whakauetanga and other culturally appropriate content in all programmes.	LOL's	Rich, local content evident
1.1.50	Continue to build digital fluency and digital progress outcomes including coding and computational thinking in all applicable programmes.	LOL's	Digital Fluency development evident
1.1.51	Introduce QR codes to Learning Walls.	LOL's	QR codes evident
1.1.52	Improve differentiation practices in all classrooms.	LOL's	Differentiation evident
1.1.53	Maintain our capacity to move seamlessly to authentic online learning should the need arise.	LOL's	Online readiness evident

Key

Achieved

Partly achieved

Not achieved

1.1.54	<p>Each Leader of Learning must select at least one action from the 2021 Action Points that they wish to continue to work on in 2022:</p> <ul style="list-style-type: none"> <li>• Learning Walls</li> <li>• Visible Tracking systems</li> <li>• Learning Progressions.</li> <li>• Cross Curricular Connections</li> <li>• Assessment Practices (Self and Peer Assessment)</li> <li>• Learning Intentions and Success Criteria.</li> </ul> <p>Evidence for these action points will be shared at the Leaders of Learning Meetings that are held each term.</p>	LOL's	Chosen Action Point developed and shared.
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Key

Achieved

Partly achieved

Not achieved



Assistant Leaders of Learning Vision, Goals and Action Points 2022 – based on 2021 end of Year Co-Construction Meeting			
ALoL Vision	To provide the support within our faculties that will assist the teachers to develop and implement innovative and engaging learning programmes. Our guiding principles will be Whanaungatanga (connections) Manaakitanga (caring) and Mana Motuhake (high expectations)		
ALoL Pedagogical Goal (joint with Leaders of Learning)	We will use the refresh of the New Zealand Curriculum as an opportunity to further develop our Year 9 and 10 learning programmes. They will be culturally responsive and appropriate with a focus on a rich, localised curriculum. Differentiation to meet the needs of all learners will be evident and the skills required to be an effective student of Raukura will be explicit in our learning programmes. These actions will improve the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.1.55	Co-construct an Effective Student Profile that encompasses our school values and includes the 21st century skills. ( Current ESP with our school values added?) Look at this at TOD in Week 9	DP – Teaching and Learning SLP ALOL's	ESP reviewed
1.1.56	Use the "Learn it live it teach it" slogan to embed differentiation into every unit of work. (Step through the learning process)	DP – Teaching and Learning SLP ALOL's	Differentiation evident
1.1.57	Continue to use the Learning Progressions Framework and PaCT to provide our students with the Literacy and Numeracy skills that they require to be successful in NCEA.	DP – Teaching and Learning SLP ALOL's	PaCT use widespread
1.1.58	Utilise the Digital Bookshelf and the cultural capacity within our kura to include Raukura and Ngāti Whakauetanga across the curriculum to develop a rich, localised curriculum	DP – Teaching and Learning AP – Professional Learning ALOL's	Digital bookshelf developed
1.1.59	Continue to integrate the innovative use of digital technology across the curriculum with a focus on developing digital fluency.	ALOL's	Digital Fluency developed
1.1.60	Develop a consistent approach to the teaching and integration of appropriate research skills and referencing where applicable.	ALOL's	Research skills developed
1.1.61	Create local content on Education Perfect, with each teacher to create one task where appropriate.	ALOL's	Local content contribution / staff member
1.1.62	Consistent use of Write That Essay across Year 9 and Year 10 and where applicable within the senior school	ALOL's	WTE well used in Year 9
1.1.63	Ensure that changes that are made align with the changes to NCEA.	ALOL's	Opportunities developed
1.1.64	Develop and implement organic cross curricular opportunities.	DP – Teaching and Learning SLP ALOL's	ESP reviewed

Key

Achieved

Partly achieved

Not achieved



ALoL Leadership Goal	We will support our faculties to reflect on the impact that our teaching and learning programmes are having on the progress outcomes of our students (Know thy impact) by using evidence. This process will improve the academic performance of Māori students and support our teachers to embed the Effective Teaching Profile, meet the standards for the teaching profession and aim for Rāwhiti-mā-raki.			
	Actions	Responsibility	Measures	
1.1.65	Support the use of effect size as part teacher reflection.	ALOL's	Effect size evident	
1.1.66	Programmes are adjusted or amended to reflect that we are using data and narratives to inform our practice. For example the use of PaCT reports, AsTTle results the "Science Thinking with Evidence" Test during the termly faculty co-construction process.	ALOL's	Data use to inform practice evident	
1.1.67	Demonstrate how data has been used to improve student outcomes and present a case study of an individual student's journey at the end of year co-construction meeting.	ALOL's	Data use for case study presented	
1.1.68	The Assistant Leaders of Learning for Science, Technology, The Arts and Physical Education (Year 9 only) will ensure that the co-construction process takes place for each of the Year 9 and 10 option groups.	ALOL's	Co-construction takes place	

