ROTORUA BOYS' HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	152
Principal:	Chris Grinter
School Address:	1612 Pukuatua Street, Utuhina, Rotorua 3015
School Postal Address:	PO Box 10148, Rotorua 3046
School Phone:	07 3486169
School Email:	rotoruabhs@xtra.co.nz

Members of the Board of Trustees

Name	Position	How Position Gained
H Ngawhika	Chair Person	Elected
AC Grinter	Principal	ex Officio
A Elliott-Hohepa	Parent Rep	Elected
M Lawrence	Parent Rep	Elected
D Watene	Parent Rep	Elected
MD Yates	Parent Rep	Elected
R McCafferty	Staff Rep	Elected
M Vercoe	Student Rep	Elected

Accountant / Service Provider: Nawa Ruckes (Business Manager, Rotorua Boys' High School)

ROTORUA BOYS' HIGH SCHOOL

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Rotorua Boys' High School

Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees 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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Herby TeHauteHoro Ngawhika
Full Name of Board Chairperson

Albert Christopher Grinter
Full Name of Principal

Signature of Board Chairperson

Signature of Principal

22.05.19.
Date:

22 | 05 | 19
Date:

Rotorua Boys' High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Revenue				
Government Grants	2	8,922,363	8,335,702	8,669,619
Locally Raised Funds	3	1,964,863	621,848	1,418,654
Use of Land and Buildings Integrated		-	-	-
Interest Earned		43,894	18,000	52,855
Gain on Sale of Property, Plant and Equipment		-	-	-
Hostel	4	1,260,942	1,144,336	1,151,552
International Students	5	438,223	484,000	303,143
Other Revenue		315	-	-
		12,630,600	10,603,886	11,595,823
Expenses				
Locally Raised Funds	3	1,435,652	224,500	696,681
Hostel	4	692,111	774,270	720,330
International Students	5	236,543	295,000	147,384
Learning Resources	6	6,568,467	6,493,560	6,378,839
Administration	7	844,737	745,176	879,103
Finance		61,390	88,780	120,012
Property	8	1,919,280	1,867,949	1,961,359
Depreciation	9	395,899	-	355,080
Impairment of Property, Plant and Equipment	14	-	-	-
Loss on Disposal of Property, Plant and Equipment		1,856	-	(4,741)
		12,155,935	10,489,235	11,254,046
Net Surplus / (Deficit) for the year		474,665	114,651	341,777
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		474,665	114,651	341,777

The above Statement of Comprehensive Revenue and Expense should be read
in conjunction with the accompanying notes.

Rotorua Boys' High School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual	Budget (Unaudited)	Actual
	2018 $	2018 $	2017 $
Balance at 1 January	4,487,014	4,667,349	4,145,238
Total comprehensive revenue and expense for the year	474,665	114,651	341,777
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	4,961,679	4,782,000	4,487,014
Retained Earnings	4,961,679	4,782,000	4,487,014
Reserves	-	-	-
Equity at 31 December	4,961,679	4,782,000	4,487,014

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Rotorua Boys' High School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Current Assets				
Cash and Cash Equivalents	10	359,490	560,500	142,214
Accounts Receivable	11	495,291	180,000	455,407
GST Receivable		-	-	30,116
Prepayments		180,082	50,000	194,482
Inventories	12	75,701	-	67,429
Investments	13	898,333	889,500	1,075,218
		2,008,897	1,680,000	1,964,866
Current Liabilities				
GST Payable		21,422	-	-
Accounts Payable	15	682,900	345,000	712,712
Borrowings - Due in one year	16	85,296	155,000	194,361
Revenue Received in Advance	17	532,410	400,000	471,045
Provision for Cyclical Maintenance	18	44,158	48,000	46,852
Finance Lease Liability - Current Portion	19	138,819	95,000	99,825
Funds held for Capital Works Projects	20	92,136	-	1,419
		1,597,141	1,043,000	1,526,215
Working Capital Surplus/(Deficit)		411,756	637,000	438,651
Non-current Assets				
Investments	13	-	-	-
Property, Plant and Equipment	14	5,614,223	5,560,000	5,522,796
		5,614,223	5,560,000	5,522,796
Non-current Liabilities				
Borrowings	16	675,262	1,085,000	1,155,639
Provision for Cyclical Maintenance	18	213,885	225,000	226,929
Finance Lease Liability	19	175,154	105,000	93,547
		1,064,301	1,415,000	1,476,115
Net Assets		4,961,679	4,782,000	4,485,332
Equity		4,961,679	4,782,000	4,487,014

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Rotorua Boys' High School
Statement of Cash Flows
For the year ended 31 December 2018

	Note	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash flows from Operating Activities				
Government Grants		2,405,604	2,069,984	2,218,122
Locally Raised Funds		1,948,507	621,848	1,476,528
Hostel		1,279,932	1,144,336	1,144,952
International Students		445,105	484,000	332,242
Goods and Services Tax (net)		51,538	-	6,019
Payments to Employees		(1,255,037)	(1,722,918)	(1,956,528)
Payments to Suppliers		(3,895,950)	(2,536,769)	(2,720,237)
Cyclical Maintenance Payments in the year		(55,197)	(13,000)	(45,388)
Interest Paid		(61,390)	(88,780)	(120,012)
Interest Received		43,894	18,000	52,855
Net cash from / (to) the Operating Activities		907,005	(23,299)	388,554
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	9,742
Purchase of PPE (and Intangibles)		(227,325)	-	(283,840)
Purchase of Investments			(889,500)	
Proceeds from Sale of Investments		176,885	-	307,971
Net cash from / (to) the Investing Activities		(50,440)	(889,500)	33,872
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	
Finance Lease Payments		(142,242)	-	(133,635)
Painting contract payments		-	-	
Loans Received/ Repayment of Loans		(589,443)	73,299	(176,163)
Funds Administered on Behalf of Third Parties		-	-	
Funds Held for Capital Works Projects		92,397	-	(16,153)
Net cash from Financing Activities		(639,289)	73,299	(325,951)
Net increase/(decrease) in cash and cash equivalents		217,276	(839,500)	96,475
Cash and cash equivalents at the beginning of the year	10	142,214	1,400,000	45,737
Cash and cash equivalents at the end of the year	10	359,490	560,500	142,212

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 Cash Flow Statement should be read in conjunction with the accompanying notes.

Rotorua Boys' High School

Notes to the Financial Statements

1. Statement of Accounting Policies
For the year ended 31 December 2018

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 Act 1989. The Board of Trustees (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 reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

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 Act 1989 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 expenditure 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.

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 14.

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

Classification of leases
The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 19.

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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These 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.

Other Grants
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 recorded as revenue when their receipt is formally acknowledged by the School.

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

d) Use of Land and Buildings Expense
The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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.

h) Accounts Receivable
Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories
Inventories are consumable items held for sale and comprise 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.

j) Investments

Bank term deposits for periods exceeding 90 days are classified as investments are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under Clause 28 of Schedule 6 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under $1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

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 to Crown Owned Assets	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	4 years
Library resources	12.5% Diminishing value

l) 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 or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under $1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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.

m) 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. 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.

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.

n) 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.

o) Employee Entitlements
Short-term employee entitlements
Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 to but not yet taken at balance date.

Long-term employee entitlements
Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

• likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and

• the present value of the estimated future cash flows.

p) 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.

q) 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.

r) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts 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.

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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities
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 categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

u) Borrowings
Borrowings are recognised at the amount borrowed. 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 the 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 at the start of the year.

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

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Operational grants	2,103,307	2,071,410	1,991,874
Teachers' salaries grants	5,237,761	4,925,524	5,109,481
Use of Land and Buildings grants	1,278,999	1,140,194	1,313,424
Resource teachers learning and behaviour grants	-	-	-
Other MoE Grants	144,026	48,470	126,145
Transport grants	-	-	-
Other government grants	158,270	150,104	128,695
	8,922,363	8,335,702	8,669,619

3. Locally Raised Funds

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

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Revenue			
Donations	67,720	69,000	67,737
Bequests & Grants	170,796	89,348	132,522
Activities	1,174,064	26,000	875,735
Trading	303,846	380,500	181,361
Fundraising	22,259	-	
Other Revenue	226,178	57,000	161,299
	1,964,863	621,848	1,418,654
Expenses			
Activities	1,223,274	91,000	456,703
Trading	134,630	133,500	144,505
Fundraising costs	5,608	-	95,473
Transport (local)	-	-	-
Other Expenses	72,140	-	-
	1,435,652	224,500	696,681
Surplus/ (Deficit) for the year Locally raised funds	529,211	397,348	721,973

4. Hostel Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
Hostel Financial Performance			
Hostel Full Boarders	135	135	135
Hostel Weekly Boarders			

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	$	$	$
Revenue			
Hostel Fees	1,073,141	972,466	1,005,216
Other Revenue	185,483	171,870	145,686
Student contributions	2,318	-	650
	1,260,942	1,144,336	1,151,552
Expenses			
Kitchen	460,813	390,000	411,201
Laundry	8,086	6,000	6,651
Welfare	-	-	-
Supervision	-	-	-
Extra curricular/activities	-	-	1,450
Administration	12,513	16,500	86,580
Property	83,927	242,000	83,268
Student supplies	5,983	16,500	147
Employee Benefit - Salaries	120,789	103,270	131,034
	692,111	774,270	720,330
Surplus/ (Deficit) for the year Hostel	568,831	370,066	431,222

5. International Student Revenue and Expenses

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	Number	Number	Number
International Student Roll	24	20	19

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	$	$	$
Revenue			
International student fees	438,223	484,000	303,143
Expenses			
Advertising	-	-	-
Commissions	85,475	80,000	31,109
Recruitment	12,263	15,000	2,887
International student levy	-	-	100,685
Employee Benefit - Salaries	-	-	-
Other Expenses	138,805	200,000	12,703
	236,543	295,000	147,384
Surplus/ (Deficit) for the year International Students'	201,680	189,000	155,760

6. Learning Resources

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	$	$	$
Curricular	219,082	182,207	235,796
Equipment repairs	-	-	-
Information and communication technology	145,845	226,000	29,717
Extra-curricular activities	24,705	36,500	-
Library resources	3,127	9,000	12,008
Employee benefits - salaries	6,145,286	6,008,853	6,064,731
Staff development	30,422	31,000	36,587
	6,568,467	6,493,560	6,378,839

7. Administration

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Audit Fee	14,012	12,050	12,050
Board of Trustees Fees	6,000	6,000	6,625
Board of Trustees Expenses	10,055	7,800	12
Communication	54,553	45,300	27,166
Consumables	16,072	33,000	47,556
Operating Lease	71,676	70,804	80,616
Legal Fees	5,574	3,000	26,186
Other	145,170	119,700	192,287
Employee Benefits - Salaries	432,472	370,459	387,584
Insurance	69,115	68,063	57,946
Service Providers, Contractors and Consultancy	20,038	9,000	41,076
	844,737	745,176	879,103

8. Property

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Caretaking and Cleaning Consumables	14,108	10,500	142,462
Consultancy and Contract Services	134,336	127,000	114,146
Cyclical Maintenance Expense	39,458	13,000	53,379
Grounds	22,494	30,000	18,127
Heat, Light and Water	130,986	141,500	130,476
Rates	17,032	17,595	15,836
Repairs and Maintenance	147,423	214,300	37,410
Use of Land and Buildings	1,278,999	1,140,194	1,313,424
Security	3,611	8,000	8,819
Employee Benefits - Salaries	130,833	165,860	127,280
	1,919,280	1,867,949	1,961,359

The use of land and buildings figure represents 8% 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.

