

ROTORUA BOYS' HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 152

Principal: A.C. Grinter

School Address: 1612 Pukuatua Street, Utuhina, Rotorua 3015

School Postal Address: PO Box 10148, Central, Rotorua 3040

School Phone: 07 348 6169

School Email: info@rbhs.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Herby Ngawhika	Presiding Member	Election	2025
Chris Grinter	Principal ex Officio		
Marty Hines	Parent Representative	Election	2025
Mercia Yates	Parent Representative	Election	2025
Wai Morrison	Parent Representative	Election	2025
Anaru Pewhairangi	Parent Representative	Election	2025
Paul Conrad	Staff Representative	Election	2023

Accountant / Service Provider:
Nawa Ruckes - Business Manager

ROTORUA BOYS' HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 20</u>	Notes to the Financial Statements
	Independent Auditor's Report

Rotorua Boys' High School

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Herby Te-Haute-Horo Ngawhika

Full Name of Presiding Member



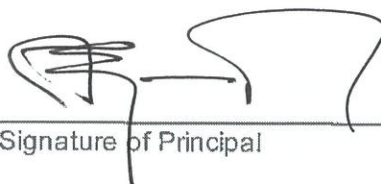
Signature of Presiding Member

31.05.2024

Date:

Albert Christopher Ginter

Full Name of Principal



Signature of Principal

31.05.2024

Date:

Rotorua Boys' High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	16,021,434	14,438,770	13,802,046
Locally Raised Funds	3	2,792,725	2,657,747	2,142,367
Interest		78,728	30,000	12,726
Gain on Sale of Property, Plant and Equipment		25,575	-	1,271,550
Hostel	4	1,406,560	735,668	1,260,720
Total Revenue		20,325,022	17,862,185	18,489,409
Expense				
Locally Raised Funds	3	1,993,844	1,392,912	1,454,269
Hostel	4	867,512	650,378	686,626
Learning Resources	5	11,207,949	9,721,022	9,453,207
Administration	6	2,366,451	2,522,914	1,996,393
Interest		29,125	-	21,558
Property	7	2,565,846	2,334,943	2,104,349
Total Expense		19,030,727	16,622,169	15,716,402
Net Surplus / (Deficit) for the year		1,294,295	1,240,016	2,773,007
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,294,295	1,240,016	2,773,007

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

Rotorua Boys' High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		9,279,108	9,279,108	6,299,101
Total comprehensive revenue and expense for the year		1,294,295	1,240,016	2,773,007
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	207,000
Equity at 31 December		10,573,403	10,519,124	9,279,108
Accumulated comprehensive revenue and expense		10,573,403	10,519,124	9,279,108
Equity at 31 December		10,573,403	10,519,124	9,279,108

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Rotorua Boys' High School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,058,267	1,301,000	1,067,704
Accounts Receivable	9	1,053,704	1,000,000	734,698
GST Receivable		108,413	-	58,386
Prepayments		21,000	25,000	104,271
Inventories	10	193,213	240,000	240,023
Investments		532,882	220,000	209,707
Funds Receivable for Capital Works Projects		-	-	-
		2,967,479	2,786,000	2,414,789
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	13	1,348,803	1,799,094	1,465,692
Revenue Received in Advance	14	477,846	450,000	535,370
Provision for Cyclical Maintenance	15	65,000	50,000	48,903
Finance Lease Liability	16	162,077	140,000	124,394
Funds held for Capital Works Projects	17	337,148	-	-
Funds held on behalf of School Cluster	18	26,859	12,497	12,497
		2,417,733	2,451,591	2,186,856
Working Capital Surplus/(Deficit)		549,746	334,409	227,933
Non-current Assets				
Investments		-	-	-
Property, Plant and Equipment	12	10,539,115	10,533,715	9,357,228
Intangible Assets		-	-	-
		10,539,115	10,533,715	9,357,228
Non-current Liabilities				
Borrowings		-	-	-
Provision for Cyclical Maintenance	15	351,882	240,000	236,865
Finance Lease Liability	16	163,578	109,000	69,189
		515,460	349,000	306,054
Net Assets		10,573,401	10,519,124	9,279,107
Equity		10,573,403	10,519,124	9,279,108

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

Rotorua Boys' High School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		6,125,432	5,448,465	4,131,799
Locally Raised Funds		2,702,130	3,262,411	3,475,474
Hostel		1,409,510	785,668	1,259,970
International Students		65,112	514,130	345,398
Goods and Services Tax (net)		(98,968)	-	(13,913)
Payments to Employees		(2,827,668)	(2,693,024)	(2,725,161)
Payments to Suppliers		(5,658,821)	(3,541,935)	(4,148,745)
Interest Paid		(29,125)	-	(21,558)
Interest Received		78,728	30,000	12,726
Net cash from/(to) Operating Activities		1,766,330	3,805,715	2,315,990
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		25,575	-	
Purchase of Property Plant & Equipment (and Intangibles)		(1,418,315)	(2,533,715)	(2,254,596)
Purchase of Investments		(323,175)	(220,000)	(199,198)
Proceeds from Sale of Investments		-	-	
Net cash from/(to) Investing Activities		(1,715,915)	(2,753,715)	(2,453,794)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	207,000
Contributions from / (Distributions to) Ministry of Education		-	-	
Finance Lease Payments		(161,363)	249,000	(194,641)
Painting Contract Payments		-	-	
Loans Received		-	-	
Repayment of Loans		-	-	
Funds Administered on Behalf of Other Parties		101,511	-	
Net cash from/(to) Financing Activities		(59,852)	249,000	12,359
Net increase/(decrease) in cash and cash equivalents		(9,437)	1,301,000	(125,445)
Cash and cash equivalents at the beginning of the year	8	1,067,704	-	1,193,151
Cash and cash equivalents at the end of the year	8	1,058,267	1,301,000	1,067,706

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Rotorua Boys' High School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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 surplus or deficit.

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

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) Borrowings

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

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	5,752,136	5,621,965	5,344,817
Teachers' Salaries Grants	8,514,560	7,070,000	7,069,632
Use of Land and Buildings Grants	1,354,579	1,480,619	1,117,362
Other Government Grants	400,159	266,186	270,235
	16,021,434	14,438,770	13,802,046

The school has opted in to the donations scheme for this year. Total amount received was \$179,087.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	107,607	-	106,275
Curriculum related Activities - Purchase of goods and services	-	-	-
Fees for Extra Curricular Activities	746,575	-	323,356
Trading	1,381,724	1,397,935	1,279,895
Fundraising & Community Grants	131,638	127,717	74,057
Other Revenue	155,466	917,965	172,174
International Student Fees	269,715	214,130	186,610
	2,792,725	2,657,747	2,142,367
Expense			
Extra Curricular Activities Costs	738,744	36,500	302,269
Trading	1,042,449	1,262,412	1,013,998
Fundraising and Community Grant Costs	-	-	-
Other Locally Raised Funds Expenditure	95,433	-	49,110
International Student - Student Recruitment	49,188	38,000	37,115
International Student - Employee Benefits - Salaries	-	-	-
International Student - Other Expenses	68,030	56,000	51,777
	1,993,844	1,392,912	1,454,269
Surplus/ (Deficit) for the year Locally Raised Funds	798,881	1,264,835	688,098

During the year, the School hosted 17 International students (2022:21)

4. Hostel Revenue and Expense

Hostel Financial Performance

Hostel Full Boarders
Hostel Weekly Boarders

Revenue

Hostel Fees
Other Revenue
Student Contributions

Expense

Administration
Property
Employee Benefits - Salaries
Depreciation
Other Hostel Expenses

Surplus/ (Deficit) for the year Hostel

2023 Actual Number	2023 Budget (Unaudited) Number	2022 Actual Number
138	140	141
2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
1,194,051	561,708	1,104,611
210,267	173,960	153,104
2,242	-	3,005
1,406,560	735,668	1,260,720
2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
11,028	26,000	8,436
106,049	97,500	74,715
319,210	320,548	303,955
92,518	-	87,190
338,707	206,330	212,330
867,512	650,378	686,626
539,048	85,290	574,094

5. Learning Resources

Curricular
Equipment Repairs
Information and Communication Technology
Library Resources
Employee Benefits - Salaries
Staff Development
Depreciation

2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
496,405	577,827	297,951
-	-	-
77,816	415,354	140,181
3,398	8,000	5,457
10,137,754	8,695,841	8,550,810
33,257	24,000	11,942
459,319	-	446,866
11,207,949	9,721,022	9,453,207

6. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	15,645	15,645	15,189
Board Fees	9,325	10,000	6,600
Board Expenses	2,239	10,000	5,812
Intervention Costs & Expenses	-	-	-
School Lunches	1,112,453	1,378,138	815,449
Communication	37,237	29,000	47,618
Consumables	12,021	34,000	12,901
Operating Leases	95,330	96,000	83,127
Legal Fees	3,616	7,500	6,706
Other	224,707	214,500	206,941
Employee Benefits - Salaries	708,048	602,111	674,435
Insurance	115,380	100,000	91,122
Service Providers, Contractors and Consultancy	30,450	26,020	30,493
	<u>2,366,451</u>	<u>2,522,914</u>	<u>1,996,393</u>

School lunches expenditure of \$1,112,453 includes about \$17,910 for lunches the college provides for students of Awhina schools. The college receives funding for these lunches from the Ministry of Education which is included in Ministry grants disclosed in note 1.

7. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	47,185	43,500	34,411
Consultancy and Contract Services	199,567	168,000	183,295
Cyclical Maintenance	186,100	10,000	60,164
Grounds	185,223	81,500	68,143
Heat, Light and Water	214,946	231,500	217,299
Rates	34,658	30,000	30,946
Repairs and Maintenance	155,542	110,000	173,961
Use of Land and Buildings	1,354,579	1,480,619	1,117,362
Security	6,966	5,300	4,820
Employee Benefits - Salaries	181,080	174,524	213,948
	<u>2,565,846</u>	<u>2,334,943</u>	<u>2,104,349</u>

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

8. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	1,037,456	1,301,000	1,067,704
Short-term Bank Deposits	20,811	-	-
Bank Overdraft	-	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,058,267</u>	<u>1,301,000</u>	<u>1,067,704</u>

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

Of the \$1,058,267 Cash and Cash Equivalents, \$337,148 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$1,058,267 Cash and Cash Equivalents, \$26,859 is held by the School on behalf of the Attendance Cluster. See note 18 for details of how the funding received for the service has been spent in the year.

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	375,136	1,000,000	106,299
Receivables from the Ministry of Education	-	-	-
Loss on Uncollectible Accounts Receivable	-	-	-
Interest Receivable	-	-	-
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	678,568	-	628,399
	<u>1,053,704</u>	<u>1,000,000</u>	<u>734,698</u>
Receivables from Exchange Transactions	375,136	1,000,000	106,299
Receivables from Non-Exchange Transactions	678,568	-	628,399
	<u>1,053,704</u>	<u>1,000,000</u>	<u>734,698</u>

10. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Stationery	-	-	-
School Uniforms	181,867	230,000	227,613
Canteen	11,346	10,000	12,410
	<u>193,213</u>	<u>240,000</u>	<u>240,023</u>

11. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	532,882	220,000	209,707
Non-current Asset	-	-	-
Long-term Bank Deposits	-	-	-
Total Investments	532,882	220,000	209,707

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Land	-				-	-
Buildings	4,888,116	760,376			(119,095)	5,529,397
Building Improvements	112,885	192,758	(112,885)		-	192,758
Hostel	3,186,566	152,850			(92,518)	3,246,898
Furniture and Equipment	741,065	292,846			(95,327)	938,584
Information and Communication Technology	159,879	75,120	(1,659)		(58,490)	174,850
Motor Vehicles	56,773	55,500	(58)		(20,312)	91,903
Textbooks	9,435				(2,387)	7,048
Leased Assets	193,582	319,710	(4,300)		(162,159)	346,833
Library Resources	8,927	8,927	(5,461)		(1,549)	10,844
Balance at 31 December 2023	9,357,228	1,858,087	(124,363)	-	(551,837)	10,539,115

The net carrying value of furniture and equipment held under a finance lease is \$346,834 (2022: \$193,584)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	6,764,490	(1,235,092)	5,529,398	6,019,026	(1,130,910)	4,888,116
Building Improvements	192,758	-	192,758	112,885	-	112,885
Hostel	4,671,153	(1,424,255)	3,246,898	4,518,303	(1,331,737)	3,186,566
Furniture and Equipment	2,000,099	(1,061,515)	938,584	1,710,684	(969,619)	741,065
Information and Communication Technology	375,964	(201,114)	174,850	452,383	(292,504)	159,879
Motor Vehicles	205,326	(113,423)	91,903	172,838	(116,065)	56,773
Textbooks	169,971	(162,923)	7,048	169,971	(160,536)	9,435
Leased Assets	1,190,006	(843,174)	346,832	1,010,698	(817,116)	193,582
Library Resources	48,320	(37,476)	10,844	43,592	(34,665)	8,927
Balance at 31 December 2023	15,618,087	(5,078,972)	10,539,115	14,210,380	(4,853,152)	9,357,228

13. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	640,777	1,781,591	811,699
Accruals	-	-	-
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	678,568	-	628,399
Employee Entitlements - Leave Accrual	29,458	30,000	25,594
	<u>1,348,803</u>	<u>1,811,591</u>	<u>1,465,692</u>
Payables for Exchange Transactions	1,348,803	1,811,591	1,465,692
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>1,348,803</u>	<u>1,811,591</u>	<u>1,465,692</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	155,117	-	53,829
International Student Fees in Advance	100,031	300,000	304,634
Hostel Fees in Advance	37,900	50,000	34,950
Other revenue in Advance	184,798	100,000	141,957
	<u>477,846</u>	<u>450,000</u>	<u>535,370</u>

15. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	285,768	-	277,757
Increase to the Provision During the Year	186,100	10,000	60,164
Use of the Provision During the Year	(54,986)	-	(52,152)
Other Adjustments		-	-
Provision at the End of the Year	<u>416,882</u>	<u>10,000</u>	<u>285,769</u>
Cyclical Maintenance - Current	65,000	50,000	48,903
Cyclical Maintenance - Non current	351,882	240,000	236,865
	<u>416,882</u>	<u>290,000</u>	<u>285,768</u>

16. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	139,057		124,394
Later than One Year and no Later than Five Years	207,777		69,190
Later than Five Years			
Future Finance Charges			
	<u>346,834</u>	<u>-</u>	<u>193,584</u>
Represented by			
Finance lease liability - Current	139,057		124,394
Finance lease liability - Non current	207,777		69,190
	<u>346,834</u>	<u>-</u>	<u>193,584</u>

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Replace Switchboards - Project 234047	-	20,552	(20,552)		-
Roofing & Guttering Replacement - Project 234048	-	547,920	(212,703)		335,217
Food Tech Upgrade - Project 234046	-	62,622	(60,691)		1,931
	-				-
Totals	<u>-</u>	<u>631,094</u>	<u>(293,946)</u>	<u>-</u>	<u>337,148</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	337,148
Funds Receivable from the Ministry of Education	-

18. Funds Held on Behalf of Attendance Cluster

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	12,497	12,497	12,497
Funds Received from Cluster Members			
Funds Received from MOE	445,917	394,546	414,243
Total funds received	<u>445,917</u>	<u>394,546</u>	<u>414,243</u>
Funds Spent on Behalf of the Cluster	108,186	92,298	93,873
Funds remaining	<u>337,731</u>	<u>302,248</u>	<u>320,370</u>
Distribution of Funds			
Rotorua Girls' High School	52,121	50,808	53,855
Rotorua Lakes High School	54,452	43,826	46,454
Western Heights High School	88,880	87,652	92,907
Murupara Area School	37,781	37,781	40,046
Rotorua Boy's High School	90,135	82,181	87,108
Funds Held at Year End	<u>26,859</u>	<u>12,497</u>	<u>12,497</u>

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	9,325	6,600
<i>Leadership Team</i>		
Remuneration	2,217,314	2,107,251
Full-time equivalent members	17	17
Total key management personnel remuneration	2,226,639	2,113,851

There are 6 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that meet regularly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220 - 230	220 - 230
Benefits and Other Emoluments	3,459	4,505
Termination Benefits	-	-

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	9.00	13.00
110 - 120	13.00	7.00
120 - 130	7.00	3.00
130 - 140	2.00	
140 - 150	3.00	4.00
	34.00	27.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

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

23. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$932,030 (2022:Nil) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Roofing & Guttering Replacement - Project 234048	579,200	212,703	366,497
Food Tech Upgrade - Project 234046	626,224	60,691	565,533
			-
			-
Total	1,205,424	273,394	932,030

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) operating lease of vehicles;

	2023 Actual \$	2022 Actual \$
No later than One Year	93,508	73,313
Later than One Year and No Later than Five Years	115,471	109,547
Later than Five Years		
	<u>208,979</u>	<u>182,860</u>

The total lease payments incurred during the period were \$94,925 (2022: \$83,127).

24. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,058,267	1,301,000	1,067,704
Receivables	1,053,704	1,000,000	734,698
Investments - Term Deposits	532,882	220,000	209,707
Total financial assets measured at amortised cost	<u>2,644,853</u>	<u>2,521,000</u>	<u>2,012,109</u>

Financial liabilities measured at amortised cost

Payables	1,348,803	1,811,591	1,465,692
Borrowings - Loans	-	-	-
Finance Leases	325,655	249,000	193,583
Painting Contract Liability	-	-	-
Total financial liabilities measured at amortised cost	<u>1,674,458</u>	<u>2,060,591</u>	<u>1,659,275</u>

25. Events After Balance Date

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

Independent Auditor's Report

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

For the Year Ended 31 December 2023

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

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Members of the Board of Trustees, Kiwisport Funding Report, Good Employer Policy, and Annual Plan including the Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

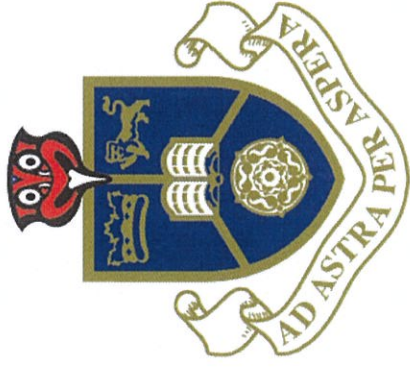
Independence

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

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



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



Rotorua Boys' High School

Annual Plan 2023

Including Analysis of Variance

A.C. Grinter
Principal
24/01/2024

CONTENTS

1. Students and their Learning – Teachers and their Teaching

1.1	Benchmarks	3-4
1.2-1.7	SLT Goals	5-9
1.8-1.9	LoL Goals	10-11
1.10-1.11	ALoL Goals	12-13
1.12	CoL Goals	14
1.13	Āwhina Goals	15

2. Students and Attendance

2.1	Benchmarks	16
2.2	Junior and Senior Deans	17
2.3	Junior School Deans	18
2.4	Senior School Deans	18-19

3. Students and their Engagement

3.1	Benchmarks	20
3.2	Pasifika	20-21
3.3	Sports Academies	22
3.4	Head of House	23

4. Students and their Readiness for Learning

4.1	Benchmarks	24
4.2	Pastoral Goals	24-25

5. Schoolwide self-review

5.1	Benchmarks	26
-----	------------	----

6. School Systems, Institutions and Environment

6.1	Benchmarks	27
6.2	Enrolments	27
6.3	Community Engagement	27
6.4	Property	28-29
6.5	Finance	30
6.6	Policies	31-32

1. Students and their Learning – Teachers and their Teaching

Objective:

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

	Benchmark Aims	Responsibility	Measures
1.1.1	To maintain a school wide academic enrolment based pass rate of 85%+ across all senior year levels (Years 11-13).	DP - Teaching and Learning	Target reached
1.1.2	To continue to promote endorsements "Merits +" throughout the school as follows: <ol style="list-style-type: none"> a. Year 9 60% + b. Year 10 55% + c. Year 11 30% + d. Year 12 30% + e. Year 13 30% + 	DP - Teaching and Learning Deans	Target achieved <ol style="list-style-type: none"> a. Year 9 = 56% b. Year 10 = 48% c. Year 11 = 24% d. Year 12 = 19.7% e. Year 13 = 22.9%
1.1.3	To further promote Level 2 Literacy and UE Literacy as important academic outcomes for students with a view to eliminating any negative impact on student pathways to University.	DP - Teaching and Learning LoL - English CoL - Writing	85% Plus in Year 13
1.1.4	To review Classroom Iconography and establish a clear statement around Classroom Iconography for every teacher in every classroom.	AP - Professional Learning DP - Student Support	Iconography displayed as required in each classroom

Key

Achieved

Partly achieved

Not achieved

Objective:

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 – Pouako o Raukura (ETP)
- b) A specific focus on the implementation of Digital Fluency.
- c) A specific focus on enhancing the teaching of literacy.
- d) A specific focus on enhancing student engagement – Tāne Raukura (ESP)

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

Key

Achieved

Partly achieved

Not achieved

Senior Leadership Team Vision, Goals and Action Points 2023			
Senior Leadership Vision	To provide leadership across all dimensions of the school whilst displaying consistency in the concept of “Whakatinanahia” (to embody what you say) within a Whānau Whānui context.		
Senior Leadership Goal 1	<p>The Senior Leadership Team will use the dimensions of the GPILSEO Model to guide our approach and we will embrace the key principles of Whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations) and Whakapiringatanga (well managed environments).</p> <p>GPILSEO Model</p> <p>G - goals P - pedagogy I - institutions L - leadership S - spread E - evidence O - ownership</p>		
Senior Leadership Goal 2	The Senior Leadership Team will support the Middle Leaders (Leaders of Learning, Assistant Leaders of Learning, Deans and Pastoral Committee) to implement the goals and actions in the 2023 Annual Plan. We will collaborate with them, provide resources and professional development opportunities in a timely manner, in order for our school wide goals to be achieved. The achievement of these goals will lead to improved engagement, attendance and academic achievement for Māori students.		
	Actions - General	Responsibility	Measures
1.2.1	SLT members to oversee their allocated year level and provide support to the Deans especially with House Group Tutor development and textbook issues.	9 AP Professional Learning 10 DP Student Support 11 DP Administration 12 DP Teaching & Learning 13 DP Cultural Capacity	Year Level support provided
	Actions - Deputy Principal, Teaching and Learning Tumuaki Tuarua - Whakaako & Ako	Responsibility	Measures
1.3.1	Monitor the integration of Mātauranga ā Iwi across all learning areas.	DP – Teaching and Learning	Integration evident
1.3.2	Ensure that we are implementing the Curriculum Refresh as prescribed by the MOE.	DP – Teaching and Learning	Curriculum refresh implemented
1.3.3	Refine and support the programmes in the Building Trades Academy.	DP – Teaching and Learning	Credit schedule established
1.3.4	Have oversight of the “25 th Hour Hauora” programme that will be implemented in Year 11.	DP – Teaching and Learning	25 th Hour effective
1.3.5	Support the Te Reo Māori faculty with the implementation of the NCEA Level 1 programme.	DP – Teaching and Learning	NCEA L1 successful
1.3.6	Explore possible changes to our Junior Certificate in order to align with the Curriculum Refresh and changes to NCEA.	DP – Teaching and Learning	Review Junior Certificate

Key

Achieved

Partly achieved

Not achieved

1.3.7	Ensure that the Aotearoa New Zealand Histories Curriculum is embedded within our Junior Schemes of work- Social Science.	DP – Teaching and Learning	Histories embedded
1.3.8	Develop a Professional Learning Community Model which ensures all staff build an in-depth knowledge of Visible Learning, Rāwhiti-mā-raki and our Effective Teacher Profile.	DP – Teaching and Learning	PLD provided
1.3.9	Continue to support and develop Digital Assessment processes for Pilot subjects as we move to the Curriculum Refresh.	DP – Teaching and Learning	Digital Assessment systems refined
1.3.10	Support the transition to the new Literacy and Numeracy co-requisite.	DP – Teaching and Learning	Effective transition achieved
1.3.11	Support the following Learning Areas: Physical Education English Science	DP – Teaching and Learning AP – Professional Learning	Targeted support provided
1.3.12	Provide the necessary support and resources to ensure our successful transition to the new NCEA Level 1 standards that will be implemented in 2024.	DP – Teaching and Learning	Successful transition achieved
1.3.13	To provide termly evidence collection checkpoints for the committees that they chair.	DP – Teaching and Learning	Check points established
1.3.14	Support Professional Support programmes for designated staff.	DP – Teaching and Learning	Programme of support established
1.3.15	Support Write that Essay in Year 12 “25 th Hour”.	DP – Teaching and Learning	Programme established professionally