Key

Achieved

Partly achieved

Not achieved

Community of Learning Leaders Goal and Action Points 2022 – based on 2021 end of Year Co-Construction Meeting			
CoL's Goal	The In School CoL Leaders will clearly communicate with the Leaders of Learning, Assistant Leaders of Learning and teachers. They will work collaboratively with the other schools within the Kāhui Ako where possible. They will schedule meetings in a timely manner and provide the necessary support and resources to the teachers that they are working with. The initiatives that they are implementing will improve the engagement and achievement of Māori students.		
	Actions - General	Responsibility	Measures
1.1.69	Action Plans prepared and submitted.	DP – Teaching and Learning	Plan submitted
1.1.70	Action plans discussed with the relevant stakeholders.	DP – Teaching and Learning	Plan discussed
1.1.71	Plan collaboratively with the stakeholders for the implementation of the action plans.	DP – Teaching and Learning	Stakeholders consulted
1.1.72	Connect with other schools within the Kāhui Ako if appropriate and where there is a common goal.	DP – Teaching and Learning	Connections actioned
1.1.73	Prepare required resources to support the implementation of the action plan.	DP – Teaching and Learning	Resources established
	Actions	Responsibility	Measures
1.1.74	Embedding Learning Progressions and Visible Learning Principles into teaching practice Action Plan	CoL – Embedding Learning Progressions	Action plan established and achieved
1.1.75	Cross Curricular extension and enrichment in Year 9 Action Plan	CoL – Cross Curricular extension	Action plan established and achieved
1.1.76	Supported Learners Programme Action Plan	CoL - Supported Learners	Action plan established and achieved
1.1.77	Cross Curricular Writing Action Plan	CoL - Writing	Action plan established and achieved
1.1.78	Digital Fluency Action Plan	CoL – Digital Fluency	Action plan established and achieved

Key

Achieved

Partly achieved

Not achieved



Pasifika Goal and Action Points 2022 – based on 2021 end of Year Co-Construction Meeting			
Pasifika Vision	To provide students and whānau with support which focuses on academic achievement and cultural engagement of Tama Pasifika at Raukura. Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations), Whakapiringatanga (well managed environments).		
Pasifika Goal	By strengthening the connections of the Tama Pasifika students to their cultural identity, the Tama Pasifika Staff will empower and guide students to increase their participation, engagement and academic achievement during their years at Raukura.		
	Actions - Tupu Manuia Study Space Manager	Responsibility	Measures
1.1.79	To begin Tupu Manuia in Term 1, Week 5.	DP – Cultural Capacity and Team	Programme presented
1.1.80	For every term, Tupu Manuia runs for 60% of that time.	DP – Cultural Capacity and Team	Programme completed each Term
1.1.81	Establish a Tupu Manuia schedule.	DP – Cultural Capacity and Team	Schedule established
1.1.82	Establish a roster of Tama Pasifika staff members to support.	DP – Cultural Capacity and Team	Roster established
1.1.83	Create topics for each Tupu Manuia Session.	DP – Cultural Capacity and Team	Topics created
1.1.84	Assist our students with the 2022 Pasifika Speech Competition.	DP – Cultural Capacity and Team	Strong speech competition entries
	Actions - Administrator	Responsibility	Measures
1.1.85	Create an Attendance roll for Tupu Manuia.	DP – Cultural Capacity and Team	Roll established
1.1.86	Work alongside Deans to support Pasifika students and whānau during hui, and as a communicator.	DP – Cultural Capacity and Team	Support provided
1.1.87	Assist with various Tama Pasifika cultural events.	DP – Cultural Capacity and Team	Support provided
	Actions - Manager	Responsibility	Measures
1.1.88	Organise relevant paperwork for all Tama Pasifika events. Oversee 2022 Pasifika Speech Competition with Tupu Manuia Study Space Manager.	DP – Cultural Capacity and Team	Planning completed