9. Depreciation

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Buildings	101,112	-	92,678
Building Improvements	-	-	-
Furniture and Equipment	89,094	-	88,101
Information and Communication Technology	38,348	-	41,696
Motor Vehicles	4,134	-	4,134
Textbooks	5,621	-	7,316
Leased Assets	155,298	-	118,695
Library Resources	2,292	-	2,460
	395,899	-	355,080

10. Cash and Cash Equivalents

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash on Hand	2,198	51,250	1,250
Bank Current Account	357,292	509,250	140,964
Bank Call Account	-	-	-
Short-term Bank Deposits	-	-	-
Bank Overdraft	-	-	-
Cash and cash equivalents for Cash Flow Statement	359,490	560,500	142,214

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

Of the $359,490 Cash and Cash Equivalents, $92,136 is held by the Group on behalf of the Ministry of Education. These funds are re
Crown owned Group buildings under the Group's Five Year Property Plan.

11. Accounts Receivable

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Receivables	143,175	180,000	90,022
Receivables from the Ministry of Education	-	-	-
Provision for Uncollectibility	-	-	-
Interest Receivable	-	-	-
Teacher Salaries Grant Receivable	352,116	-	365,385
	495,291	180,000	455,407
Receivables from Exchange Transactions	143,175	180,000	90,022
Receivables from Non-Exchange Transactions	352,116	-	365,385
	495,291	180,000	455,407

12. Inventories

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Stationery	-	-	-
School Uniforms	75,701	-	67,429
Canteen	-	-	-
	75,701	-	67,429

13. Investments

The School's investment activities are classified as follows:

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Current Asset			
Short-term Bank Deposits	898,333	889,500	1,075,218
Non-current Asset			
Long-term Bank Deposits	-	-	-

14. Property, Plant and Equipment

2018	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Land	-				-	-
Buildings	4,624,898	93,056			(101,112)	4,616,842
Building Improvements	-				-	-
Furniture and Equipment	570,494	103,801	(1,503)		(89,094)	583,698
Information and Communication Technology	84,493	25,183	(157)		(38,348)	71,171
Motor Vehicles	16,799	-	-		(4,134)	12,665
Textbooks	15,871	2,979	-		(5,621)	13,229
Leased Assets	193,026	262,843	-		(155,298)	300,571
Library Resources	17,218	2,305	(1,184)		(2,292)	16,047
Balance at 31 December 2018	**5,522,799**	**490,167**	**(2,844)**	**-**	**(395,899)**	**5,614,223**

2018	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Land	-	-	-
Buildings	6,075,745	(1,458,903)	4,616,842
Building Improvements	-	-	-
Furniture and Equipment	2,897,638	(2,313,939)	583,699
Information and Communication Technology	271,186	(200,015)	71,171
Motor Vehicles	47,338	(34,673)	12,665
Textbooks	156,381	(143,152)	13,229
Leased Assets	562,759	(262,188)	300,571
Library Resources	56,771	(40,725)	16,046
Balance at 31 December 2018	**10,067,818**	**(4,453,595)**	**5,614,223**

2017	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Land	-	-			-	-
Buildings	4,669,978	47,598			(92,678)	4,624,898
Building Improvements	-				-	-
Furniture and Equipment	466,963	191,631			(88,101)	570,493
Information and Communication Technology	97,812	28,409	(31)		(41,696)	84,494
Motor Vehicles	20,933				(4,134)	16,799
Textbooks	18,563	4,624			(7,316)	15,871
Leased Assets	220,719	91,002			(118,695)	193,026
Library Resources	13,067	2,881		3,730	(2,460)	17,218
Balance at 31 December 2017	**5,508,035**	**366,145**	**(31)**	**3,730**	**(355,080)**	**5,522,799**

2017	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $

Land	-	-	-
Buildings	5,982,689	(1,357,791)	4,624,898
Building Improvements	-	-	-
Furniture and Equipment	2,825,673	(2,255,179)	570,494
Information and Communication Technology	259,009	(174,516)	84,493
Motor Vehicles	54,838	(38,039)	16,799
Textbooks	153,402	(137,531)	15,871
Leased Assets	439,225	(246,199)	193,026
Library Resources	58,490	(41,272)	17,218
Balance at 31 December 2017	9,773,326	(4,250,527)	5,522,796

15. Accounts Payable

	2018	2018 Budget (Unaudited)	2017
	Actual $	$	Actual $
Operating creditors	303,730	320,000	656,855
Accruals	-	-	-
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	352,116	-	-
Employee Entitlements - leave accrual	27,054	25,000	55,857
	682,900	345,000	712,712
Payables for Exchange Transactions	640,421	345,000	670,830
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	42,479		41,882
Payables for Non-exchange Transactions - Other			
	682,900	345,000	712,712

The carrying value of payables approximates their fair value.

16. Borrowings

	2018	2018 Budget (Unaudited)	2017
	Actual $	$	Actual $
Due in One Year	85,296	155,000	194,361
Due Beyond One Year	675,262	1,085,000	1,155,639
	760,558	1,240,000	1,350,000

The school has borrowings at 31 December 2018 of $760,558 (31 December 2017 $1,350,000). This loan is from the ASB Bank for the purpose of two Hostel buildings . The loan is unsecured, interest is 6.26% per annum and the loan is payable with interest in equal instalments of $10,109.76

17. Revenue Received in Advance

	2018	2018 Budget (Unaudited)	2017
	Actual $	$	Actual $
Grants in Advance - Ministry of Education	-	-	-
International Student Fees	257,100	300,000	250,218
Hostel Fees	40,825	-	21,835
Other	234,485	100,000	198,992
	532,410	400,000	471,045

18. Provision for Cyclical Maintenance

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Provision at the Start of the Year	273,780	273,780	265,789
Increase/ (decrease) to the Provision During the Year	28,108	13,000	53,379
Use of the Provision During the Year	(43,845)		(45,388)
Provision at the End of the Year	258,043	286,780	273,780
Cyclical Maintenance - Current	44,158	48,000	46,852
Cyclical Maintenance - Term	213,885	225,000	226,929
	258,043	273,000	273,780

19. Finance Lease Liability

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

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
No Later than One Year	138,819		99,825
Later than One Year and no Later than Five Years	175,154		93,547
Later than Five Years	-	-	-
	313,973	-	193,372

20. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

2018		Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions	Closing Balances $
B Block	completed	661	-	-	-	661
Replace Main Field Stand	in progress	-	45,000	-	-	45,000
Science Block	in progress	235	-	-	-	235
Hall Upgrade	in progress	-	39,198	46,998	-	(7,800)
Lighting Upgrade	in progress	-	39,581	-	-	39,581
Golf Range Upgrade	in progress	-	37,004	22,545	-	14,459
SNUP 7.8	completed	-	4,340	4,340	-	-
Astroturf	completed	522	-	522	-	-
Totals		1,419	165,123	74,405	-	92,136

Represented by:

Funds Held on Behalf of the Ministry of Education	99,936
Funds Due from the Ministry of Education	(7,800)
	92,136

2017		Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions	Closing Balances $
Astroturf	completed	-	34,777	66,255	-	522

B Block	completed	-	44,144	43,483	-	661
Science Block	in progress	15,891	-	15,656	-	235
Grandstand	in progress	-	-	-	-	-
Totals		15,891	78,921	125,394	-	1,419

21. Funds Held on Behalf of Datacom Services Ltd

Rotorua Boys' High School is the lead school and holds funds on behalf of Datacom Services for a group of schools funded by the Ministry of Education for the provision of truancy services within the school.

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Funds Held at Beginning of the Year	-		-
Funds Received from Datacom Services	191,632		191,632
Funds Spent on Behalf of the Cluster	(191,632)		(191,632)
Distribution of Funds			
Rotorua Girls' High School	21,356		19,760
John Paul College	11,132		21,996
Rotorua Lakes High School	26,364		24,232
Western Heights High School	51,767		51,067
Murupara Area School	8,013		7,332
Rotorua Boys' High School (Includes 6% Management Fee & Costs)	72,999		67,245
Funds Held at Year End	-	-	-

22. 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.

23. Remuneration

Key management personnel compensation

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

	2018 Actual $	2017 Actual $
Board Members		
Remuneration	6,000	6,625
Full-time equivalent members	0.10	0.39
Leadership Team		
Remuneration	1,535,300	1,521,290
Full-time equivalent members	16	15
Total key management personnel remuneration	1,541,300	1,527,915
Total full-time equivalent personnel	16.10	15.39

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2018 Actual $000	2017 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	180 - 190
Benefits and Other Emoluments	28,452	43,224
Termination Benefits	-	-

Other Employees

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

Remuneration $000	2018 FTE Number	2017 FTE Number
100 - 110	1.00	5.00
110 - 111	3.00	
	4.00	5.00

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

24. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2018 Actual	2017 Actual
Total	$0	$10,000
Number of People	0	1

25. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll
The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

26. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) During 2012 the value of the Millennium Centre was impaired due to weather tightness issues. The value of the impairment is based on the estimated cost of repairs. The Ministry will be funding part of the repairs as well as assuming a greater ownership in the assuming a greater ownership in the building. As a result it is estimated that the school will be required to fund $350,000, of which $150,000 was paid in 2017 and forms part of prepayments. In subsequent years the

school will capitalise its portion of the expenditure along with any additional funding from the Ministry, until the book value of the building is representative of the Board's ownership.

(b) $661 contract to upgrade B Block. The project is fully funded by the Ministry and Stage 2 will commence in 2019. This project has been approved by the Ministry.

(c) $45,000 contract to replace existing Grandstand. The project is partially funded by the Ministry and $45,000 has been received. This project has been approved by the Ministry.

(d) $235 balance to upgrade Science Block. This project is under consideration by the Ministry.

(e) -$7,800 balance on Hall Upgrade. This project is fully funded by the Ministry and $39,198 has been received of which $46.998 has been spent on the project to balance date. This project has been approved by the Ministry.

(f) $39,581 contract to upgrade lighting in the school. This project is fully funded by the Ministry and will be completed in 2019.

(g) $14,459 contract to upgrade Golf Range. This project is fully funded by the Ministry and $37,004 has been received of which $22,545 has been spent. This project has been approved by the Ministry.