Key

Achieved

Partly achieved

Not achieved

	Actions - Deputy Principal, Cultural Capacity Tumuaki Tuarua - Āheinga Ahurea	Responsibility	Measures
1.4.1	Continue to maintain relationships with iwi e.g. Ngāti Whakaue, Ngāti Rangiwewehi, Tūhourangi-Ngāti Wāhiao, Ngāti Pikiao and Ngāti Tarāwhai. Establish relationships with other iwi when necessary for kaupapa ā-kura.	DP – Cultural Capacity	Strong relationships evident
1.4.2	Continue to maintain the relationship with Te Tāmata o Ngāti Whakaue Iho Ake.	DP – Cultural Capacity	Relationship maintained
1.4.3	Plan for Matariki 2023 i.e. Matariki Staff PLD Day and Pō Matariki.	DP – Cultural Capacity	Matariki events held
1.4.4	Continue to support Tama Pasifika Staff with the implementation of the Pasifika Cultural Responsiveness Action Plan.	DP – Cultural Capacity	Pasifika Cultural Responsiveness plan reviewed and updated
1.4.5	Continue to support Tama Pasifika Staff in meeting targets and action points that they each have, as per the Annual Plan 2023.	DP – Cultural Capacity	Pasifika Action plan supported
1.4.6	Continue to support teachers in the Pacific Arts Study Space.	DP – Cultural Capacity	Pacific Arts programme effective
1.4.7	Assist all faculties with building cultural capacity, which includes such things as localised curriculum and reo ruatanga (bilingualism), of staff and learning programmes e.g. He Pātaka Kōrero etc.	DP – Cultural Capacity	Cultural capacity strengthened
1.4.8	Establish Haka Competition in Term 1.	DP – Cultural Capacity	Haka Competition held in Term 1
1.4.9	Explore a Junior School EOY Tabloids.	DP – Cultural Capacity	Cultural Capacity strengthened
	Actions - Assistant Principal Professional Learning Te Piki Tumuaki – Whakawhanake Akoranga	Responsibility	Measures
1.5.1	Re-structure the PCT programme to be responsive to the participants. Eg PCT's who have been Teach First at our school.	AP – Professional Learning	New programme established
1.5.2	Schoolwide use of PaCT data to support development of Literacy and Numeracy Skills.	AP – Professional Learning	School wide PACT use evident
1.5.3	PaCT data is uploaded to Kamar and shared with Whānau via our reporting system.	AP – Professional Learning	Data uploaded
1.5.4	Refine our processes related to the Common Assessment Activities for the NCEA Lit/Num co-requisites and ensure that we are responding to the assessors reports.	AP – Professional Learning	CAA processes refined
1.5.5	Support the development of our Digital Bookshelf.	AP – Professional Learning	Digital Bookshelf further developed
1.5.6	Plan for Rongohia Te Hau in Term 1 and Term 3. The Effective Teacher Profile must be at the forefront of what we do.	AP – Professional Learning	Rongohia Te Hau takes place Term 1 and Term 3
1.5.7	Create Core Class Co-Construction Termly Schedules and share recording template for each meeting.	AP – Professional Learning	Co-construction take place each term

Key

Achieved

Partly achieved

Not achieved

1.5.8	Support all Learning areas to teach Literacy and Numeracy Skills.	AP – Professional Learning	All Faculty buy-in evident
1.5.9	Support staff to understand the Literacy and Communications Strategy and how that will effect us.	AP – Professional Learning	Staff support provided
1.5.10	Support Āwhina to implement the use AsTTle and other Literacy tools which will support the students to make academic progress.	AP – Professional Learning	Āwhina supported – AsTTle evident
1.5.11	Work collaboratively within our Kahui Ako.	AP – Professional Learning	Support of Kāhui Ako evident
1.5.12	Scope an application for centrally funded PLD on Assessment for Learning. (2024)	AP – Professional Learning	PLD funding received
1.5.13	Support the Year 10 Deans in their first year of de-streaming.	DP – Teaching and Learning AP – Professional Learning	Year 10 classes settle well. An Ihu Manea Programme operates for boys needing extension in Year 10
1.5.14	Provide PLD for all Assistant Leaders of Learning on accessing and interpreting PaCT judgements and AsTTle reports.	AP – Professional Learning	PLD provided
1.5.15	All information related to the NCEA Literacy and Numeracy co-requisites is shared and discussed with all learning areas. Models of best practice and reflections to be shared.	DP – Teaching and Learning AP – Professional Learning	Information/models shared
	Actions - Deputy Principal Student Support Tumuaki Tuarua - Taunaki Ākonga	Responsibility	Measures
1.6.1	Maintain the high standards of communication with Bus driver, whānau and students.	DP – Student Support	Bus services operate efficiently
1.6.2	Set up a co-ordinated Years 9-13 Leadership plan.	DP – Student Support DP – Administration	Plan established
1.6.3	Establish a Vaping Awareness Programme for 2023.	DP – Student Support	Programme established
1.6.4	Continue to aim for a 90% plus attendance rate. Implement more effective strategies around the 25 poor attendees.	DP – Student Support	90% attendance achieved
1.6.5	Monitor the use of the Attendance protocol each term and review with Deans, Guidance, Pastoral committee and Youth workers each term.	DP – Student Support	Protocol followed
1.6.6	Continue to promote good staff attendance on duty and share specific document each term to remind staff about expectations on duty.	DP – Student Support	Duty undertaken as per schedule
1.6.7	Meet with Year Level Deans on a weekly basis.	DP – Student Support	Meetings held
	Actions - Deputy Principal Administration Tumuaki Tuarua - Whakahaerenga	Responsibility	Measures
1.7.1	Professional development time required with KAMAR - specifically around the systems relief capabilities in order to progress with digitising the relief schedule.	DP – Administration	KAMAR PLD held - role transferred (N/A)
1.7.2	Set up a co-ordinated Years 9-13 Outdoor Education Plan “Te Ara a Tāne”.	DP – Administration	Plan established

Key

Achieved

Partly achieved

Not achieved

1.7.3	Identify a school who uses KAMAR exclusively for relief and arrange a visit with key personnel involved in the set up of this system.	DP – Administration	Visit arranged (N/A)
1.7.4	Investigate options to digitise the submission and approval of leave forms using an add on to Google forms.	DP – Administration	Forms digitised (N/A)
1.7.5	Fully understand the relief budget and have visibility of this throughout the year in order to explore opportunities to optimise this cost.	DP – Administration	Relief costs managed within budget (N/A)
1.7.6	Provide Risk Management PLD for selected staff - delivered through EONZ.	DP – Administration	PLD provided – cancelled.
1.7.7	Design a set of guidelines around application timelines and cut offs – off sites.	DP – Administration	Application guidelines established
1.7.8	The development and maintenance of positive industry relationships eg. Toi-Ohomai, Te Waiariki Purea Trust, Hei Matau Waka Club, NZ Whitewater Academy.	DP – Administration	Strong relationships evident
1.7.9	Developing key relationships with Local Iwi/Mana Whenua relative to OE.	DP – Administration	Strong relationships evident
1.7.10	Developing OED capability within RBHS staff and encouraging a training pathway to gain relevant industry qualifications.	DP – Administration	Staff training provided
1.7.11	Renovation of the old OED shed as a fully functional teaching and learning space.	DP – Administration	OE classroom established
1.7.12	Establish a Prefects Camp in 2023.	DP – Administration	Camp held