Key

Achieved

Partly achieved

Not achieved

	Actions – Teacher in Charge	Responsibility	Measures
1.1.89	Pacific Studies courses to be established and then developed continually.	DP – Cultural Capacity and Team	Courses developed
1.1.90	Pasifika Reo is maintained throughout the year.	DP – Cultural Capacity and Team	Pasifika Reo maintained
1.1.91	Establish Pasifika Hui Whānau each year and update posters, presentations and brochures where needed.	DP – Cultural Capacity and Team	Hui held
1.1.92	Work with Tupu Manuia Study Space Manager to implement topics into Tupu Manuia, similar to what we do in Talanoa Ako.	DP – Cultural Capacity and Team	Topics implemented
1.1.93	Lead the organisation and implementation of the action plan.	DP – Cultural Capacity and Team	Action plan implemented

Key

Achieved

Partly achieved

Not achieved



<b>Awhina Goal and Action Plan 2022 – based on 2021 end of Year Co-Construction</b>				
Awhina Goal	Given excellent progress with systems and management at the Awhina Activity Centre the key focus for 2022 will be the enhancing of the Teaching and Learning programme and achievement outcomes for the students. This will include strengthening Digital Literacy. This will improve engagement and the academic outcomes for Māori students.			
	Actions	Responsibility	Measures	
1.1.94	Continue to train in the application of e-asTTle measurements.	Director AP - Professional Learning	Training undertaken	
1.1.95	Upskill and train Teacher Aides to use the Probe Reading assessment and to use the "Pause, Prompt, Praise" reading strategy as a means to improve reading and comprehension.	Director AP - Professional Learning	Teacher Aide Trained. Individual reading programme established.	
1.1.96	Investigate the possibility of enrolling Teacher Aides in the Level 4 course offered by Toi Ohomai.	Director Head of Guidance	Information on Level 4 course provided	
1.1.97	Explore with the Rotorua Boys' High School Assistant Principal effect size measuring to help demonstrate value added.	Director AP - Professional Learning	Value added demonstrated	
1.1.98	Provide support for the new Director to ensure a smooth transition from the past Director into the new leadership for the centre.	Principal Head of Guidance	Successful transition evident	
1.1.99	Provide the following PLD programmes for the Director and Teacher in 2022 : 1. E-AsTTLE 2. Effect size 3. Digital Fluency 4. Managing At Risk Behaviour	Director	PLD provided 1. 2. 3. 4.	
1.1.100	Maintain the strong relationships built with Key Partners e.g CCS, Rotorua Trust, MSD	Director	Strong relationships maintained	
1.1.101	Continue to promote healthy eating by way of the Ka Ora, Ka Ako programme and given the new timing of those lunches at 12.10pm.	Director	Healthy eating promoted	
1.1.102	Ensure students transitioning back to host schools and especially those transitioning to courses are well supported by the whānau support worker.	Director	Support evident	
1.1.103	Continue to enhance the physical environment at Awhina as follows : 1. Install security and camera coverage to the garage workshop 2. Replace furniture in interview room 3. Carpet Foyer and offices (by funding from CCS) 4. Stain the new fence	Director	Physical Environment improvements completed 1. 2. 3. 4.	



1.1.104	Ensure funding is in place so a second Kaiawhina can be appointed early in the 2022 school year. (once Rotorua Trust funding is in place).	Director	Funding secured
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**Objective:**

2. To have a school-wide approach to improving attendance.

	Benchmark Aims	Responsibility	Measures
1.2.1	To achieve a school wide attendance rate of 90% plus.	DP - Student Support	Target achieved
1.2.2	Continue to develop strategies to target the 25 worst attenders at each year level.	DP - Student Support	Strategies established
1.2.3	Deans to promote and reward good individual attendance.	DP – Student Support Deans	Top attendance celebrated
1.2.4	Follow established procedure for unjustified absence referrals with MOE.	DP – Student Support	Referral process followed
1.2.5	Continue attendance challenge each term to promote and motivate student attendance.	DP – Student Support Deans	Challenges promoted