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) Operating lease of vehicles

	2018 Actual $	2017 Actual $
No later than One Year	68,223	37,472
Later than One Year and No Later than Five Years	57,921	32,790
Later than Five Years	-	
	126,144	70,262

27. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

28. Financial Instruments

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

Loans and receivables

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash and Cash Equivalents	359,490	560,500	142,214
Receivables	495,291	180,000	455,407
Investments - Term Deposits	898,333	889,500	1,075,218
Total Loans and Receivables	1,753,114	1,630,000	1,672,839

Financial liabilities measured at amortised cost

Payables	640,421	345,000	670,830
Borrowings - Loans	760,558	1,240,000	1,350,000
Finance Leases	313,973	200,000	193,371
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	1,714,952	1,785,000	2,214,201

29. International Trips

The following revenue and expenses are included in Activities in Locally Raised Funds:

Revenue		Student Income	Local Income	Sponsorship Fundraising
Overseas Trip 1st XV Rugby		53,072	4,000	13,163
Overseas Trip Basketball		138,292	-	8,404
Overseas Trip Junior Rugby		87,482	3,000	-
Overseas Trip Football		99,145	3,000	-
Overseas Trip Golf		26,723	-	-
Overseas Trip Europe		200,941	2,000	-
Overseas Trip Vietnam		52,950	2,000	-
Overseas Trip China		-	-	6,425
		658,605	14,000	27,992

Expense	Expenses
Overseas Trip 1st XV Rugby	70,235
Overseas Trip Basketball	146,579
Overseas Trip Junior Rugby	91,087
Overseas Trip Football	99,145
Overseas Trip Golf	24,231
Overseas Trip Europe	202,508
Overseas Trip Vietnam	54,900
Overseas Trip China	3,715
	692,400

Surplus/(Deficit) for the year Locally Raised Funds	
	8,197

Rugby Fiji - This trip was fully funded by parents, local income and fundraising with a total income of $70,235. It consisted of 28 students and 4 staff. The total expenses were $70,235 and contributed to educational achievement by allowing students to compete at an internationl level and aid their player development. The trip also provided growth to their view of the world.

Basketball USA - This trip was fully funded by parents and fundraising with a total income of $146,579. It consisted of 22 students, 1 parent and 3 staff. The total expenses were $146,579 and contributed to educational achievement by allowing students to compete at an internationl level and aid their player development. The trip also provided growth to their view of the world.

Junior Rugby Australia - This trip was fully funded by parents, local income and fundraising with a total income of $90,482. It consisted of 30 students and 3 staff. The total expenses were $91,087 and contributed to educational achievement by allowing students to compete at an internationl level and aid their player development. The trip also provided growth to their view of the world.

Football Australia - This trip was fully funded by parents and local income with a total income of $99,145. It consisted of 27 students, 6 parents, 1 child and 3 staff. The total expenses were $97,260.570 and contributed to educational achievement by allowing students to compete at an internationl level and aid their player development. The trip also provided growth to their view of the world.

Golf Australia - This trip was fully funded by parents and fundraising with a total income of $26,723. It consisted of 9 students and 1 staff. The total expenses were $24,231 and contributed to educational achievement by allowing students to compete at an internationl level and aid their player development. The trip also provided growth to their view of the world.

Europe Trip - This trip was fully funded by parents and local income with a total income of $198,892. It consisted of 33 students, 2 parents, 3 supporters and 2 staff. The total expenses were $194,344 and contributed to educational achievement by allowing students to experience European history and culture. The trip also provided growth to their view of the world.

Vietnam Trip - This trip was fully funded by parents and local income with a total income of $54,950 It consisted of 16 students and 2 staff. The total expenses were $54,9500 and contributed to educational achievement by allowing students to experience Vietnamese history and culture. The trip also provided growth to their view of the world.

China Trip - This trip was fully funded by Tribal Brands Asia with a total income of $6,425. It consisted of 16 students from Rotorua Boys' and Rotorua Girls' High Schools and 2 staff. The total expenses were $3,725 and contributed to educational achievement by allowing students to experience Chinese history and culture while promoting NZ at the NZ Trade Stand. Please note that Tribal Brands Asia paid for all airfares directly. The trip also provided growth to their view of the world.

Local Income is income generated from our school's Business Arm. It includes income from our Hostel, Foreign Students, Canteen and Shop. These aspects of our Business generated $2,003,011 worth of income in 2018.

30. Events After Balance Date

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

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

For the Year Ended 31 December 2018

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 21, that comprise the statement of financial position as at 31 December 2018, 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:

  o its financial position as at 31 December 2018; and

  o 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 24 May 2019. 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 of Trustees 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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and on pages 25 to 74, 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 (Revised): 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

Rotorua Boys' High School

Annual Plan 2018

Including Analysis of Variance

Mr AC Grinter
Principal

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 Maori students.
   b) A specific focus on the academic achievement of Pasifika students

	Benchmark Aims / Annual Aims	Responsibility	Measures
1.1.1	To differentiate between ethnicities within the school's data system, e.g. Kamar. At academic review day in term 1 this data to be verified in meetings with whanau.	DP Teaching and Learning DP Curriculum and Assessment	Ethnicity data updated
1.1.2	To maintain a school wide academic pass rate of 90%+ across all year levels. Year 9 99%, Year 10 96%, Year 11 90%+, Year 12 90%+, Year 13 90%+ (participation)	DP Teaching and Learning	Target reached
1.1.3	To continue to promote endorsements "Merits +" throughout the school as follows: Merits / Excellence a. Year 9 70%+ 35 35 (60%) b. Year 10 60%+ 30 30 (57%) c. Year 11 40%+ 20 (26) Rec 15 (32) Rec d. Year 12 30%+ 15 (8) 12 (11) e. Year 13 30%+ 15 (8) 10. (11)	DP Teaching and Learning Deans	Target achieved a. Year 9 b. Year 10 c. Year 11 d. Year 12 e. Year 13
1.1.4	To further encourage scholarship entry within every learning area.	DP Teaching and Learning Leaders of Learning	Scholarship entry in all learning areas
1.1.5	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. (73%)	DP Teaching and Learning	83% in Year 13
1.1.6	For each faculty within the school to hold an exhibition of student work for at least one year level to which parents in the community are be invited to celebrate and engage with student work.	DP Teaching and Learning Leaders of Learning	Exhibitions held in 2018 6+
1.1.7	To further promote the opportunity for Year 10 students to gain 20 NCEA Level 1 credits by the end of Year 10 to better prepare them for Year 11.	DP Teaching and Learning DP Student Support	10+ average NCEA credits achieved by Year 10 students

Key

Achieved	Partly achieved	Not achieved

		Responsibility	Measures
1.1.8	Maintain a High Achievers Group level 1 to level 3 based on NCEA results to provide extension opportunities and to promote endorsements.	DP Teaching and Learning CoL Excellences Position	High achievers group established and meets regularly
1.1.9	To ensure there is robustness to the Sports Academy and sports class academic programmes by way of: a. An offsite class trip for the sports classes in years 9 and 10 b. The achievement of at least 14 credits across the students in the Senior Sports Academy Programme.	DP Teaching and Learning HOD Sport	a. Offsite trips held b. Credit target met
2018 Specific Aims		**Responsibility**	**Measures**
1.1.10	To require CoL positions to attend Assistant Leaders of Learning Meetings in 2018.	DP Curriculum and Assessment	CoLs attend ALOL Meetings
1.1.11	2018 Action Plans established and presented by all CoL positions by the end of Term 1 2018.	Principal	Action Plans presented
1.1.12	Identify red zone students for each year level in 2017 and use these lists to comprise the Priority Learners Mentoring Programme for 2018: • Hold in Term 1 interviews/family group conferences with Deans and all priority learners as follows: a. Year 9 and 10 CoL Engagement Mentor and appropriate Dean b. Year 11, DP – Students and Dean c. Years 12 and 13 – the appropriate Dean	DP Teaching and Learning DP Student Support. Year Level Deans	a. Term 1 Interviews Held b. Term 1 Interviews Held c. Term 1 Interviews Held
1.1.13	Review the 2017 RBHS Pasifika Action Plan and develop a 2018 – 2020 Pasifika Action Plan. ***See Appendix 1 attached***	Principal	2018 Pasifika Action Plan established
1.1.14	To investigate how we gather and use Student Voice so student agency is promoted and Teachers can review programmes effectively.	DP Teaching and Learning SCT	a. Review of Student Voice Methodology

Key

Achieved	Partly achieved	Not achieved

			b. PLD held for LoL's in gathering meaningful Student Voice.
1.1.15	To maintain a target of 20% of Year 9 + 10 credits to be offered in each term.	DP Teaching and Learning Leaders of Learning	60% + of credits offered before start of Term 4 in 2018.
1.1.16	Assistant Leaders of Learning to develop and implement authentic and progressive schemes of work which explicitly demonstrate cultural responsiveness and differentiated learning using the appropriate aspects of the literacy learning progressions and learning with digital technology as well as offering a variety of modes of assessment. **Key Assistant Leaders of Learning Goal 2018 *See Appendix 2 attached***	DP Curriculum and Assessment Assistant Leaders of Learning	Schemes revised: a) Term 1 schemes by start of year b) Term 2 schemes by Term 1 week 5 c) Term 3 schemes by Term 2 week 5 d) Term 4 schemes by Term 3 week 5
1.1.17	To undertake a review of assessment practices within the school to explore and promote: a) Alternative modes of assessment (G) b) Reduce time spent assessing (G) c) Ensuring students are assessment capable (O) d) Ensuring skill and clarity in the writing of assessments (O) e) LoL's to develop Faculty Action Plan on assessments (O) **Key Leaders of Learning Goal 2018 *See Appendix 3 attached***	DP Teaching and Learning DP Curriculum and Assessment CoL Writing Position	a) Review Undertaking b) PLD in Assessment Writing undertaken.
1.1.18	To provide "Write That Essay" licenses to all of Years 9 and 10 in 2018 with senior encouraged to purchase the same.	DP Teaching and Learning CoL Writing Position	Engagement with WTE reported annually by CoL Writing
1.1.19	To share minutes and reports from Assistant Leaders of Learning Group and CoL Group with Leaders of Learning.	Principal DP Teaching and Learning	Meeting minutes and reports shared.

Key

Achieved	Partly achieved	Not achieved

Objective:

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

5

Benchmark Aims / Annual Aims	Responsibility	Measures
1.2.1 To achieve a school wide attendance rate of 90% plus.	DP Student Support	Target achieved
2018 Specific Aims	**Responsibility**	**Measures**
1.2.2 To review and simplify the academic review day document so that it becomes a working document for house group tutors to use with members of their house group.	DP Curriculum and Assessment	E-Copy of ARD booklet established.
1.2.3 To establish an attendance office, a new attendance Manager position and a new attendance plan to address this issue which has a major impact on student achievement. **Key Guidance Goal 2018 *See Appendix 4 attached***	Principal DP Student Support DP Curriculum and Assessment CoL Attendance Position	New Attendance Structure implemented
1.2.4 To ensure all students on Kamar have up to date photos	DP Curriculum and Assessment	All photos in system
1.2.5 To incorporate from the Deans/Guidance Committee goals for 2018 the following: a. Deans to meet with the House Group Tutors twice a week in week 2 and week 8 each term in 2018. b. Deans to be available to attend ARD appointments with target group students. c. House Group Tutors to report to the Dean on attendance and achievement of the targeted students on a monthly basis and House Group Tutors to be kept in the loop when Deans meet with students individually. d. Te Honoa to be focussed on improving work completion and submission rates. e. Update ARD booklets to include the reference to work completion/submission rates for students in the House Group. f. Student voice to be collected around attendance.	DP Student Support	a. Meetings held b. Deans attend ARD Appointments for target group c. Reports established d. Te Honoa established e. ARD Booklets updated

Key

Achieved	Partly achieved	Not achieved

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.