Key

Achieved

Partly achieved

Not achieved

Leaders of Learning Vision, Goals and Action Points 2023			
LoL Vision	To lead our faculties in the development, implementation and delivery of innovative and engaging learning programmes within a Whānau Whānui context (extended family). Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations), Whakapirirangatanga (well managed environments).		
LoL Leadership Goal	We will continue to use the Professional Growth cycle evidence and Rongohia Te Hau data to identify models of best practice. We will use the evidence of best practice to grow collective teacher efficacy and embed the Effective Teaching Profile. By doing this, our faculties will be supporting collaborative problem solving, providing their own professional learning, improving teacher capability and aiming for Rāwhiti-mā-raki. These actions will support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.8.1	Ensure Faculty goals are aligned to the Annual Plan and Curriculum Review.	LoL's	Goals established
1.8.2	Ensure that Individual Whāinga ā-tau (yearly objectives) are appropriate for each teacher and that they are based on the 2022 data and end of year "He Kōrerorero". Evidence towards achieving the goal for 2023 will be collected during the Rongohia Te Hau observations and the PGC observations.	LoL's	Goals established
1.8.3	Leaders of Learning will identify models of established best practices using the 2022 data. Further models of best practice will be identified from evidence collected through the 2023 cycle to utilise as many different aspects as possible. (Sharing of Best Practice could be cross faculty).	LoL's	Models identified
1.8.4	Develop a schedule for sharing best practice at faculty meetings. (At least 1/ month).	LoL's	Schedule established
1.8.5	Present "Teacher X" model of best practice at EOY co-construction meeting.	LoL's	Model profiled
LoL Pedagogical Goal for 2023	We will focus on the NCEA Change Programme and the refresh of the New Zealand Curriculum to ensure that our Learning Areas are fully prepared for the changes which will be implemented in 2024. Each Leader of Learning will ensure that their faculties are abreast of the specific changes to their Learning Area. All Leaders of Learning will prioritise mana ōrite and Mātauranga ā Iwi as they integrate a localised curriculum. The inclusion of Literacy and Numeracy skills across all learning areas will be explicit in programme planning and assessment. Opportunities to develop student agency through goal setting and co-construction will be integrated in all programmes. Digital Fluency with an emphasis on computational thinking will continue to be a focus. These actions will support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.9.1	Co-construct a faculty action plan that details the steps required to be ready for the changes in 2024 and has measurable outcomes.	LoL's	Action plans established
1.9.2	Provide evidence of the inclusion of Mātauranga ā Iwi throughout your learning area. (Raukutatanga, Ngati Whakauetanga).	LoL's	Evidence of inclusion provided
1.9.3	Gather evidence that supports your commitment to the explicit inclusion of Literacy and Numeracy skills in your programmes and assessments.	LoL's	Skills inclusion evident

1.9.4	Detail how student agency is being developed through student goal setting and co-construction of student programmes. The Tāne Raukura Profile and Ngā Pūmanawa Ako o Raukura should be evident in this process. Tāne Raukura Profile	LOL's	Student agency evident
1.9.5	Sharing of best practice by Leaders of Learning. Establish a shared document which lists the topics to be covered and a schedule for sessions. This should be done on a termly basis using the Thursday morning meeting slots.	LOL's	Sharing takes place each term
1.9.6	PLD to develop a shared understanding of computational thinking and how it can be developed in your faculty.	LOL's	Sharing takes place each term
1.9.7	Continue to develop and integrate digital fluency skills in your learning programmes with particular focus on computational thinking (coding skills).	LOL's	Skills evident

Assistant Leaders of Learning Vision, Goals and Action Points 2023			
ALoL Vision	To provide the support within our faculties that will assist the teachers to develop and implement innovative and engaging learning programmes. Our guiding principles will be Whanaungatanga (connections) Manaakitanga (caring) and Mana Motuhake (high expectations).		
ALoL Leadership Goal	We will support our teachers to develop their understanding of the various PaCT and AsTTle reports that provide information on the Literacy and Numeracy levels of our students. We will co-construct with our teachers how this information can be used to support us to explicitly teach Literacy and Numeracy through the context of our Learning Area. This will enable teachers to strengthen their differentiation practices and consider the impact that their programmes are having on the progress of their students. By doing this we will build teacher capability as we aim for Rāwhiti-mā-raki. These actions will support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.10.1	ALoL's upskill teachers at faculty meetings regarding use of Literacy and Numeracy data.	ALoL's	Faculty PLD happened
1.10.2	Literacy (Reading and Writing) and Numeracy curriculum level data to be included in tracking documents.	ALoL's	Data included
1.10.3	ALoL's will support their teachers to contribute to a Literacy and Numeracy focus area at core class co-construction meetings.	ALoL's	Sharing evident
1.10.4	The principles of "Know thy Impact" are used to guide faculty co-construction meetings which specifically focus on Year 9 and 10 programmes. Effect size may also be used as part of the co-construction process. "Know Thy Impact"	ALoL's	Impact details included
1.10.5	Provide evidence of differentiation being integrated into Year 9 and 10 programmes.	ALoL's	Differentiation evident
ALoL Pedagogical Goal	We will continue to focus on the refresh of the New Zealand Curriculum to ensure that our learning programmes in Year 9 and 10 are designed to meet the progress outcomes which describe what students should understand, know and do at each phase of learning. Mātauranga ā Iwi, as well as, Literacy and Numeracy will be explicitly included in the programmes. The descriptors for Mana Motuhake for learning and the concept of Whānau whānui will be used to support our work and ensure that our actions lead to improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.11.1	Faculties to co-construct an action plan, with measurable outcomes, that details how the Curriculum Refresh will be implemented in Year 9 and 10.	ALoL's	Action plans established
1.11.2	The descriptors for Mana Motuhake for learning to be used to support the development of the junior programmes. Effective Teaching Profile Descriptors .	ALoL's	Descriptors evident
1.11.3	The concept of "Whānau Whānui" to be re-visited within the faculty and this concept should be used to guide how we support students to reach the progress outcomes. Whānau Whānui .	ALoL's	Concept evident
1.11.4	Subject appropriate formative assessment practices should be identified and explicitly included in the learning programmes.	ALoL's	Practices evident
1.11.5	Coverage of Ngā Pumanawa Ako o Raukura - The Learning Hearts of Raukura, which make up the Tāne Raukura profile, should be included in the planning of learning programmes. Tāne Raukura Profile	ALoL's	Coverage evident

Key

Achieved

Partly achieved

Not achieved

1.11.6	Show use of the Digital Bookshelf and integration of He Pātaka Kōrero across the faculty.	ALOL's	Use evident
1.11.7	Continue to develop digital fluency, in particular, computational thinking digital outcomes.	ALOL's	Development evident
1.11.8	Present a case study of "class X" as example of mana motuhake for learning, the concept of Whānau whānui, the inclusion of Mātauranga ā Iwi and use of formative assessment.	ALOL's	Case study presented

Community of Learning Leaders Goal and Action Points 2023				
CoL's Goal	The In School CoL Leaders will clearly communicate with the Leaders of Learning, Assistant Leaders of Learning and teachers. They will work collaboratively with the other schools within the Kāhui Ako where possible. They will schedule meetings in a timely manner and provide the necessary support and resources to the teachers that they are working with. The initiatives that they are implementing will improve the engagement and achievement of Māori students.			
	Benchmark Aims		Responsibility	Measures
1.12.1	Action Plans to be prepared and submitted.		DP – Teaching and Learning	Plan submitted
1.12.2	Plan collaboratively with the stakeholders for the implementation of the action plans.		DP – Teaching and Learning	Stakeholders consulted
1.12.3	Connect with other schools within the Kāhui Ako as appropriate and where there is a common goal.		DP – Teaching and Learning	Connections actioned
1.12.4	Prepare required resources to support the implementation of the action plan across Raukura.		DP – Teaching and Learning	Resources established