Deans Committee Vision, Goals and Action Points 2022 – based on 2021 end of Year Co-Construction Meeting			
Deans Committee Vision 2022	To provide support to students, Whānau and House Group Tutors which focuses on the academic progress and attendance of the students in each year level within a Whānau Whānui context (extended family) Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring) and Mana Motuhake (high expectations)		
Junior Deans Attendance Goal	The Junior Deans will support the House Group Tutors to adopt an agentic approach to the monitoring of attendance in Year 9 and 10. They will use motivational strategies for students and build relationships with Whānau that encourage kanohi ki te kanohi as a positive approach to dealing with attendance concerns. This will promote the concept of Whānau Whānui and support improved academic outcomes for Māori students.		
Junior Deans Achievement Goal	The Junior Deans will establish an academic target prior to the commencement of the academic year. They will communicate with the House Group Tutors to establish a clear monitoring process for those students. Fortnightly reports will be used to measure progress and amend target groups. A visible traffic light wall will be created and used to monitor progress.		
1.2.6	Actions	Responsibility	Measures
	Support House Group Tutors to utilise Kamar to track student attendance.	DP – Student Support Deans	KAMAR training provided

Key

Achieved

Partly achieved

Not achieved



1.2.7	Implement consistent protocols to deal with lateness.	DP – Student Support Deans	Lateness protocols established
1.2.8	Use their tracking sheets to track academic progress of students.	DP – Student Support Deans	Tracking evident
1.2.9	Monitor academic progress of the target group who have been identified as at risk of not achieving.	DP – Student Support Deans	Monitoring of target group evident
1.2.10	Monitor progress towards endorsement in Junior Certificate by creating an “Aiming for Endorsement” target group.	DP – Student Support Deans	Endorsement group established
1.2.11	Promote the “extension and enrichment” co-curricular groups.	DP – Student Support Deans CoL	Extension evident
1.2.12	Embed the Raukura Effective Student Profile at each year level.	DP – Student Support Deans	ESP evident
1.2.13	Continue to build on the Te Honoa Toi system as a supportive, positive environment with subject specific support. Subject support will count as co-curricular involvement.	DP – Student Support Deans	THT effective
1.2.14	Continue to develop and support the role of the House Group Tutor.	DP – Student Support Deans	Role defined
1.2.15	Encourage kanohi ki te kanohi communication with whānau.	DP – Student Support Deans	Meetings evident
1.2.16	Monitor the change from 9X to Rugby class in Year 10.	DP – Student Support Deans	Class monitored
1.2.17	Explore the use of See Saw as a means of communication with whānau.	DP – Student Support Deans	Application explored/used
Senior Deans Attendance Goal	The Senior Deans will adopt an agentic approach to dealing with attendance by reviewing the attendance letter process and developing a culturally appropriate process for communicating with Whānau. They will support their House Group Tutors to follow this process by working alongside their House Group Tutors, modelling manaakitanga and mana motuhake. These actions will support improved academic outcomes for Māori students.		
Senior Deans Academic Goal	The Senior Deans will establish an academic target group prior to the commencement of the academic year. They will include any students who may be at risk of leaving school after the 70 day deadline. They will communicate clearly with the House Group Tutors to ensure that all		



	measures have been taken to ensure that students have had the opportunity to gain a qualification or provide an accurate narrative on the students pathway. By doing this we will improve the academic outcomes for Māori students.		
	<b>Actions</b>	<b>Responsibility</b>	<b>Measures</b>
1.2.18	Establish target groups using the information provided by the previous year level	DP – Student Support Deans	Target groups established
1.2.19	Deans to develop a termly review process, using Kamar, for tracking student progress in portfolio based subjects. This could include the use of the estimated credits function in Kamar.	DP – Student Support Deans	Credit review each term
1.2.20	Develop consistent progress and credit acquisition checkpoints and timely support programmes.	DP – Student Support Deans	Check points established
1.2.21	The Deans will use House Group time to get to know their cohort and support the House Group tutors with the tracking of attendance and academic progress.	DP – Student Support Deans	Deans to visit House Group's weekly in rotation
1.2.22	Senior Deans to adopt an agentic approach in dealing with attendance and review the effectiveness of the current attendance protocols.	DP – Student Support Deans	New protocols followed
1.2.23	Encourage kanohi ki te kanohi communication with whānau.	DP – Student Support Deans	Meetings held
1.2.24	Review the processes and approach to students leaving after 70 days.	DP – Student Support Deans	Processes reviewed
1.2.25	Continue to build on the Te Honoa Toi system as a supportive, positive environment with subject specific support.	DP – Student Support Deans	THT strengthened
1.2.26	Deans to check subject selection and timetables of their target group and suggest changes where appropriate at the beginning of the year.	DP – Student Support Deans	Timetable reviewed

### Objective:

3. To have a school-wide approach to increasing involvement and performance in co-curricular activities. This includes:

- a) A specific focus on involvement and performance in sport.
- b) A specific focus on enhancing opportunities for the development of Leadership and Citizenship.