	Benchmark Aims / Annual Aims	Responsibility	Measures
1.3.1	To have 90% of Teaching Staff participate in a school co-curricular activity, be it sporting or cultural.	DP Student Support Director of Sport HOD Performing Arts	Target met
1.3.2	To have a 65% plus student participation rate in student co-curricular activities.	DP Student Support 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
	2018 Specific Aims	**Responsibility**	**Measures**
1.3.4	To ensure all Sports Academies deliver a drug education programme to students in 2018.	Head of Sport Academy Directors	Programmes delivered
1.3.5	To appoint an Assistant Head of House to each House Group in 2018.	Heads of Houses DP Student Support	Assistants appointed
1.3.6	To hold choral contest in Term 2 and Haka Contest in Term 3 2018.	DP Student Support Director of Sport	a) Choral Held Term 2 b) Haka Held Term 3
1.3.7	To hold in Terms 1 and 3 a half day multi sports code house event.	DP Curriculum and Assessment Director of Sports	a) Term 1 event held b) Term 3 event held
1.3.8	To review Duty Areas document	DP Student Support	New document established
1.3.9	To establish Athletics Champions via Mid Island Athletics Day	Director of Sport	Champions announced

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 / Annual 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.	DP Student Support Staff Duty Team Heads of Houses	Evidence of student appearance improved
1.4.2	To continue with a staff presence at both New World and the Pererika Street Shops monitoring student appearance and behaviour before school.	DP Student Support Staff Duty Team Heads of Houses	Staff presence maintained at both sites
	2018 Specific Aims	**Responsibility**	**Measures**
1.4.3	To free Head of Houses up from House Groups in 2018 to support Deputy Principal Student Support and Assistant Principal in improving the wearing of uniforms.	DP Student Support Assistant Principal	Improvements apparent in wearing of student uniform
1.4.4	Enable before/after school duty staff to issue BMS steps to students seen not wearing correct school uniform.	DP Student Support Assistant Principal	BMS Used by Duty Staff

Key

Achieved	Partly achieved	Not achieved

Objective:

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

	Benchmark Aims / Annual Aims	Responsibility	Measures
1.5.1	To continue to develop good data on referrals to accurately monitor and measure referrals.	DP Student Support Assistant Principal	Referral data established
	2018 Specific Aims	**Responsibility**	**Measures**
1.5.2	To strengthen the Supported Learners Programme in years 9 and 10 to address both learning and behaviour.	DP Teaching and Learning CoL SLP Position	EOY Learning and Behaviour for SLP classes reported on
1.5.3	To explore and implement alternative strategies for students who require support but do not meet the meet A.E entry criteria	DP Student Support Pastoral Committee	Alternative placement used in 2018
1.5.4	To complete an AsTTle Reading and Maths test for all Year 9 – 11 mid year new enrolments.	DP Student Support RTLB SCT	Test data compiled and used for class placement
1.5.5	To deliver Staff PLD for effective classroom management strategies in 2018.	DP Student Support Assistant Principal	Staff PLD completed
1.5.6	To ensure all Year 9 and Year 10 students have 1:1 or 1: small group careers and pathways interviews with Head of Careers and Transition in 2018.	HOD Careers	All interviews held
1.5.7	To request faculties to record, track and monitor the use of the withdrawal room in each faculty.	DP Curriculum and Assessment	Measure tracking system established
1.5.8	To further enhance the effectiveness of Te Honoa Toi by allocating a period per week for a Science Teacher and a Maths Teacher to provide support for students working in that environment.	Principal	Specialist Teachers Established for Te Honoa Toi
1.5.9	To start each new term with a year level assembly	DP Curriculum and Assessment	Year Level Assemblies held
1.5.10	For Deans to work with their House Group Teachers to ensure all expectations are understood from the start of the year.	DP Student Support	Deans and House Group Tutors Meeting held

Key

Achieved	Partly achieved	Not achieved

| 1.5.11 | To promote mentoring by Year 13s with Year 9 house groups and Year 12s with Year 10 house groups. | DP Curriculum and Assessment DP Student Support | Mentors to be excused from own house group one period per week |
| 1.5.12 | To explore using our Year 11 – 13 Mentor with Year 10 so that the appropriate work habits and positive attitudes are set in readiness for Year 11 rather than during Year 11 itself. | Principal SCT | Review undertaken |

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 E-Learning skills.

   c) A specific focus on enhancing the teaching of literacy.

   d) A specific focus on enhancing student engagement.

	Benchmark Aims / Annual 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 SCT	Target met
2.1.2	To develop a further understanding of Leaders of Learning and Assistant Leaders of Learning on what constitutes discursive interaction/discursive practice through specific Staff PLD Programme.	DP Teaching and Learning SCT	PLD for LoL held
2.1.3	To require teaching staff to undertake 2 self selected formal observations of other teachers each year to consider and reflect on good teaching practice.	DP Teaching and Learning PMAS Appraisers	Target measured via performance reviews
2.1.4	Continue to promote Mindlab to Teaching Staff	DP Teaching and Learning	60% of Teaching Staff completed Mindlab PG Cert.
	2018 Specific Aims		
2.1.5	To collect GLOSS Data for all Year 9 students and demonstrate to staff how this data can be used to support teaching practice.	SCT CoL Team	Gloss Data collected Staff PLD held

Key

Achieved	Partly achieved	Not achieved

2.1.6	To review the school's Action Plan for Learning with Digital Technologies to a new Action Plan for LWDT 2018 - 2020. **_See Appendix 5 attached_**	DP Teaching and Learning	LWDT Action Plan developed by end of Term 2 2018
2.1.7	Rongohia Te Hau reinstated in Term 3 2018 to further embed the effective Teaching Profile.	DP Teaching and Learning DP Student Support SCT	All walk throughs completed in Term 3

Key

Achieved	Partly achieved	Not achieved

Objective:

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

	Benchmark Aims / Annual Aims	Responsibility	Measures
2.2.1	To ensure co-construction meetings at all levels are held in Term 1 and Term 4.	Principal	Term 1 meetings held Term 4 meetings held

2.2.2	To continue action planning meetings with each Head of Faculty as per the following schedule:
	
	Term 1 - *a. Social Sciences*
	              b. Hostel
	              c. Mathematics
	
	Term 2 - *a. Science*
	              b. The Arts
	
	Term 3 - *a. Guidance*
	              b. Te Reo Maori
	
	Term 4 - *a. PE/OE/Health*
	              b. Technology
	              c. English/Languages
		Principal	1. Term 1 meetings held
			
			2. Term 2 meetings held
			
			3. Term 3 meetings held
			
			4. Term 4 meetings held

	2018 Specific Aims	Responsibility	Measures

2.2.3	Undertake faculty reviews as per BOT Faculty Review Schedule, Namely in 2018:
	    a. Term 1 Social Sciences
	    b. Term 2 The Arts
	    c. Term 3 Mathematics
		Principal
		DP Teaching and Learning
			a. Faculty Review Held
			b. Faculty Review Held
			c. Faculty Review Held

2.2.4	To enhance the effectiveness of teaching and learning at Awhina – the Rotorua Activity Centre following the appointment of a new Director and following aspects identified in the Tuwhangai Report.	Principal HOF Guidance Director of Learning - Awhina	February Planning Programme completed

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 Aims	Responsibility	Measures
3.1.1	To pursue both whanau and student voice annually.	Principal DP Teaching and Learning DP Student Support	Whanau/Student voice collected
	2018 Specific Aims	**Responsibility**	**Measures**
3.1.2	Whanau voice to be collected on Academic Review Day 1.	DP Teaching and Learning	Whanau voice collected in Term 1 2018

Key

Achieved	Partly achieved	Not achieved

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 / Annual Aims	Responsibility	Measures
3.2.1	To seek 200+ Year 9 enrolments annually.	Principal Year 9 Dean	Target met
3.2.2	To seek 100+ Year 9 enrolments from RIS annually.	Principal Year 9 Dean	Target met
3.2.3	To seek 25+ Year 9 enrolments in the hostel annually.	Principal Year 9 Dean Director of Boarding	Target met
3.2.4	To ensure 120+ students are enrolled in Tai Mitchell Hostel with 100+ being full fee payers annually.	Principal Director of Boarding	Target met
	2018 Specific Aims	**Responsibility**	**Measures**
3.2.5	To produce modern and up to date multi media resources promoting school and student achievements and activities.	Marketing & Communications Manager	New resources established
3.2.6	To update constantly over the course of 2018 the school website	Marketing & Communications Manager	Website up to date

Key

Achieved	Partly achieved	Not achieved

Objective:

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

	Benchmark Aims / Annual Aims	Responsibility	Measures
3.3.1	To develop strategies to ensure 85% + of day students attend Academic Review Day in Term 1 and Term 3.	Principal and DP Teaching and Learning	Target met
3.3.2	To maintain the school's support of the Central Rotorua CoL Strategic Plan.	Principal	Continued support for Central CoL
	2018 Specific Aims	**Responsibility**	**Measures**
3.3.3	To support only two designated charities in terms of money appeals in 2018.	DP Curriculum and Assessment	2 charities identified
3.3.4	To continue to promote community service to students through the support of Love Soup.	DP Student Support	Love Soup support continued

Key

Achieved	Partly achieved	Not achieved

Objective:

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

	Benchmark Aims / Annual Aims	Responsibility	Measures
3.4.1	To annually review and promote the RBHS Property Master Plan 2018- 2027.	Principal	Plan finalised
	2018 Specific Aims		
3.4.2	To finalise planning for the establishment of a new Science Facility including the demolition of the existing Science Block.	Principal	Plans and Tender documents finalised.
3.4.3	To complete an emergency procedures manual compliant with Health and Safety Legislation.	DP Teaching and Learning	Plan finalised and BOT approved.
3.4.4	To commence the construction of a new grandstand.	Principal	Plans and Tender documents finalised.
3.4.5	To restore carvings on the outside of the Whare including the Waharoa.	Principal	Restoration completed.
3.4.6	To replace/reclad the roof of the Millennium Centre to ensure water tightness of that facility.	Principal and Property Manager	Roof replacement completed.
3.4.7	Continue to identify areas for development in the school's wireless network as per the Action Plan for Learning with Digital Technologies 2018.	Principal DP Teaching and Learning Network Manager	Wireless Network reviewed
3.4.8	Progress the following property projects: i) The reformatting of current 5YA ii) The refurbishment of Golf Range netting and turf iii) The refurbishment of toilets/changing rooms in Library/Gym/ B Block/Whare/Jubilee Quad iv) The upgrade of lighting in Hall/A Block/Whare v) The establishment of new egress to Hall through West side windows vi) Establishment of outdoor Basketball Court on North side of B Block	Principal	Projects started or scheduled i) ii) iii) iv) v) vi)

Key

Achieved	Partly achieved	Not achieved

Objective:

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

	Benchmark Aims / Annual 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	The Business Manager to work with the Director of Sport to ensure: a. Team lists are updated each month b. Sports fees/Team fees are collected in a timely manner	Business Manager, Director of Sport and Head of Sport	Fee collection monitored each month.
3.5.3	To achieve a total revenue target from NZIOS and International Students of $400,000.00 + annually.	Principal Dean of Int Students Business Manager	Target met
	2018 Specific Aims	**Responsibility**	**Measures**
3.5.4	To reduce the hostel loan to less than $1,000,000.00 by mid 2018.	Principal Business Manager	Target met
3.5.5	To achieve $90,000.00 + in Charity Funding.	Business Manager	Target met
3.5.6	To oversee the financial management of the 2018 Property Projects.	Principal Business Manager	Financial parameters 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.