Key

Achieved

Partly achieved

Not achieved

Āwhina Goal and Action Plan 2023			
Āwhina Goal	Given excellent progress with systems and management at the Āwhina Activity Centre the key focus for 2023 will be the enhancing of the Teaching and Learning programme and achievement outcomes for the students. This will include strengthening Digital Literacy. This will improve engagement and the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.13.1	The Leader of Learning, with the support of the other staff, will develop appropriate programmes in the core learning areas of English, Maths, Te Reo Māori and Social Studies. These programmes should integrate Literacy and Numeracy skills and align with the mainstream programmes in order to support successful transitions.	LOL	Updated programmes
1.13.2	The teaching staff of Āwhina will attend the appropriate Tuesday morning faculty meetings at RBHS.	LOL	Meetings attended weekly
1.13.3	The Leader of Learning will provide training and guidance to the Kaiāwhina in order for the individual needs of students to be met. This should include individual reading sessions for those students who require it.	LOL	Training provided
1.13.4	The Leader of Learning will collect entry and exit learning data for all students who attend Āwhina. This will include AsTTle Reading and Maths, Writing and Probe Running Records.	LOL	Data collected
1.13.5	The Director will support the work of the Leader of Learning and Teacher by completing enrolment processes and liaising with contributing schools and Whānau.	Director	Director supports LOL
1.13.6	The Staff at Āwhina will attend Professional Development Sessions as directed by the Senior Leadership Team.	Director	All staff undertake PLD
1.13.7	The Director to seek community funding of \$60,000 plus to support staffing model via BayTrust, Te Arawa Whānau Ora, The Rotorua Trust.	Director	Funding targets met

Key

Achieved

Partly achieved

Not achieved

2. Students and their Attendance

Objective:

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

	Benchmark Aims	Responsibility	Measures
2.1.1	To achieve a school wide regular attendance rate of 55% plus.	DP - Student Support	Target achieved
2.1.2	Continue to develop strategies to target the 25 worst attenders at each year level.	DP - Student Support	Strategies established
2.1.3	Deans to promote and reward good individual attendance.	DP – Student Support Deans	Top attendance celebrated
2.1.4	Follow established procedure for unjustified absence referrals with MOE.	DP – Student Support	Referral process followed
2.1.5	Continue attendance challenges each term to promote and motivate student attendance.	DP – Student Support Deans	Challenges promoted

Key

Achieved

Partly achieved

Not achieved

Deans Committee Vision, Goals and Action Points 2023			
Deans Committee Vision 2023	To provide support to students, Whānau and House Group Tutors which focuses on the academic progress and attendance of the students in each year level within a Whānau Whānui context (extended family) Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring) and Mana Motuhake (high expectations)		
Junior and Senior Deans Attendance Goal	The Deans and their House Group Tutors will develop collective teacher efficacy by embedding consistent processes and systems for monitoring punctuality and attendance. These systems and processes will have a clear flow chart in order to ensure that our attendance protocols are being adhered to. The Deans and House Group Tutors will continue to have an agentic approach to the monitoring of attendance which will include motivational strategies for students as well as a focus on building positive relationships with Whānau that encourage kanohi ki te kanohi and promote the concept of Whānau whānui. By improving attendance rates we will support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
2.2.1	Year Level Deans co-construct an "Effective House Group Tutor" profile with their HG Tutors at the beginning of 2023 – Pou Ranga o Raukura (EHGT).	DP – Student Support	EHGT Profile established
2.2.2	A "flow chart" that details a school wide approach to lateness to be developed and used consistently.	DP – Student Support	Lateness approach adopted
2.2.3	Trial a change in HG time and Lunchtime and gather student and staff feedback in order to make a change that will provide the desired outcomes.	DP – Student Support	New HG time trialled
2.2.4	Each Year Level will review their Daily Report processes and implement a system that is appropriate and effective.	DP – Student Support	Daily report reviewed
2.2.5	The school's attendance protocol will be consistently used to support the tracking of students in an attendance target group.	DP – Student Support	Target group tracked
2.2.6	The effective use of Kamar by House Group Tutors will be termly focus.	DP – Student Support	KAMAR PLD held
2.2.7	Continue to develop Te Honoa Toi as a timely support system.	DP – Student Support	Te Honoa Toi effective
2.2.8	Present a case study that highlights how effective our support systems are at effecting change for a student with attendance issues.	Year Level Deans	Case study presented

Key

Achieved

Partly achieved

Not achieved

Junior Deans Academic Goal	The Junior Deans will establish academic target groups prior to the commencement of the academic year. They will communicate with the House Group Tutors to establish a clear monitoring process for those students. The Deans will work with the Assistant Leaders of Learning to ensure that Kamar Markbooks support the tracking systems that each year level utilises. Pass rates and our fortnightly reporting system will be an integral part of our monitoring process. By having a clear and consistent tracking system for academic target groups we will improve the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
2.3.1	Academic target groups for “at risk” and “aiming for endorsement” are established and monitored using report grades and pass rates.	Junior School Deans	Groups established
2.3.2	Deans and Assistant Leaders of Learning meet and co-construct time frames for Kamar Markbook check points.	Junior School Deans	Check points established
2.3.3	Credits for the Year 9 options to be defined and actioned.	Junior School Deans	Credits established
2.3.4	Subject specific support to be available at Te Honoa Toi.	Junior School Deans	Te Honoa Toi effective
2.3.5	Support the Ihu Manea programme at Year 9 and 10.	Junior School Deans	Ihu Manea effective
2.3.6	Contribute to the review of our Junior Certificate as we implement the New Zealand Curriculum Refresh.	Junior School Deans	Junior Certificate reviewed
2.3.7	Monitor and report on the Literacy and Numeracy co-requisite at Year 9 and 10 as appropriate.	Junior School Deans	Report presented
2.3.8	Present a case study of a student that highlights the success of the academic monitoring process.	Junior School Deans	Case study presented

Senior Deans Academic Goal	The Senior Deans will establish academic target groups prior to the commencement of the academic year. They will include “at risk” and “aiming for endorsement” students. They will communicate with the House Group Tutors to establish a clear monitoring process for those students. The Senior Deans will work with the Leaders of Learning to ensure that Kamar Markbooks support the tracking systems that each year level utilises. Fortnightly reports pass rates and estimated grades checkpoints will be an integral part of our monitoring process. By having a clear and consistent tracking system for academic target groups we will improve the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
2.4.1	Academic target groups for “at risk” and “aiming for endorsement” to be established and monitored using report grades and pass rates.	Senior School Deans	Groups established
2.4.2	Senior Deans and Leaders of Learning meet and co-construct time frames for Kamar Markbook check points.	Senior School Deans	Check points established
2.4.3	Estimated Grade Checkpoints for Term 2 and Term 3 are established and adhered to.	Senior School Deans	Check points reviewed

Key

Achieved

Partly achieved

Not achieved

2.4.4	Develop a "sign off" term by term checkpoint system for portfolio based subjects.	Senior School Deans	Checkpoint established
2.4.5	Subject specific support to be available at Te Honoa Toi.	Senior School Deans	Te Honoa Toi effective
2.4.6	Support programmes are utilised throughout the year as motivational strategy for "at risk" students.	Senior School Deans	Credit catch ups provided
2.4.7	Consistent tracking of Literacy and Numeracy to be undertaken particularly for new enrolments in Year 12 and 13.	Senior School Deans	Tracking undertaken
2.4.8	Present a case study of a student that highlights the success of their academic monitoring process.	Senior School Deans	Case study presented

3. Students and their Engagement

Objective:

1. 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	Responsibility	Measures
3.1.1	To have all Teaching Staff (other than TF1 and PCT1 staff) participate in a school co-curricular activity, be it sporting or cultural.	DP – Cultural Capacity Director of Sport HOD Performing Arts	Target met
3.1.2	To have a 65% plus student participation rate in student co-curricular activities.	DP – Cultural Capacity Director Sport HOD Performing Arts	Target met
3.1.3	To maintain a Top Ten National ranking in three sporting codes annually.	Director of Sport	Target met

Pasifika Goal and Action Points 2023

Pasifika Vision	To provide students and Whānau with support which focuses on academic achievement and cultural engagement of Tama Pasifika at Raukura. Our guiding principles will be Whanaungatanga (connections), Mana Motuhake (high expectations), Whakapirirangatanga (well managed environments).		
Pasifika Goal	By strengthening the connections of the Tama Pasifika students to their cultural identity, the Tama Pasifika Staff will empower and guide students to increase their participation, engagement and academic achievement during their years at Raukura.		
	Actions - Tupu Manuia Study Space Manager	Responsibility	Measures
3.2.1	To begin Tupu Manuia in Term 1, Week 5 with a set schedule of topics and a roster of staff.	DP – Cultural Capacity	Tupu Manuia operates
3.2.2	For every term, Tupu Manuia runs for 60% of that time.	DP – Cultural Capacity	Measures met
3.2.3	Assist our students with the 2023 Pasifika Speech Competition.	DP – Cultural Capacity	Speech contest entries established
3.2.4	Liaise with the Director of Rugby to set a day of the week for Tupu Mania to run so that our Pasifika Students meet both commitments.	DP – Cultural Capacity	Commitment to both achieved
	Actions - Administrator	Responsibility	Measures
3.2.5	Monitor Attendance for Tupu Manuia.	DP – Cultural Capacity	Attendance monitored
3.2.6	Clear identification of our 3 Pasifika groups - Local with a clear and strong identity, International students with a strong identity and the group of students with mixed heritage, usually Pasifika/ Māori, who lack identity and need to be connected. Further dis-aggregation of data.	DP – Cultural Capacity	Groups identified