	<b>Benchmark Aims</b>	<b>Responsibility</b>	<b>Measures</b>
1.3.1	To have 90% of Teaching Staff participate in a school co-curricular activity, be it sporting or cultural.	DP - Administration Director of Sport HOD Performing Arts	Target met

Key

Achieved

Partly achieved

Not achieved



1.3.2	To have a 65% plus student participation rate in student co-curricular activities.	DP – Administration Director Sport HOD Performing Arts	Target met
1.3.3	To maintain a Top Ten National ranking in three sporting codes annually.	Director of Sport	Target met

<b>Sports Academies Vision, Goal and Action Points 2022 – based on 2021 end of Year Co-Construction Meeting</b>			
Sports Academies Vision 2022	To assist students in developing skill sets that allow them to follow a pathway in sport and find success in life.		
Sports Academies Goal 2022	The Academy Directors will work collaboratively to develop appropriate code specific coaching and academic programmes in both the Senior and Junior Academies. They will use the principles of manaakitanga, mana motuhake and whakapiringatanga to develop better athletes both on the field and in the classroom. In doing this our Sports Academies will support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.3.4	The Academy Directors meet at least twice per term to share best practice.	Director of Sport	Meetings held
1.3.5	The Academy Directors plan at least one observation of another coach/director each term.	Director of Sport	Observations held
1.3.6	Regular attendance by Academy Directors at Physical Education Faculty meetings to ensure that the academic component of academy time is being delivered appropriately.	Director of Sport	Directors attend PE Faculty Meetings
1.3.7	Sporting Iconography to be developed and displayed in the classroom spaces utilised by the academies.	Director of Sport	Iconography developed
1.3.8	Academy Directors will collaborate to develop the “Raukura Sportsman” profile.	Director of Sport	Profile established
1.3.9	The Senior Academies will follow the moderation process of the Physical Education Department.	HOD Academies	Modernisation takes place
1.3.10	The Academy Directors will continue to upskill themselves in the latest code specific coaching and management practices.	Director of Sport	Upskilling evident

<b>Head of House Vision, Goal and Action Points 2022 – based on 2021 end of Year Co-Construction Meeting</b>	
HoH Vision 2022	To provide an exciting, action filled Inter House Programme that builds school spirit, strong relationships and strong school engagement.

Key

Achieved

Partly achieved

Not achieved



HoH Goal 2022	We will continue to work collaboratively with our House Captains, House Prefects, House Tutors and students to embed an identity for each of our houses that is culturally appropriate. The concept "Whakamana" will guide our decisions and actions. By doing this we will provide our students with a sense of whanaungatanga within their houses and this sense of belonging will promote participation in house activities. A strong House System will build engagement and therefore raise achievement for Māori students.		
	Actions	Responsibility	Measures
1.3.11	Heads of House will meet with their House Captain at the beginning of the year to plan for the Inter House events.	HOH	Meetings take place
1.3.12	Appoint Year 13 House Prefects to support the House Captain.	HOH	Appointments made
1.3.13	Heads of House and Year 12 House Group Tutors will identify possible Kaiurungi to support the Year 13 Leaders.	HOH	Support provided
1.3.14	Heads of House will promote all inter house events and ensure that each house is fully represented at all events.	HOH	Participation improved
1.3.15	Heads of House will support the new "participation protocol" for House events. This is that "House events are compulsory for all Year 9, 10 and 11 students. House events will be optional for Year 12 and 13 students. The "finals" of events will not be advertised."	HOH	Protocol trialled
1.3.16	Heads of House will support improved staff participation in house events by sharing responsibilities amongst the staff of each house.	HOH	Responsibilities shared