	2018 Specific Aims		Responsibility	Measures
3.6.1	GO	GOVERNANCE	Principal and Board of Trustees	Policies Reviewed
	GO2	Composition of the Board		
	FI	FINANCIAL		
	FI1	Charitable Causes		
	FI2	Finance		
	FI3	Theft and Fraud Prevention		
	FI4	Credit Card		
	HI	HOSTEL		
	HL1	Hostel Boarding		
	HL2	Hostel Fees		
	HL3	Hostel Refund		
	HL4	Hostel and International Students Complaints		
	HL5	Hostel Drug		
	HL6	Hostel Alcohol		
	HL7	Hostel Serious Misbehaviour/Gross Misconduct		
	HL8	Hostel Search and Seizure		
	HL9	Hostel Relationships and Protection from Ill Treatment		
	HL10	Hostel Child Abuse Allegations against Employees		
	HL11	Hostel Reporting Child Abuse and Neglect of Students		
	HL12	Hostel and International Student Influenza Pandemic Planning		
	HL13	Hostel Emergency and Civil Defence		
	IS	INTERNATIONAL STUDENTS		
	IS2	International Students Fees Protection		
	IS3	International Students Accommodation		

Key

Achieved	Partly achieved	Not achieved

3.6.2	To ensure that the following documents are tabled at the February Board Meeting. A. 2018 Management Document B. 2018 Budget Document C. 2018 Annual Plan D. 2018 Charter	Principal	Documents tabled

Key

Achieved	Partly achieved	Not achieved

Appendix 1

Rotorua Boys' High School
Pasifika Action Plan 2018

The following Action Plan has been established to support our Pasifika Students

	Aim:	Responsibility	Measure	2018 Review	2019 Review
1.	Establish an induction programme for new International Pasifika Students on their arrival at Rotorua Boys' High School in 2018.	Pasifika Mentor	Induction Programme established for 2018 new to school Pasifika students.	red	
2.	Celebrate Pasifika Cultures at Rotorua Boys' High School, by actively supporting and encouraging a group that reflects our Pasifika Students. E.g. Enter NZ Super 8 Competition, local opportunities	Pasifika Mentor.	Pasifika Group performs at community events.	green	
3.	Track Pasifika Students relative to both academic achievement and school engagement generally	Pasifika Mentor with Year Level Deans.	Traffic lights established for Pasifika Students.		
4.	Ensure Pasifika Students attend 90% plus of the time, plus and engage across all the five dimensions of the school programme. In 2017 the attendance for Pasifika Students was 89.5%.	Pasifika Mentor with Year Level Deans.	Attendance measured for Pasifika Students.		
5.	Provide a supported and regular homework environment either at school or via Power Up for Pasifika Students.	Pasifika Mentor	All Pasifika students actively engaged in in regular prep/homework at/after		

#			
			school.
6.	Identify and support Pasifika students who are at risk of poor achievement.	Pasifika Mentor and Year Level Deans.	Support plans established for at risk students.

7.	Provide opportunities for Pasifika Students that are a part of our Pasifika Cultural Group to gain performance credits appropriate to their performance eg:
	
	LEVEL 1
	• 1.2 6 credits A590002
	• 1.3 4 credits A590859
	
	LEVEL 2
	• 2.1 4 credits A591205
	  Choreograph a dance for a group.
	• 2.3 4 credits A591207
	  Perform in an ethnic or social dance.
	• 2.4 4 credits A591208
	  Theatre Dance to perform to an audience for pleasure.
	• 2.5 6 credits A591209
	  Perform a repertoire of dance.
	• 3.4 4 credits A591591
	  Perform in a dance group.
	• 3.5 6 credits A591592
	  Perform a repertoire of contrasting dances.
		Deputy Principal - Teaching and Learning, Pasifika Mentor and HOD Performing Arts.	Performing credits both offered and achieved by Pasifika Students.

8.	Establish a Pasifika Specific Career Pathways Meeting for all Senior Pasifika international students.	Pasifika Mentor with HOD Careers	Senior Pasifika International student meet with HOD Careers for each term.
9.	Ensure Pasifika Student Voice and Family Voice is formally gathered on an annual basis, perhaps at the Fono or on ARD's.	Pasifika Mentor	Student and Family voice gathered.

#	Action	Responsibility	Success Indicator		
10.	Hold annually a Pasifika fono to establish a strong relationship with the families of Pasifika students and the Rotorua Pasifika community.	Pasifika Mentor	Fono held annually.		
11.	Meet annually with the Rotorua Pacific Island Trust to liaise with and support Trust organised events eg: • Pasifika Fun Day • Pasifika Festival • NCEA Catch Up Programme?. • NCEA Intensive Preparation Programme.	Principal and Pasifika Mentor	Meeting held annually and Trust events supported.		
12.	Design a Pasifika Newsletter for Pasifika parents and community, to inform and celebrate our Pasifika students achievements at RBHS.	Marketing and Communications Manager and Pasifika Mentor	A Pasifika newsletter for Pasifika students, parents and community, circulated x2 a term.		
13.	Lead the Junior Pasifika Years (9 – 11) house group.	Pasifika Mentor	House Group established.		
14.	Meet annually with the Pasifika Mentor at RGHS to explore areas of common interest and opportunity.	Pasifika Mentor	Annual Meeting held and minuted.		
15.	Explore the establishment of a "Virtual Fale" as an e hub for Pasifika Students.	Pasifika Mentor, Network Manager and Marketing & Communications Manager	Virtual Fale established.		

Appendix 2

End of Year Co-Construction Meeting: Assistant Leaders of Learning
Thursday 23 November 2017.

Present: Mr Dalton, Mr Buckton, Mr Botes, Dr. Ferguson, Mr Coleman, Mr Lewis, Mrs White,Mrs Botha

Apologies: Mr Grinter.

Mr Dalton open the meeting by explaining that at this meeting plans for implementing the Learning Progressions in each faculty and the progress with integrating LWDT in each faculty would be shared and and at the end of the meeting a common goal for 2018 would be co-constructed.

At the Assistant Leaders of Learning Meeting on Monday 6 November the following details were recorded regarding this co-construction meeting:

Assistant Leaders of Learning will be asked to present how you are giving consideration to their Junior Unit Plans to ensure that the Literacy Learning Progressions for Writing are being considered and included when completing written tasks.

- *Specifically, how you are thinking about differentiated tasks moving forward that will allow students to cement the writing skills required to meet the curriculum level.*

- *Links to how Josh's COL Writing work and specifically how the Write that Essay elements will be integrated should be considered also.*

Assistant Leaders of Learning will also be asked to report (with evidence) how planning for LwDT has been integrated into Junior Schemes as per the 2015/2015 LwDT Action Plan and how this has informed the Year 11 planning this year as per the 2017 LwDT Action Plan

Each Assistant Leader of Learning was then given the opportunity to share their plans and progress.

Technology - Mr Botes.

Learning Progressions.

Mr Botes provided everyone with a copy of the faculty plan for implementing the Learning Progressions. The main emphasis in the faculty will be on the subject specific vocabulary and correct use of this during lessons. They plan to use Gamification as a means to embed the subject specific language using 4 different levels. The Technology faculty will support the other faculties by encouraging and modelling the correct use of punctuation, grammar and sentence structure in the written tasks that they do complete.

LWDT in Schemes of Work.

A document detailing each teacher's use of digital technology was shared. The level of use was dependent on each subject. A survey of the the teachers was also shared. This revealed that all teachers were using Google Classroom and a variety of other programmes and apps that are appropriate to the subject. Digital Technology was not widely used to offer alternative assessment opportunities. The survey also included questions on student engagement and achievement but the responses to the these questions were not supported by evidence.

Mr Dalton asked about the Scheme of Work which had been started in 2017 and whether LWDT had been included in that scheme. Mr Botes was not aware of this scheme and they arranged to discuss this outside of this meeting.

English -Ms Allom

Learning Progressions

Ms Allom provide a copy of the English Faculties plan for each person. It is the intention of the English faculty to re-write their Junior Schemes of work in order to create differentiated learning programmes which ensure that the Learning Progressions are followed and that the students have authentic contexts for learning. It is also a focus for the faculty to ensure that the reading and writing skills that are required for success in the senior school are embedded. They intend to use the Learning progressions to provide differentiated tasks and each unit will cover all of the strands of the NZ Curriculum rather than each strand being presented in isolation. "Write That Essay" strategies will be incorporated alongside the Learning Progressions.

LWDT in schemes of work.

A sample of a unit of work was shared where the Digital Focus was included. This provided digital resources for teachers to use during their lessons. The use of digital technology as part of assessment was briefly discussed.

Social Science - Mr Lewis

Learning Progressions.

Mr Lewis shared the Social Science Faculty's plan for implementation of the Learning Progressions with the group. This plan was broken down into what needs to be done and how the faculty plan to do it. The Learning Progressions will be included in the scheme of work and into each appropriate unit plan. This will also be done for the"Write That Essay" strategies. The particular areas of focus for Social Science, within the Learning Progressions, has been highlighted on the Student Speak version of the Learning progressions.

LWDT in schemes of work

The Social Science Faculty have not specifically identified Learning with Digital Technology in their scheme of work but its inclusion is obvious in the type of activities that are planned within each unit.

Science - Dr Ferguson

Learning Progressions.

Dr Ferguson shared the Science faculty's plan with the group. The relevant aspects of the Learning progressions have been identified and will be included in schemes of work and specific units. These have also been linked to the Science capabilities. Through upcoming, departmental PLD, the Science faculty will develop differentiated, rich writing and identify the different aspects of the learning progressions within these tasks.. They will also develop a range of strategies, including exemplars and writing frames, that demonstrate progression.

LWDT in schemes of work.

Digital activities have been hyperlinked in schemes in both Year 9 and 10. Digital assessments for units assessed by portfolio work have been introduced. The faculty have been exposed, through the Towards Transformation programme, to relevant apps and they are developing the use of these in the classroom. In their forward planning for Year 11 in 2018, Achievement Standards which allow for digital technologies to be integrated into the programme have been chosen. Internal assessments will be adapted to allow for digital submission where appropriate and possible. This has been trialled with the Year 10 students who are currently completing the NCEA Level 1 preparation programme.

Physical Education - Mr Coleman.

Learning Progressions.

Mr Coleman shared the P.E Faculty's plan with the group. In Junior PE there is only 1 period /week allocated to classroom time. The PE faculty will support the work done in other core classes by including the appropriate aspects of the learning progressions into their Health Schemes. This will include focus on punctuation, grammar, spelling and use and understanding of subject specific vocabulary. The "Write That Essay" strategies will be used to assist in this area. They will use their practical lessons to introduce and use the language of the subject. Students will be encouraged to use this vocab throughout lessons. Examples of what would included are in the attached notes.

LWDT in schemes of work.

A variety of ways in which digital technology has been integrated into junior schemes of work are listed in the attached notes. An example from the scheme of work is also attached. Year 11 assessment tasks have been reviewed and changes have been made so that assessments can be delivered and completed digitally.

Mathematics - Mrs White

Learning Progressions.

Mrs White provided a copy of her notes for the group. The Mathematics faculty are giving consideration to all of the Junior Unit Plans to ensure that the appropriate aspects of the learning progressions are included. In each classroom there is a "Writing Wall" that provides

the students with a reference for the specific writing structures, including "Write That Essay " strategies, that are appropriate to Mathematics. It is also expected that each classroom displays a vocabulary board specific to the Mathematics strands.

LWDT in schemes of work.

It was reported that all Mathematics teachers are using Google classroom in a variety of ways. Assessments are now investigations and students have a choice of media to present their work.