Key

Achieved

Partly achieved

Not achieved

3.2.7	Work alongside Deans to support Pasifika students and whānau during hui, and as a communicator.	DP – Cultural Capacity	Support offered
3.2.8	Assist with various Tama Pasifika cultural events.	DP – Cultural Capacity	Support offered
3.2.9	Liaise with the Pasifika Trust and the SLT to ensure that the needs of our International Pasifika Students are met.	DP – Cultural Capacity	Support provided
3.2.10	Encourage Tongan and Fijian students to be involved in the “Pasifika Space” - They should take Pasifika Studies as a subject - Need balance with Rugby. We need the continuity of their traditional values.	DP – Cultural Capacity	Balance achieved
	Actions - Manager	Responsibility	Measures
3.2.11	Organise relevant paperwork for all Tama Pasifika events.	DP – Cultural Capacity	Planning established
3.2.12	Oversee 2023 Pasifika Speech Competition with Tupu Manuia Study Space Manager.	DP – Cultural Capacity	Contest effective
3.2.13	Develop an action plan with the Pasifika Captain for 2023.	DP – Cultural Capacity	Action plan established
3.2.14	Continue to develop the Pasifika Cultural Responsiveness Action Plan.	DP – Cultural Capacity	Action plan reviewed
	Actions – Teacher in Charge	Responsibility	Measures
3.2.15	Pacific Art Studies courses to be established and then developed continually.	DP – Cultural Capacity	Course effective
3.2.16	Pasifika Reo is maintained throughout the year.	DP – Cultural Capacity	Programme operates
3.2.17	Establish Pasifika Hui Whānau each year and update posters, presentations and brochures where needed.	DP – Cultural Capacity	Hui Whānau held
3.2.18	Work with Tupu Manuia Study Space Manager to implement topics into Tupu Manuia, similar to what we do in Talanoa Ako.	DP – Cultural Capacity	Talanoa Ako operates
3.2.19	Explore with SLT the possibility of splitting Pacific Art Studies into a Level 1/2 class and have Level 3 as a separate group. (number dependent)	DP – Cultural Capacity	Two classes established
3.2.20	Ensure that the space available to Pacific Art Studies is suitable for the performance aspect of the programme.	DP – Cultural Capacity	Teaching space established
3.2.21	Exploration and familiarisation with the revised version of Tapasā - Establish connections for our school. “Our Sea of Islands - enacting Tapasā”	DP – Cultural Capacity	Tapasā explored
3.2.22	Develop an engaging Year 10 Pacific Art Studies programme that will lead to growth in the subject in the senior school.	DP – Cultural Capacity	Programme developed

Sports Academies Vision, Goal and Action Points 2023				
Sports Academies Vision 2023	To assist students in developing a skill set that allows them to explore a pathway in sport and find success in life.			
Sports Academies Goal 2023	The Academy Directors will work collaboratively to develop appropriate code specific coaching and academic programmes in both the Senior and Junior Academies. They will use the principles of Manaakitanga, Mana Motuhake and Whakapiringatanga to develop better athletes both on the field and in the classroom. In doing this our Sports Academies will support improved academic outcomes for Māori students.			
	Actions	Responsibility	Measures	
3.3.1	Head of Academies to schedule meetings with the Directors at least twice per term. (Thursday morning meeting slot to be used)	Head of Academies	Meeting held	
3.3.2	Academy programmes to include the development of sporting resilience and strong mental health.	Head of Academies	Resilience focus apparent	
3.3.3	Programmes to contain individual and position specific development.	Head of Academies	Position training apparent	
3.3.4	Each academy should develop a tracking sheet to monitor participation in school teams.	Head of Academies	School team participation for all Academy	
3.3.5	VEO Cam 2 to be established for player and team development in Hockey and Football.	Head of Academies	VEO's established	
3.3.6	Schedule of events for each code to enable well timed funding applications to be made.	Head of Academies	Code schedules established	
3.3.7	Sports Academies to be promoted as "a point of difference" for the school.	Head of Academies	Academy programmes promoted	

Key

Achieved

Partly achieved

Not achieved

Head of House Vision, Goal and Action Points 2023			
HoH Vision 2023	To provide an exciting, action filled Inter House Programme that builds school spirit, strong relationships and strong school engagement.		
HoH Goal 2023	We will continue to work collaboratively with our House Captains, House Prefects, House Tutors and students to embed an identity for each of our houses that is culturally appropriate. The concept "Whakamana" will guide our decisions and actions. By doing this we will provide our students with a sense of whanaungatanga within their houses and this sense of belonging will promote participation in house activities. A strong House System will build engagement and therefore raise achievement for Māori students.		
	Actions	Responsibility	Measures
3.4.1	Meet with the new House Captain and devise an action plan for 2023.	DP – Cultural Capacity	Action plans established
3.4.2	Set up the calendar for House competition and look at how the new events can be added. (Hockey and Rugby 7's, another tabloids type event)	DP – Cultural Capacity	Calendar established
3.4.3	Select Kaiurungi and devise an action plan for 2023.	DP – Cultural Capacity	Action plan established
3.4.4	Explore the set up of the 3 categories for House Competitions - Junior, Intermediate, Senior.	DP – Cultural Capacity	Discussion held
3.4.5	Create a document where staff can select the events that they can support.	DP – Cultural Capacity	Document tabled to staff in February
3.4.6	The programme for tabloids to be reviewed and refreshed to ensure all houses compete against each other.	DP – Cultural Capacity	Review held
3.4.7	Promote attendance at House events in order for the bonus point system to be activated.	DP – Cultural Capacity	Attendance improvement noted
3.4.8	Ensure House Duty Rosters are in place and monitored closely.	DP – Cultural Capacity	Rosters established

Key

Achieved

Partly achieved

Not achieved

4. Students and their readiness for learning

Objective:

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

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

Objective:

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

	Pastoral Vision, Goal and Action Points 2023		
Pastoral Vision 2023	We will support our staff and students to provide a caring and supportive learning environment where staff, students and whanau feel valued and are able to contribute to, and participate in effective teaching and learning. This will enable teachers to teach and students to learn. Our guiding principles are whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations), Whakapiringatanga (well organised learning environments) and Whakamana (enhancing mana).		
Pastoral Goal 2023	The Pastoral Committee will work collaboratively to provide the support our students require as they progress through their journey at Raukura. The collective efficacy will enable the students to succeed in safe and supportive learning environments where both staff and students share the responsibility for the creation and maintenance of a well organised learning environment. This will improve engagement and the academic outcomes for Māori Students.		
	Actions	Responsibility	Measures
4.2.1	Provide PLD for staff on effective use of the MSB system and the Guidance referral system.	DP – Student Support	PLD provided
4.2.2	Launch and implement the “classroom expectations” document.	DP – Student Support	Document established
4.2.3	Explore a suitable uniform for our Youth Workers.	DP – Student Support	Uniform established
4.2.4	Continue to utilise home visits for students at risk or who have received Hui whanau 2 (kanohi ki te kanohi). Clear plan with Truancy Officer before actioning Hui whanau 3.	DP – Student Support	Home visits held
4.2.5	Communicate clearly and promptly with teachers regarding MSB referrals.	DP – Student Support	Feedback to staff referring actioned

Key

Achieved

Partly achieved

Not achieved

4.2.6	Continue to build the Tuakana/Teina Peer support programme.	DP – Student Support	Support programme established
4.2.7	To set up a formal time and space to cater for Gay and Transgender youth as needs require.	DP – Student Support Head of Guidance	Programme explored
4.2.8	To support the new Social Worker in the school.	Head of Guidance	Social Worker role effective
4.2.9	Explore the capacity of REAL counselling services to provide psychologists in 2023.	Head of Guidance	REAL counselling available
4.2.10	Support and develop the role of Nurse # 2.	Nurse Head of Guidance	Nurse # 2 established