Key

Achieved

Partly achieved

Not achieved



**Objective:**

4. To have a school-wide approach to the correct wearing of uniform both in and out of school.

	Benchmark Aims	Responsibility	Measures
1.4.1	To monitor and enhance both student appearance and behaviour whilst travelling to and from school both morning and afternoon as well as during the school day.	DP - Student Support Staff Duty Team Heads of Houses	Evidence of student appearance improved
1.4.2	Improved support with uniform from the wider staff.	DP – Student Support	Collective Staff Response
1.4.3	Clear guidelines of staff responsibilities when doing duty.	DP – Student Support	Duties schedule reviewed and distributed

**Objective:**

5. To have a school-wide approach to supporting behaviour for learning.

Pastoral Vision, Goal and Action Points 2022 – based on 2021 end of Year Co-Construction Meeting			
Pastoral Vision 2022	We will support our staff and students to provide a caring and supportive learning environment where staff, students and whanau feel valued and are able to contribute to, and participate in effective teaching and learning. This will enable teachers to teach and students to learn. Our guiding principles are whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations), whakapirangatanga (well organised learning environments) and whakamana (enhancing mana).		
Pastoral Goal 2022	The Pastoral Committee will work collaboratively to provide the support our students require as they progress through their journey at Raukura. The collective efficacy will enable the students to succeed in safe and supportive learning environments where both staff and students share the responsibility for the creation and maintenance of a well organised learning environment. This will improve engagement and the academic outcomes for Māori Students.		
	Actions	Responsibility	Measures
1.5.1	Support the UBRS PLD by referring to the strategies when providing feedback to staff.	DP – Student Support Senior Master's	PLD held
1.5.2	Continue to communicate clearly with staff regarding MSB matters.	DP – Student Support Senior Master's	Communication evident
1.5.3	Monitor the effectiveness of the In School Suspension system.	DP – Student Support Senior Master's	In school suspension effective
1.5.4	Develop an effective way to use our Youth Workers to provide in class support for students who require support to manage themselves.	DP – Student Support Senior Master's	Youth workers to provide support

Key

Achieved

Partly achieved

Not achieved

1.5.5	Gather staff and student voice as a measure of effectiveness for both the Guidance and MSB teams.	DP – Student Support Senior Master's	Student voice gathered
1.5.6	Utilise the concept of kanohi ki te kanohi to develop relationships with whānau.	DP – Student Support Senior Master's	Meetings held
1.5.7	Develop a clear tracking system for students who are on the Learning Support Coordinators register.	DP – Student Support Senior Master's	Tracking evident
1.5.8	Initiate a Peer Observation process for the pastoral team.	DP – Student Support Senior Master's	Observation takes place
1.5.9	Develop a safety protocol for the home visit process.	DP – Student Support Senior Master's	Safety protocols in place
1.5.10	Ensure that we have a back up nurse to support any absence or work load needs of our nurse.	DP – Student Support Guidance Counsellor	Back up Nurse established
1.5.11	Explore a referral system (help desk) for students being referred to the nurse.	DP – Student Support Guidance Counsellor	Help desk explored
1.5.12	Build and strengthen our connections with Āwhina and Kōkiri.	DP – Student Support Senior Master's Guidance Counsellor	Connections evident

Key

Achieved

Partly achieved

Not achieved



## 2. Teachers and Their Teaching

### Objective:

1. To have an effective teaching staff that provides high quality education for all learners.  
This includes:
  - a) A specific focus on the development of the implementation of the effective teaching profile.
  - b) A specific focus on the implementation of Digital Fluency.
  - c) A specific focus on enhancing the teaching of literacy.
  - d) A specific focus on enhancing student engagement.

	Benchmark Aims	Responsibility	Measures
2.1.1	To reinforce the effective teaching profile across the teaching staff of the school and to lift to 60% plus, discursive interaction, using PMAS measures.	DP - Teaching and Learning AP – Professional Learning	Target met
2.1.2	To update and distribute a Visible Learning Staff Handbook	DP – Teaching and Learning AP – Professional Learning	Updated Handbooks distributed
2.1.3	To update and distribute the Staff Handbook	DP - Cultural Capacity	Updated Handbook distributed
2.1.4	To update and distribute the Management Document	DP - Student Support DP - Cultural Capacity	Updated Document distributed

Key

Achieved	Partly achieved	Not achieved
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**Objective:**