It was not clear if LWDT was explicitly referenced in schemes of work.

General.

- Mr Dalton thanked everyone for their contributions to the meeting and explained that a goal needed to be co-constructed in order to focus the work of the Assistant Leaders of Learning in 2018. This goal must be achievable and measureable. It should also lead to improved academic outcomes for our students.

- Mrs Botha highlighted the need for faculties to be clear on the difference between contextualisation and differentiation and that these 2 concepts should be explicitly expressed in schemes of work and unit plans

- The group expressed that they would like regular opportunities to meet and collaborate and that they would be interested in experimenting with an integrated unit for each year level.

- Some ideas were shared around a possible goal.

Key Goal - 2018.

In reflecting on the reports that were presented and the minutes of the Assistant Leaders of Learning meeting that was held earlier this term, this is the goal for 2018:

We will develop and implement authentic and progressive schemes of work which explicitly demonstrate cultural responsiveness and differentiated learning. They will include all of the appropriate aspects of the Literacy Learning Progressions, Learning with Digital Technologies and offer a variety of modes of assessment. These schemes of work will form the basis for detailed unit plans which will ensure that student progress through the Learning Progressions, subject specific content and a variety of assessment modes are being considered and planned for in order to improve the academic outcomes for Maori and Pasifika students.

Actions.

1. Faculty PD session on Learning Progressions to take place before the end of 2017. (Week 8 or Week 9)
2. Year plan for Year 9 and Year 10 courses to be updated to accommodate any changes that may be required.
3. Scheme of work for Term 1 to be completed according to the goal by 26 January.

4. Revised scheme and Unit Plans for Term 1 to be shared and discussed during Faculty Time at the beginning of the year. These will be presented at ALoL meeting in Term 1.
5. Revised Scheme for Term 2 to be completed by Term 1 Week 5.
6. Revised Scheme for Term 3 to be completed by Term 2 Week 5
7. Revised Scheme for Term 4 to be completed by Term 3 Week 5.

Evidence for end of 2018.
- Present one unit plan that has been devised according to the goal with clearly differentiated tasks and varied modes of assessment.
- Student work from that unit (progressive activities/tasks through to assessment.)
- A sample of student voice.

Appendix 3

End of Year Co-Construction Meeting: Leaders of Learning
Thursday 30 November 2017

Present: Mr Grinter, Mr Dalton, Mr Buckton, Mrs Baldwin, Mrs Watts, Mrs Wallace, Ms Wallis, Mr Holliday, Mr MacDonald, Mr Whitrow, Mr Hay, Mr Webster, Mrs Botha.

Goal for 2017.
We will:

- *Continue to embed the Unit Review and course co-construction process in a manner that is sustainable and responsive for each faculty. All units to be reviewed annually, after the unit has been taught and co-constructed at least once in a 2 year period.*
- *This process will focus on alternative methods of assessment that allows students a greater choice in how they will be assessed in order for our courses to be culturally appropriate and responsive.*
  - *Each faculty will identify their junior Pasifika students and report on their progress in 2017.*
  - *Each faculty will continue to take student voice from a class sample of 5-6 students.*

In doing this we will continue to improve academic outcomes for Maori students and Pasifika students.

Mr Grinter reviewed the goal for 2017 and Mr Dalton gave context to the evidence that he expected to be presented at this meeting. Leaders of Learning were also expected to present their Faculty Vision for 2018. Mr Grinter informed the Leaders of Learning that he would also like feedback on the Assistant Leaders of Learning role and the Kahui Ako (Community of Learning) "in-school positions". Each Leader of Learning was given the opportunity to present their evidence to support the above goal.

Technology - Ms Wallis.
Ms Wallis presented comprehensive evidence to support each aspect of the goal. She explained how the Unit Review process and course co-construction meetings have been completed. As the Technology Faculty consists of numerous single teachers subjects this is quite a complex process. Junior Pasifika achievement data has been collated and reported on. In Year 10 a total of 6 Pasifika students chose Technology as an option and 5 Year 9 Pasifika students participated in the Options rotation. The achievement of each student was recorded and the feeling was that on the whole, the Pasifika students were performing well and gaining most of the credits offered. A list of alternative modes of assessment used is

included in the evidence. This applies to the Junior school. Alternative modes of assessment are not readily available in Senior courses as these are dictated by BCITO.

<u>Focus for 2018</u>
A comprehensive set of Faculty Goals is attached to the evidence.

Mr Dalton commented on the significant amount of data that had been collected and reflected on.

Mathematics - Mrs Baldwin.

Mrs Baldwin presented each member of the group with a "flyer" which covered all aspects of the evidence to be presented. The Unit Review process has been streamlined to make it manageable for staff. It is also tracked and signed off by the Leader of Learning. Student Voice is collected from 5 students at the end of each module and results were easily accessible for staff. The process was checked by the LoL or ALoL in order to identify areas of concern quickly. Alternative assessments have been introduced and half of the assessments have been changed to projects rather than tests. The faculty have co-constructed 5 modules at Year 9 and 10 in order to ensure that they have a real life context and are suitable for the students of RBHS. The new contexts are listed on the flyer. In 4 projects, at both Year 9 and 10, students had the agency to choose their method of presentation. These changes have improved student achievement. The data presented for Junior Pasifika students showed that the results of these students in 2017 were better than their 2016 results. It was felt that this due to the move to project type assessments.

<u>Focus for 2018</u>
The Mathematics Faculty will:

- Co-Construct the context of their test modules to provide more engaging themes.
- Embed the Learning Progressions into the schemes of work to ensure that they are moving progressively through the stages and not missing out key concepts that may hinder student progress.
- All topics to be taught with a number focus to increase numeracy standards and increase confidence.
- Make the Junior programme a 2 year programme to enable a deeper understanding to occur and allow time for practical, hands on tasks.

Science - Mrs Wallace.

Mrs Wallace presented a summary of her evidence in a report that was provided to each member of the committee. The Unit Review and co-construction process is completed for every second unit taught, so units not covered in 2017 will be covered in 2018. The centrally funded PLD that the Science faculty have been allocated is assisting them to completely revamp their Junior courses which will include the Science capabilities, the Literacy Learning progressions and contextualised learning in a meaningful way. Alternative methods of assessment are offered in every second unit in a move away from end of topic summative tests. Pasifika data needs to be amended It would appear that Pasifika students in Year 9 and 10 are not achieving very well in Science and submission of work for assessment is an issue. They certainly perform better in portfolio type assessments.

<u>Focus for 2018</u>
The Science Faculty will:

- Develop contextualised units for Year 9 and 10. These will be termly units which integrate all aspects of Science, the Science capabilities and the Literacy Learning progressions.
- Increase the number of Scholarship entries across the 3 senior subjects.

Languages - Mrs Watts.

Mrs Watts provided the committee with a summary of the goals for 2017. Her report detailed what had been done, the outcomes and then a future focus. Unit Reviews and Student Voice are completed after every unit and stored in shared folders. Each teacher reflects on the evidence for the final PMAS interview. Co-Construction meetings, this year, have focussed on the Year 11 course and assessments due to the fact that 4 of the 6 teachers had not taught a senior course before. In future, Unit Reviews will be done as part of the internal moderation process and a PMI chart will be completed. This will then be used for co-construction purposes at the end of the year. Every teacher had been asked to implement at least one alternative method of assessment. Some very innovative methods had been used and teachers reported increased engagement, improved results and submission rates. In 2018, assessments will be deliberately selected and "cross curricular" ventures will become a focus. It was noted that English is very often a second language for Pasika students and so adapted tasks and differentiated work is created to meet their needs. Achievement data for Junior Pasika students was included in the report and the data was very positive.

Focus for 2018
The Languages Faculty will:
- Rewrite the Junior Schemes of Work and Unit plans to include the Literacy Learning Progressions and ensure that all strands of the English curriculum are covered within every unit. Contextualisation and differentiated learning will be a priority
- Embed LwDT in Schemes and tasks
- Develop a Scholarship Pathway.

Social Sciences - Mr Holliday

Mr Holliday presented a detailed summary of the evidence that has been collected. He explained that he had streamlined the system for Unit Reviews and co-construction meetings. A comprehensive list of changes to modes of assessment is included in the evidence. Each teacher detailed what they have changed in 2017. The Social Sciences Faculty provided very positive achievement data for Junior Pasifika students. They also included an individual comment for each student. (Phillipino students have been included as Pasifika) Mr Dalton was really happy with the changes that have been made in methods of assessment.

Focus for 2018
- In the Junior Social Studies programme, the focus will be on building up lesson banks related to each unit and each area of differentiation.
- The literacy learning progressions will be built into the Schemes of Work
- The sentence, paragraph and assessment principles of Dr. Ian Hunter will be imbedded in all Social Science subjects teaching programmes.

Art - Mr Whitrow.

A report covering all aspects of the goal was provided to the committee. The Unit Review and Co-Construction process has been completed for Art and Maori Carving. Projects have become longer and involve more continuous assessment. Alternative methods of assessment are not always easy as very specific aspects of art are being assessed. There is some flow over from Art into DVC. A detailed explanation is provided in the report.

Junior Pasifika students are doing very well in Art. The nature of the courses allows them to use their culture as a means of expressing their ideas. Mr Dalton added that having only 2 hours/week for Art in Year 10 can be an issue when trying to include an NCEA Level 1 assessment.

Focus for 2018.

The Art Faculty will target Year 11 as this has proved to be a difficult year because of the limited amount of time that they get at Year 10.

Music - Mr Hay.

Mr Hay delivered a detailed breakdown of how the Music Faculty have gathered evidence for the goal. The Unit Review process and Year Level co-construction meetings together with Student Voice has provide valuable information on what is working well and areas that require further development in 2018. Alternative Methods of Assessment are available at all year levels. This allows students to work to their strengths but still meet the criteria for achievement. Many students work on individual programmes and creativity is promoted. Very specific information was provided on Junior Pasifika students. The Year 9 Pasifika students have done exceptionally well. In Year 10 it is more of a mixed bag with 3 students doing exceptionally well and 2 struggling with the demands of the programme. The Music courses in Year 9 and 10 allow the students to express their culture. Good leadership in music has been demonstrated by 2 Pasifika students in Year 10.

Focus for 2018

The Music Department will:

- Continue to establish target groups at each year level to aim for endorsements and eventually implement a scholarship programme.
- Include an NCEA Level 1 Assessment in Year 10 for the Musicians hoping that this will also assist with a scholarship programme.
- Gather better information from student voice.

(A very comprehensive list of next steps have been identified in the report)

Maori - Mr Webster.

A concise report was presented by Mr Webster. Hard copies were given to Mr Grinter and Mr Dalton. The document was shared electronically with the other members of the committee. The Unit Review process, collection of student voice and co-construction meetings are taking place. Junior Pasifika students are performing very well in both Tikanga and MPA. One student is hindered by poor attendance. The culturally responsive approach of the subjects allows the Pasifika students to take ownership of their learning. There are similarities between Te Reo Maori and other languages spoken in the Pacific Islands. Strong student/ teacher relationships have assisted in improving achievement. A wide variety of assessment methods have been used in the Junior school but the NCEA requirements have limited the opportunities to offer alternatives in the Senior classes. Many students choose performance based assessments. The Te Karere Newsclip was a popular way of presenting their pepeha. Mr Dalton queried the attendance data and asked Mr Webster to share how "Write That Essay" strategies had been adapted for Te Reo Maori classes

Focus for 2018
The Maori Faculty will :
- Make contact with NZQA moderators to explore alternative methods of assessment.