Key

Achieved

Partly achieved

Not achieved

5. Schoolwide self-review

Objective:

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

	Benchmark Aims	Responsibility	Measures
5.1.1	To ensure co-construction meetings at all levels are held in Term 4. SLT LoL ALoL CoL Āwhina Deans Pasifika Sports Academies Head of House	Principal	Term 4 meetings held
5.1.2	Undertake faculty reviews as per Board Faculty Review Schedule, Namely in 2023: a. Term 1 Physical Education b. Term 2 Technology c. Term 3 Languages	DP - Teaching and Learning	a. Faculty Review Held b. Faculty Review Held c. Faculty Review Held
5.1.3	Undertake Faculty Action Planning Meetings in 2023 as per schedule : Term 3, 2023 Week 1 Mathematics Week 2 Science Week 3 Social Sciences Week 4 English Week 5 Technology Week 6 Māori Week 7 PE/OE/Health Week 8 Guidance Week 9 Music/Art - The Arts Week 10 Hostel	Principal	Faculty Action Planning Meetings Held 1 Mathematics 2 Science 3 Social Sciences 4 English 5 Technology 6 Māori 7 PE/OE/Health 8 Guidance 9 Music/Art 10 Hostel
5.1.4	Complete Annual Curriculum Review document by the end of Term 1	DP - Teaching and Learning	Review tabled at Board Meeting 3 (Term 2)

Key

Achieved

Partly achieved

Not achieved

6. School Systems, Institutions and environment

Objective:

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

	Benchmark Aims / Annual Goals	Responsibility	Measures
6.1.1	To pursue both whānau and student voice annually.	DP – Cultural Capacity	Whānau/Student voice collected

Objective:

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

	Benchmark Aims	Responsibility	Measures
6.2.1	To seek 300+ Year 9 enrolments for 2023.	Year 9 Deans	Target met
6.2.2	To seek 140+ Year 9 enrolments from RIS for 2023.	Year 9 Deans	Target met
6.2.3	To seek 20+ Year 9 enrolments in the hostel for 2023.	Director of Boarding	Target met
6.2.4	To ensure 110+ students enrolled in Tai Mitchell Hostel are full fee payers.	Director of Boarding	Target met

Objective:

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

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

Key

Achieved

Partly achieved

Not achieved

Objective:

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

Goal			
To annually enhance the school environment to better meet student needs and the requirements of Modern Learning Environments			
2023 Specific Aims	Responsibility	Measures	
6.4.1	Property Projects 2023 :	Work completed	
	General		
	1. B Block Toilet Floors	\$16,000	1.
	2. C Block Cladding	\$5,000	2.
	3. Whare Wall	\$20,000	3.
	4. T Block Extraction/T3	\$25,000	4.
	5. OE Shed Classroom	\$10,000	5.
	6. CCTV Upgrade	\$50,000	6.
	7. Office/Foyer Carpet	\$20,000	7.
	8. Old Science Block Upgrade	\$300,000	
	9. Whare Forecourt (via Lunches)	\$80,000	8. Underway
	10. Hall Electrics and Sound Upgrade	\$100,000	9.
			10. Underway
	MC		11. N/A see # 8
	12. Establish Old Front Gate Bollards to MC Drop Off Zone	\$2,000	12.
	13. Window Joinery	\$25,000	13.
	14. Theatre Walls Replaster	\$40,000	14.
	15. Deck Reseal	\$30,000	
	16. Lift Replacement (via Lunches)	\$200,000	15. Planned
	17. Replace MC Handrails (via On Call)	\$2,000	16.
	18. Plumb in Strip Drains for MC Entrance (via On Call)	\$2,000	17.
	19. Replace Motors on Theatre Walls	\$15,000	
	Hostel		18. To be reviewed
	20. Carpet Replacement	\$30,000	19.
	21. Awning to House Decks	\$5,000	20.
	22. Sleepout for House	\$10,000	21. Not needed
	23. Mini Bball Court	\$10,000	22.
			23.

Key

Achieved

Partly achieved

Not achieved

	BTA 24. Canopy (Plus funding tbc) 25. Seal DGSE 26. Roofing (5YA) 27. Food Tech (5YA) 28. SLC (5YA) 29. New Sci Faculty (Capital Works) 30. Drainage Work (5YA) 31. Front Gate Bollards (5YA) Solar 32. Solar to New Science (Free Installation) Gym 33. Structural Upgrade/Replacement (MOE)	\$70,000 \$15,000	<div></div> <div>24. When houses go</div> <div>25.</div> <div>26. Underway</div> <div>27. Awaiting Start</div> <div>28. Awaiting Start</div> <div>29.</div> <div>30. On hold</div> <div>31.</div> <div>32. WIP</div> <div>33. MoE Rejected</div>

Objective:

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

	Benchmark Aims	Responsibility	Measures
6.5.1	The Business Manager to work with the Director of Boarding to ensure 95% + collection of Hostel Fees annually.	Business Manager Director of Boarding	Hostel Fees report for each term established
6.5.2	Achieve a positive Annual Audit without compliance concerns	Business Manager	Clear Audit Report
6.5.3	\$175,000 plus of Charity Funding	Business Manager Approx \$172,495.70	Target met
6.5.4	Supporting management of the shop and iPads	Business Manager	Shop and iPads operate effectively
6.5.5	Ensuring the collection of team and student fees in sport is at 90% plus.	Business Manager	Target met
6.5.6	Ensuring tournament teams funding is in place prior to both summer and winter tournaments.	Business Manager	Tournament budget met

Key

Achieved

Partly achieved

Not achieved

Objective:

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

	2023 Policies	Responsibility	Measures
6.6.1	<p>GO GOVERNANCE</p> <p>GO7 Consultation Policy</p> <p>GO9 Reporting to Parents and Caregivers Policy</p> <p>GO10 Complaints and Conflicts Policy</p> <p>GO12 Pasifika Education Policy</p> <p>GO19 Sun Smart Policy</p> <p>GO21 Student Internet Policy</p> <p>GO22 Staff Internet Policy</p> <p>GO24 Blood Policy</p> <p>GO26 Child Protection Policy</p> <p>FI FINANCIAL</p> <p>FI5 Donations Policy</p> <p>FI6 Student Fees Credit Account Policy</p> <p>FI7 Jubilee Scholarship Policy</p> <p>FI8 Sensitive Expenditure Policy</p> <p>PR PROPERTY MANAGEMENT</p> <p>PR2 Property Policy</p> <p>PR3 Asset Management Policy</p> <p>PR4 Use of School Equipment Policy</p> <p>PR8 School Van/Vehicle Policy</p> <p>PR9 Provision of a School Provided Device Policy</p> <p>PE PERSONNEL MANAGEMENT</p> <p>PE13 Inclusion Policy</p> <p>IS INTERNATIONAL STUDENTS</p> <p>IS1 International Students Refund Policy</p>	Principal	Documents Reviewed

Key

Achieved

Partly achieved

Not achieved

6.6.2	<p>To ensure that the following documents are tabled at the February Board Meeting.</p> <ul style="list-style-type: none"> A. 2023 Management Document B. 2023 Budget C. 2023 Annual Plan D. 2023 Charter E. 2022 Annual Plan Report 	Principal	Documents tabled
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Rotorua Boys' High School

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

Pukuatua Street
Rotorua
New Zealand

Telephone (07) 348 6169

Fax (07) 346 1270

E-mail: info@rbhs.school.nz

Regarding Kiwisport Funding 2023

The Kiwisport funding of \$30,256 received by the government is a vital resource to maintain sport and activity interests at Rotorua Boys High School.

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

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

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

Liaising with visiting sports teams.

Preparation of sports days and tournaments.

Collection and itemising of sports resources.

Maintenance and co-ordination of gym facilities.

Assistances in the Rotorua Boys High School outdoor education program.

Rugby administrator in school.

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

Good Employer Policy

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

Regards

Bruce Buxton

HOD Sport

Rotorua Boys High School