2. To have a school-wide approach to continuous self-review and the establishment of evidence-based decision making.

	<b>Benchmark Aims</b>	<b>Responsibility</b>	<b>Measures</b>
2.2.1	To ensure co-construction meetings at all levels are held in Term 1 and Term 4. SLT LoL ALoL CoL HoH	Principal	Term 1 meetings held Term 4 meetings held
2.2.2	Undertake faculty reviews as per BOT Faculty Review Schedule, Namely in 2022: <i>a. Term 1 Guidance</i> <i>b. Term 2 Hostel</i> <i>c. Term 3 Science</i> <i>d. Term 4 Te Reo Māori</i>	DP - Teaching and Learning	<i>a. Faculty Review Held</i> <i>b. Faculty Review Held</i> <i>c. Faculty Review Held</i> <i>d. Faculty Review Held</i>
2.2.3	Undertake Faculty Action Planning Meetings in 2022 as per schedule : Term 3, 2022 Week 1 Mathematics Week 2 Science Week 3 Social Sciences Week 4 English Week 5 Technology Week 6 Māori Week 7 PE/OE/Health Week 8 Guidance Week 9 Music/Art - The Arts Week 10 Hostel	Principal	Faculty Action Planning Meetings Held 1 Mathematics 2 Science 3 Social Sciences 4 English 5 Technology 6 Māori 7 PE/OE/Health 8 Guidance 9 Music/Art 10 Hostel
2.2.4	Complete Annual Curriculum Review document by the end of Term 1	DP - Teaching and Learning	Review tabled at BOT Meeting 3 (Term 2)
2.2.5	Establish an eBook format for Annual Curriculum Reviews	DP - Teaching and Learning	Digital process established

Key

Achieved

Partly achieved

Not achieved

### 3. School Systems and Institutions

#### Objective:

1. To have a school-wide understanding and sharing of school vision and values.

	Benchmark Aims / Annual Goals	Responsibility	Measures
3.1.1	To pursue both whanau and student voice annually.	DP – Cultural Capacity	Whanau/Student voice collected

#### Objective:

2. To have a school-wide approach to establishing/reinforcing the school as the school of choice for boys with the Rotorua City and District. Within this approach there will be:
  - a) A focus on the enrolment of students into Year 9 from Rotorua Intermediate School
  - b) A focus on ensuring the Hostel is fully subscribed

	Benchmark Aims	Responsibility	Measures
3.2.1	To seek 250+ Year 9 enrolments for 2022.	Year 9 Deans	Target met
3.2.2	To seek 100+ Year 9 enrolments from RIS for 2022.	Year 9 Deans	Target met
3.2.3	To seek 20+ Year 9 enrolments in the hostel for 2022.	Director of Boarding	Target met
3.2.4	To ensure 110+ students enrolled in Tai Mitchell Hostel are full fee payers.	Principal Director of Boarding	Target met

#### Objective:

3. To have a school-wide approach to communicating, engaging and consulting with the community of the school.

	Benchmark Aims	Responsibility	Measures
3.3.1	To develop strategies to ensure 90% + of students attend Academic Review Days in Term 1 and Term 3.	DP – Cultural Capacity	Target met

Key

Achieved

Partly achieved

Not achieved



**Objective:**

4. To continue the modernisation of the physical environment of the school.

Goal			
To annually enhance the school environment to better meet student needs and the requirements of Modern Learning Environments			
	2022 Specific Aims	Responsibility	Measures
3.4.1	Complete property developments from 2022 5YA as follows : a) Gym investigation (\$100k) b) Food Tech Upgrade (\$233k) c) Site wide roofing (\$432k) and (\$474k) d) Ngā Pae a Kahukura – camera's/lighting/sound (\$73k) e) Fire WRN (\$50k) f) Food Tech/SL Centre Weather Tightness (\$200k) g) MC Upgrade from MOE (\$104k) h) Paving/Floors/Walls (\$487k) Total \$1.72m	Principal Property Manager	Projects Completed  a)  b)  c)  d)  e)  f)  g)  h)

Key

Achieved

Partly achieved

Not achieved

**Objective:**

5. To continue to strengthen the financial position of the school.

	Benchmark Aims	Responsibility	Measures
3.5.1	The Business Manager to work with the Director of Boarding to ensure 95% + collection of Hostel Fees annually.	Business Manager and Director of Boarding	Hostel Fees report for each term established.
3.5.2	Achieve a positive Annual Audit without compliance concerns	Business Manager	Clear Audit Report
3.5.3	\$175,000 plus of Charity Funding	Business Manager	Target met
3.5.4	Supporting management of the shop and iPads	Business Manager	Shop and iPads operate effectively
3.5.5	Ensuring the collection of team and student fees in sport is at 90% plus.	Business Manager	Target met
3.5.6	Ensuring tournament teams funding is in place prior to both summer and winter tournaments.	Business Manager	Tournament budget met

Key

Achieved

Partly achieved

Not achieved

**Objective:**

6. To continue the review of Board Policies and Management Procedures to ensure all operations comply with regulations and are aligned and consistent with the values aims and priorities of the school.