Physical Education - Mr MacDonald

Mr MacDonald provided Mr Grinter with a hard copy of his report. It was shared digitally with the other members of the committee. The P.E faculty have made improvements in their systems for completing the Unit Reviews, gathering student voice and having co-construction meetings. They are doing their co-construction meetings and internal moderation process simultaneously. Mr MacDonald felt that the student voice that was being collected was not constructive and needed to be revised. Alternative methods of assessment were being widely used in the Senior P.E classes. Examples of these are provided in the report. Junior Pasifika students were "red flagged" at the beginning of the year so that they could be easily monitored. Staff recorded student progress on a shared document so that they could be closely monitored.
Mr Dalton commented on the fact that P.E, historically, has a high number of course endorsements.

Focus for 2018
The P.E Faculty will:
- Focus on increasing Merit and Excellence subject endorsements.
- The Level 2 programme will be reviewed.
- Review the timing of camps.

Mr Grinter

The following points were made by Mr Grinter:
- This meeting provided a great opportunity for LoL's to learn from each other.
- We have an impressive group of leaders.
- We have come a very long way in a short period of time.
- Collaboration between the LoL's is evident.

The committee met again on Tuesday 5 December to interrogate the evidence that had been presented and discuss a variety of matters that impact each faculty.

Key Action Points for 2018
1. Student Voice.

We need to look closely at how we are gathering and using student voice. It must be informative and meaningful. Including student reflections on their learning during this process would improve student agency, as well as, allowing the teacher to identify next steps.
2. Mindlab.

Continue to promote the target of 50% of staff in all faculties completed the Mindlab course.

3. Credit Flow.

It was agreed that we need to improve credit flow in Year 9 and Year 10. A target of 20% of credits to be offered in Term 1, Term 2 and Term 3 was set. This leaves 40% for Term 4, which allows for exams.

4.Assistant Leaders of Learning roles.

Are we getting value from this resource?

The majority of Leaders of Learning expressed how valuable the assistant's role was within their faculty. Sharing of the workload has been very beneficial.

Communication has been an issue in some areas, with Leaders of Learning not being aware of what assistants had been asked to do and deadlines for task completion.

It was agreed that in 2018, the Leaders of Learning would have access to the agendas and minutes of Assistant Leaders of Learning meetings. Assistant Leaders of Learning will be responsible for keeping their Leader of Learning informed of their actions.

5. Kahui Ako roles. (CoL)

We have 6 in-school positions.

Are these roles having benefit across all Learning Areas?

There was consensus from the committee that "Write that Essay" and the Literacy Learning Progressions in-school Leaders had reached across all Learning Areas. With the other roles there appeared to be varying levels of contact. There had been no contact from Numeracy. Aiming for Excellence has worked with Mr Dalton with a very specific focus. The Arts Faculty and Maori department have had the least amount of contact with the in-school leaders.

Ideas for future positions were:

- *A STEM focus*
- *Retention of students.*

All Leaders of Learning agreed that they would like to see the Action Plans that the in-school leaders have developed. This will keep them informed and connected with what is happening within those positions.

6. "Write That Essay"

Mr Grinter explained that the school are considering buying licenses for every student and asked for feedback on whether this would be beneficial or not? He also mentioned that if it went ahead it would have a small impact on faculty budgets.

There was agreement from the group that the Professional Development that has been provided (Ian Hunter) and the current sessions with Phil Hornblow were excellent. Concerns were raised about the quality of the web based tool on iPads and also how widely the programme would be used. A number of faculties stated that it would not be of use to them so they would be reluctant to have less money in their budgets to fund it.

7. Learning with Digital Technology.

Mr Dalton commented that approximately 80% of Year 9 and Year 10 have purchased their own iPads. Financial constraints are holding many families back. Mr Grinter asked each faculty what they require in order to provide more access to LwDT.

English - A computer suite.
- Social Science - 10 more iPads
- Maths - 10 more iPads
- Science - 15 more iPads
- Maori - 10 more iPads
- P.E - 20 more iPads
- Technology -
- Art - 5 ipads with a stylus
- Music - 10 iPads.

The LwDt Action plan will be reviewed to plan for the next 3 years. It was highlighted that there a wireless drop off points in G3, A Block and the top of B Block. Apple classroom will be launched next year.

8. Rongohia Te Hau/ Effective Teaching Profile.

We will reinstate the Rongohia Te Hau process in 2018 and continue to embed the Effective Teaching Profile.

Goal for 2018.

We will review our current assessment practises at each year level within the school and we will explore ways to include alternative modes of assessment with the aim to reduce time spent assessing and increase time for quality teaching and learning. By ensuring our students are "assessment capable" we will improve our course completion rates and the academic outcomes for our Maori and Pasifika students.

Actions.

1. Leaders of Learning to develop an Action Plan which details the steps that they will follow to ensure a thorough review of assessment practises at each year level.

    The following points must be covered in the Action Plan:
   - Course Make-up (cross crediting)
   - Exploration of alternative modes of assessment and contact with NZQA moderators where required
   - Development of Scholarship programmes (include teacher development)
   - Monitoring of course completion.

Appendix 4

End of Year Co-Construction Meeting : Guidance Committee.
Thursday 7 December 2017.

Present: Mr Grinter, Mr Dalton, Mr Buckton, Ms Hartley, Mrs Hemana, Mrs Zilionis, Mr Lockwood, Mr Hunt, Mrs Grinter, Mrs Botha.

Mr Grinter opened the meeting and thanked everyone for their attendance and for the efforts put into each year level during 2017. He reviewed the goals of recent years and highlighted the 2017 goal and the associated actions.

The 2017 goal was:
We will further improve the consistency and effectiveness of the House Group Tutors through the appraisal process, regular communication through Google Classroom and by providing them with better Kamar data. In doing this we will improve the attendance, submission rate, achievement and retention of Maori and Pasifika students.

Mr Grinter asked each Dean to present their report.

Year 9 - Ms Hartley.
There are currently 192 Year 9 students. Over the course of the year 18 students have left our school for a variety of reasons but moving out of the area has been the main reason. Attendance at Year 9 is the worst it has been in 4 years. There are 44 students with an attendance rate of less than 85%. 18 of those students have an attendance rate of less 70% or less. The lowest rate of attendance is 32%. The attendance protocols are being followed and it seems as though we only get action from families when students are about to be removed from the roll. Poor attendance by hostel students has impacted the attendance data for the first time. There appears to be a problem with students truanting single periods in a day and not having a consequence for this. House Group teachers are not following up or communicating with the Dean in a timely fashion. The achievement data for this group was looking positive but there has been a significant drop in both Merit and Excellence endorsements. Ms Hartley believes that students being sent to the withdrawal room excessively is impacting on achievement. The need to support teachers who are struggling with Junior classes was highlighted. Staff changes have had a serious impact on some Year 9 classes. Te Honoa Toi has been successful but there is a need for faculties to provide suitable work for junior students to complete during this time.

Ms Hartley provided reflections on each action point from the 2017 goal and although all actions had been followed consistency from House Group Tutors still remained a concern. She suggested that we introduce a mid year checkpoint to their appraisal.

Mr Buckton added that the Guidance Committee needed to set the expectations for Te Honoa Toi and Mr Dalton added that the new tracking system would help with providing more accurate data.

Year 10 - Mrs Hemana.

Mrs Hemana stated that there are currently 208 students in Year 10. There has been a lot of movement in the cohort with more leavers than new enrolments. The link between attendance and achievement are obvious in this cohort and it was pleasing to see that the attendance rate had improved on the 2016 data. 49 students have an attendance rate of less than 85%. This is 6% less than last year. Mrs Hemana felt that the Year 10 House Group Tutors had worked tirelessly to improve the outcomes for all students but attendance follow up could improve in some House Groups. She reported that issues have arisen when students move beyond letter 2 or 3 due to lack of communication with the Deans. Mrs Hemana suggested that the KAMAR notification system could be used more effectively by the SMT to ensure all stakeholders are kept in the loop. The social support required at Year 10 is massive and Mrs Hemana mentioned the need for access to a social worker at school. This is already happening in the primary sector. The group of disengaged students in Year 10 this year have caused issues on campus and our support staff have had a very tough job.

The academic data for this cohort is looking very positive with a possible 71% of students attaining endorsements. The Level 1 Foundation Programme has been significantly more successful than in 2016. Looking ahead to 2018 Mrs Hemana would like to have a Year Level assembly in the first week of each term. She would also like to plan the Year 10 Formal for Term 3 rather than Term 4.

Year 11- Mrs Zilionis.

Mrs Zilionis reported that 162 students would be counted. The absence rate at Year 11 is 11.3% with Term 2 and Term 3 showing very poor attendance. Families are really struggling and they are looking to the school for support. Mrs Zilionis highlighted the value of having House Group Tutors move up with the cohort. They are able to provide the Dean with very relevant information which ensures that the target group of students is accurate at the beginning of the year. She also explained that her target group of at risk students was updated every term at the meeting of Deans and House Group Teachers. She attended the Academic Review Day appointments where required. Mrs Zilionis commented on the fact that Te Honoa Toi had changed from a punitive detention to a place of work which is very pleasing. The Year 11 House Group Tutors feel that the Academic Review booklets are not appropriate and a more user friendly document needs to be developed. This cohort has been very difficult for Year 11 teachers to deal with and the number of endorsements is likely to be low. There is also a possibility that pass rates for Maori students have dropped. The NCEA Level 1 Literacy and Numeracy results are excellent, both being 99%. The Mentoring Programme was reasonably successful with the students who had attended class regularly managing to pass. The change to the Priority Learners programme from completing Unit Standards to completing re-submissions and doing re-assessments had proved to be successful.

Year 12 - Mr Lockwood.

Mr Lockwood reported that in November Year 12 had a total of 132 students. 15 students less than the start of the year.Similar contributing factors for school leavers as 2016: students completed the requirements (60 level 2 NCEA credits) before leaving school. pathways, student choices, finishing school due to apprenticeship opportunities, courses at Te Ohomai, employment and overseas movements, living situations. Attendance was also a contributing factor for the decrease in numbers at the end of the year.

There were 25 students who left during 2017: 12 students pathway Polytech, 6 students employment, 6 students another school and 5 students were undecided in terms of pathway. Mr Lockwood mentioned that he had continued with his Attendance /Te Honoa Toi system where he printed off weekly attendance. Students and HG Teachers had till the following Wednesday to justify students. He ran Te Honoa Toi sessions every Wednesday and Thursday after school and this had worked well. The Term 3 School ball attendance initiative had a positive impact on school attendance as students needed to have an 85% plus or, improved attendance rate in order to attend. Mr Lockwood also highlighted the fact that at Year 12 there is not necessarily a link between attendance and achievement. Many students with attendance issues are still gaining there NCEA Level 2 certificates. He also commented that the very good attendance rates at Academic Review Day reflected the hard work of the Year 12 House Group Tutors and that the House Group Appraisal process was a really good opportunity for reflection. He suggested that we need to initiate a mentoring programme for new House Group Tutors and possibly those that are not quite getting it right.

Year 13 - Mr Hunt.

Mr Hunt provided a breakdown of leavers on a termly basis. Over the year 23 students left school, 4 of those left with an NCEA Level 3 qualification. Mr Hunt initiated the transition of 6 students due to very poor attendance, ranging from 60% down to 25%. One student independently completed leaving procedures to take up full time employment. The link between attendance and achievement is not obvious at Year 13. Students with very poor attendance are still gaining their Level 3 qualifications. The academic performance of this cohort is looking positive with a fair number of endorsements. Maori students have out performed non Maori students. Mr Hunt stated that he would like to see an 80% attendance requirement being placed on work ready subjects such as Forestry and Food and Hospitality. He also highlighted that the students in the Red Zone need to have some personal accountability for their progress.

International Students - Mrs Grinter.

Mrs Grinter reported that it had been a successful year for the international students. We have had 27 students this year ranging from Year 10 - Year 13. The academic achievement of these students has been very pleasing with some of them gaining endorsements. The attendance rate for the international students was 90%. Mrs Grinter highlighted the need for more ESOL support for those students in the mainstream cohort.

The meeting reconvened on Tuesday 12 December to further interrogate the evidence that had been presented. These were the common threads from the evidence:

1.Withdrawal Room Effectiveness.
The effectiveness of the withdrawal room system depends on the faculty. Going forward the following must happen:
- work must accompany the student or be available in the withdrawal room so that students are not missing learning opportunities.
- There must be a restorative conversation between the student and teacher by the end of that lesson

- A system for accurately tracking who is being sent to the withdrawal room and how often must be implemented to allow for timely follow up by Deans and SMT. It was suggested that the "R" code on KAMAR is used. This will be finalised before the beginning of the year.

2. Te Honoa Toi.

This has proved to be a useful and valuable initiative. It is essential that each curriculum area contributes appropriate resources to ensure that students are completing activities related to what is being covered in class. Science and Maths were highlighted as the areas that students require most help with. It was suggested that senior students should be used as mentors during Te Honoa Toi sessions.

3. Year Level Assemblies.

All of the Deans agreed that regular Year Level Assemblies would be valuable. They would give the Deans the opportunity to regularly talk about attendance and achievement. The first Wednesday of every term has been allocated to these assemblies.

4. Target Groups.

Deans will establish a target group of at risk students at the beginning of the year based on information provided by the previous Dean. Mr Buckton commented that a term by term plan would be useful for students in the target group. A modular programme for seniors who need to transition out of school warrants further investigation.

5. House Group Tutor Effectiveness.

The committee were in agreement that effective House Group Tutors make the job of the Dean much easier. The meeting between Deans and House Group Tutors must be used to clearly define the expectations of Deans related to monitoring attendance and academic tracking, as well as, making regular contact with home. Using effective House Group Tutors to share best practice must included in future meetings. All Deans felt that it was beneficial for teachers to move with their House Groups but Deans should remain with a specific year level. House Group Tutors must assist their students to set SMART goals.

Suggested Goal - 2018.

We will implement more robust monitoring and reporting procedures related to the daily attendance of each student in order to increase our attendance rate to 90%. By consistently monitoring attendance we will improve the academic outcomes of our Maori and Pasifika students.

Actions for 2018.

- Develop an "Attendance Office" with an attendance officer who has the power to refer students to Te Honoa Toi for regular lateness and unexplained absences.

- House Group Tutors will be given clear direction on their responsibilities for contacting home when students are arriving late, missing periods and any full days of absence that have not been justified through the text system. Protocols for reporting to the Dean will also be clearly defined and adhered to.

- All Attendance letters will be hand delivered and information gathered by the attendance officers will be shared immediately with the relevant Dean. The Dean will then inform House Group Tutors so that the appropriate support can be put in place.

- The need for Tuakana /Teina relationships was highlighted and an action plan will be developed to ensure that this happens early in Term 1.

Appendix 5

Rotorua Boys' High School

Action Plan for Learning with Digital Technologies 2017

The purpose of this action plan is to enable us enact our vision:

"Our students, through the use of digital technologies, will be offered future-focused learning opportunities, to ensure they are equipped with the skills to be successful global citizens"

Contents▯

Alignment to ELPF Dimensions: *What are we aiming for?*	Needs Analysis Feedback	Action Plan *What do we need to do?*	Timeframe / Responsibility	How will we know we have achieved it?
Beyond the Classroom				
Our school regularly reviews how we engage with whānau/iwi to help students learn effectively and safely cv online.	Communicating with whānau regarding safety of electronic devices, managing screen-time etc	Produce an information handout for parents where we cover safety of electronic devices, managing screen time etc. + Follow up communication throughout the year.	SMT, LWDT Focus Group; 1. Term 1 2017	Information is readily available across multiple mediums for whānau engagement.

Our school and our whānau/iwi/community engage with each other effectively using digital technologies.	How will we maximise opportunities to share learning and student progress with whānau?	SMT + IT Committee to explore platforms for shared access Teachers will explore opportunities to share student progress and learning outside the classroom e.g. • ePortfolios • Websites • Shared folders • YouTube	DP T&L + Network Manager to explore new LMS options, namely Schoology Learning Areas to share best practice in 2017.	All members of our learning community will be engaged online to share and celebrate student learning achievements.

Learning and Teaching

In our school, we work with teachers to make sure technologies are used to support the needs of our learners.	Ensure that we are catering for the needs of all students. (Accelerate and Special Needs) • http://inclusive.tki.org.nz/ (see for Some really good resources at this site which could be explored for Inclusive education and digital technologies	Investigate alternative assessment modes • NZQA aligned • *Note alignment to 2017 LoL Co-Construction Goal*	Leaders of Learning LWDT Focus Group to maintain and promote collaborative shared space for sharing exemplars for alternative assessment modes.	When staff and students are comfortable with the alternative assessment procedures. There are varying assessment modes and/or opportunities across the curriculum.
In our school, assessment tasks often use digital technologies so students have choice, can collaborate and share learning with us.	Assessment- what does effective assessment look like? Creating alternative assessments.	In 2017, Learning areas will seek feedback from moderators to inform assessment planning.	Leaders of Learning to ensure from their learning area is represented in that shared space in 2017	Students will feel empowered to make their own decisions regarding the assessment mode of their choice to suit their learning needs.
In our school, the curriculum supports students to become capable and discerning users of digital information.	Review appropriate use agreement with respect to use of devices in the learning environment.	LWDT Focus Group to review current document used in 2016 in use in 2017.	LWDT Focus Group - Start of 2017	Digital Citizenship is overtly modeled by staff and demonstrated by students.

The curriculum supports students to become capable and discerning users of digital information. *Embeddedness across the curriculum.* *A clear focus on student achievement.*	Integration of DT planning in schemes / units / teacher planning Impact of Digital Technologies on different levels	Year 9-13 Schemes and associated teacher planning to integrate and review DT **1. Each learning area will work on developing Year 11 programmes in 2017.** LoL will ensure curriculum planning has been designed with digital technology integration in mind. 2. Teachers will identify resources and professional learning required to support integration. Action plan is with a view to completing the above action points for the remaining learning programmes (as a minimum requirement): Year 11 2017 Year 12 2018 Year 13 2019	Responsibility of Learning Areas / LoL's / Assistant LoL's or specific people in department assigned to certain curriculum areas. **Term 1 2017:** Review 2016 action plan and develop 2017 Department Action Plans.	1. Learning Area has progressive planning that effectively integrates digital technologies for learning. 2. Learning Area Action Plans are updated for 2017

Professional Learning

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Our school takes a collaborative, learning-focused approach to ensure it meets the needs of everyone in the school. *In our school professional learning activities about e-learning are focused on effective ways to use digital technologies to support*	Technical strategies with DT - Building technical capacity in LWDT space	Provide ongoing and differentiated PL experiences for teachers in LWDT space. • Monitored by DP T&L - PL opportunities will be differentiated by need Teachers will continue to use a blended approach to their professional learning	*(NB: Has been in place for some time now)* LWDT Focus Group; ongoing All teachers; ongoing	Teachers will be confident users of digital technologies to support effective teaching and learning programmes. Teachers will ensure their learning is ongoing and will be supported by their

specific learning needs, and develop digital literacy. *In our school all our professional learning activities offer an effective blend of online and face-to-face methods.*	Professional Learning will be offered and encouraged through NPeW initiatves and Mind Lab.	• School led PL • Participating in online communities • Sourcing material themselves related to technical capacity and sharing with colleagues Continue to encourage staff to further their learning and development.	SMT; Teachers	colleagues and other professional networks e.g. • VLN • Twitter • Enabling e-Learing • Forums • Etc Entire school community benefits from these PL opportunities through dissemination of key learnings

Leadership

In our school there is a vision statement and curriculum focused rationale for e-learning that is understood by staff. *In our school there are structures and processes so we can engage purposefully with whānau/iwi about our vision for e-learning.* *Our school regularly reviews processes and systems for managing e-learning across the curriculum.* *In our school, leadership ensures the whole staff is involved in e-learning strategic planning.*	What is the vision for the LWDT in 5 years time?	Ensure planning systems, teaching programmes and review systems for the school (policies / property / infrastructure), learning areas and individual teachers have synergy with our Vision for LWDT.	SMT ongoing IT Committee ongoing LWDT Focus Group ongoing LoL ongoing Teachers ongoing	Relevant school policies and practices align with our school's LWDT Vision document.

Infrastructure and Technologies

In our school everyone has 24-7" access to digital technologies from home and school, anywhere, anytime. *In our school, the networked environment ensures that we can be flexible and adaptable in the way we use digital technologies.*	Maintenance of wireless coverage across the school	Continue to identify areas for development in the school wireless network.	Network Manager / TTS	Robust and reliable wireless connectivity for all learners regardless location in the school in 2017 and beyond
Our school regularly reviews the plan for maintenance and purchase of digital technologies so that it is driven by learning needs.	iPad pods are still required in the Arts and in Maori. There is greater need in existing learning areas also.	Make available PODS of Devices in Maori and the Arts enable equity of access. Review the need for more device pods in each of the 8 Learning Areas in 2017	IT Committee to plan for ongoing financial support in this regard.	Each department will have their own PODS of devices accessible for use in their Learning area that are fit for purpose to ensure effective teaching and learning programmes.
Our e-learning systems are regularly reviewed to ensure they are suitably robust so our students can enjoy a safe learning environment.	Keeping up to date with current health concerns with device/wifi use *NB: This area has already seen significant research and action at our school.*	IT Committee continue to take steps to ensure safety of all students and staff regarding Wifi emitting devices.	IT Committee; ongoing	Ongoing review against safety standards as it pertains to Wireless technology in proximity to individuals.
A collaborative group manages the technical support of digital technologies to ensure maintenance is timely, effective and prioritised as part of whole school strategic development.	Skill of students in using devices- logging on, typing skills, use of programmes and the features/functions those programs provide.	Run a LWDT orientation programme at the start of the year.	**LWDT Orientation Programme;** Network Manager + D.P. T&L Term 1 2017	Students are confident and competent users of their devices and they are able to move seamlessly between tasks with ease.
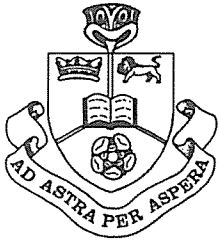
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Regarding Kiwisport Funding 2018

The Kiwisport funding of $21491.57 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 uniform 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.

His 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.

Craig 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 charities applications plays a significant role in maintaining sport at Rotorua Boys High school.

Regards

Gordon Hunt
HOD Sport
Rotorua Boys High School