	2022 Policies	Responsibility	Measures
3.6.1	<p>GO GOVERNANCE</p> <p>GO1 Board of Trustees Policy</p> <p>GO2 Composition of the Board Policy</p> <p>GO3 Meeting Standard Orders Policy</p> <p>GO4 Trustee Code of Ethics Policy</p> <p>GO5 Delegations of Authority Policy</p> <p>GO14 Student Guidance and Support Policy</p> <p>GO17 Prescription Drugs Policy</p> <p>GO18 Smoking/Vaping Policy</p> <p>PR PROPERTY MANAGEMENT</p> <p>PR1 Health and Safety Policy</p> <p>PR11 Security Cameras/CCTV Policy</p> <p>PE PERSONNEL MANAGEMENT</p> <p>PE2 Protected Disclosures Act 2000 Policy</p> <p>PE4 Equity Policy</p> <p>PE5 Appointments Policy</p> <p>PE6 Police Vetting Policy</p> <p>PE7 Staff Development and Appraisal Policy</p> <p>PE8 Principal's Appraisal Policy</p> <p>PE9 Advice and Guidance Procedure – Competency Policy</p> <p>PE10 Leave Policy</p> <p>PE11 Harassment Policy</p> <p>PE12 Timetable Policy</p>	Principal Board Secretary	Policies Reviewed

Key

Achieved

Partly achieved

Not achieved

3.6.2	<p>To ensure that the following documents are tabled at the February Board Meeting.</p> <ul style="list-style-type: none"> <li>A. 2022 Management Document</li> <li>B. 2022 Budget</li> <li>C. 2022 Annual Plan</li> <li>D. 2022 Charter</li> <li>E. 2021 Annual Plan Report</li> </ul>	Principal	Documents tabled
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# Rotorua Boys' High School

PRINCIPAL: A.C. GRINTER B.A. (Hons), Dip.Tchg.

Pukuatua Street  
Rotorua  
New Zealand

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## Regarding Kiwisport Funding 2022

The Kiwisport funding of \$28,200 received by the government is a vital resource to maintain sport and activity interests at Rotorua Boys High School.

Being a low decile school the funding assists our students to stay active and participate in school based and organised sport; through avenues such as buying equipment, up-skilling coaches through professional development, resources for lunchtime activities, buying uniforms for sports teams, and supporting our inter house competition.

More importantly the funding is vital in contributing to the employment of a full time sports technician who facilitates and organises active participation by our students in sport.

The sports technician roles include facilitation of;  
Inter house competition.

Liaising with visiting sports teams.

Preparation of sports days and tournaments.

Collection and itemising of sports resources.

Maintenance and co-ordination of gym facilities.

Assistances in the Rotorua Boys High School outdoor education program.

Rugby administrator in school.

Our sports coordinator is a vital cog in the school's sports program and the kiwi sport funding is what makes this role possible. I fear with our low decile rated families and the dwindling charity dollar students at Rotorua Boys High School will be forced out of sport. I can say with assurance that Kiwisport funding along with successful charity applications plays a significant role in maintaining sport at Rotorua Boys High school.

## Good Employer Policy

Rotorua Boys High School has met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Equal Employment Opportunities Policy. We practise impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.

Regards

Gordon Hunt

HOD Sport

Rotorua Boys High School

## Independent Auditor's Report

### To the Readers of Rotorua Boys High School's Financial Statements

For the Year Ended 31 December 2022

The Auditor-General is the auditor of Rotorua Boys High School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, 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.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022; 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



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

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

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

In preparing the financial statements, the Board is responsible on behalf of the School 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 there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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 arises from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, Statement of Compliance with Employment Policy, Members of the Board of Trustees and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



**Richard Dey**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Tauranga, New Zealand