

# ROTORUA BOYS' HIGH SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 152

**Principal:** John Kendal

**School Address:** 1612 Pukuatua Street, Utuhina, Rotorua

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

**School Phone:** 07 3486169

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

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

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Herby Ngawhika	Presiding Member	Elected	2025
John Kendal	Principal ex Officio		
Chris Grinter	Principal ex Officio		Retired 2024
Mercia Yates	Parent Representative	Elected	2025
Marty Hine	Parent Representative	Elected	2025
Anaru Pewhairangi	Parent Representative	Elected	2025
Ana Morrison	Parent Representative	Co-Opted	2025
Gordon Hunt	Staff Representative	Elected	2025

# ROTORUA BOYS' HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Rotorua Boys' High School

## Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Herby Te-Haute-Horo Ngawhika

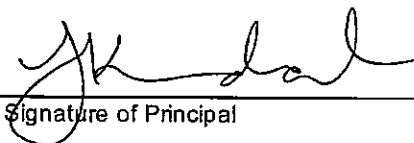


Signature of Presiding Member

8 May 2025

Date:

John Kendal



Signature of Principal

8 May 2025

Date:

# Rotorua Boys' High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	16,941,694	15,265,795	16,021,434
Locally Raised Funds	3	2,778,045	1,489,463	2,792,725
Interest		105,374	70,000	78,728
Hostel	4	1,361,316	1,364,750	1,406,560
<b>Total Revenue</b>		<b>21,186,429</b>	<b>18,190,008</b>	<b>20,325,022</b>
<b>Expense</b>				
Locally Raised Funds	3	1,641,120	1,100,540	1,993,844
Hostel	4	911,979	890,068	867,512
Learning Resources	5	11,262,660	9,849,794	11,207,949
Administration	6	2,901,593	2,726,097	2,366,451
Interest		29,100	-	29,125
Property	7	3,689,000	2,923,280	2,565,846
<b>Total Expense</b>		<b>20,435,452</b>	<b>17,489,779</b>	<b>19,030,727</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>750,978</b>	<b>700,229</b>	<b>1,294,295</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>750,978</b>	<b>700,229</b>	<b>1,294,295</b>

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



# Rotorua Boys' High School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		10,573,401	10,573,403	9,279,108
Total comprehensive revenue and expense for the year		750,978	700,229	1,294,295
Contribution - Furniture and Equipment Grant		55,546	-	-
<b>Equity at 31 December</b>		11,379,925	11,273,632	10,573,401
Accumulated comprehensive revenue and expense		11,379,925	11,273,632	10,573,401
<b>Equity at 31 December</b>		11,379,925	11,273,632	10,573,401

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	1,133,787	1,750,000	1,058,267
Accounts Receivable	9	807,415	1,100,000	1,053,704
GST Receivable		58,522	150,000	108,413
Prepayments		100,386	25,000	21,000
Inventories	10	217,579	200,000	193,213
Investments	11	734,474	-	220,717
		3,052,163	3,225,000	2,655,314
<b>Current Liabilities</b>				
Accounts Payable	13	1,407,510	1,459,047	1,348,803
Revenue Received in Advance	14	510,140	285,482	477,846
Provision for Cyclical Maintenance	15	-	65,000	65,000
Finance Lease Liability	16	37,947	160,000	162,077
Funds held for Capital Works Projects	17	20,057	-	337,148
Funds held on behalf of School Cluster	18	10,953	10,953	26,859
		1,986,607	1,980,482	2,417,733
<b>Working Capital Surplus/(Deficit)</b>		1,065,557	1,244,518	237,581
<b>Non-current Assets</b>				
Investments	11	353,287	-	312,165
Property, Plant and Equipment	12	10,553,606	10,539,114	10,539,115
		10,906,893	10,539,114	10,851,280
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	367,236	350,000	351,882
Finance Lease Liability	16	225,289	160,000	163,578
		592,525	510,000	515,460
<b>Net Assets</b>		11,379,925	11,273,632	10,573,401
<b>Equity</b>		11,379,925	11,273,632	10,573,401

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		6,024,977	5,951,726	6,125,432
Locally Raised Funds		3,516,670	1,047,945	2,702,130
Hostel		1,361,887	1,396,750	1,409,510
International Students		150,440	245,000	65,112
Goods and Services Tax (net)		49,891	(150,000)	(98,968)
Payments to Employees		(2,802,428)	(2,270,433)	(2,827,668)
Payments to Suppliers		(6,729,534)	(4,829,680)	(5,658,821)
Interest Paid		(29,100)	-	(29,125)
Interest Received		105,374	70,000	78,728
Net cash from/(to) Operating Activities		1,648,177	1,461,308	1,766,330
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	25,575
Purchase of Property Plant & Equipment (and Intangibles)		(582,580)	(1,100,528)	(1,418,315)
Purchase of Investments		(554,879)	-	(323,175)
Net cash from/(to) Investing Activities		(1,137,459)	(1,100,528)	(1,715,915)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		55,546	-	-
Finance Lease Payments		(157,747)	320,000	(161,363)
Funds Administered on Behalf of Other Parties		(332,997)	10,953	101,511
Net cash from/(to) Financing Activities		(435,198)	330,953	(59,852)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>75,520</b>	<b>691,733</b>	<b>(9,437)</b>
Cash and cash equivalents at the beginning of the year	8	1,058,267	1,058,267	1,067,704
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>1,133,787</b>	<b>1,750,000</b>	<b>1,058,267</b>

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 2024**

#### **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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

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

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

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

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

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

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

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

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

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

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

The 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 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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

#### **h) Inventories**

Inventories are consumable items held for sale and are comprised of canteen 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	3–5 years
Intangible Assets	3 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) Impairment of property, plant, and equipment**

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

##### *Non cash generating assets*

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

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

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

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

#### **l) 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.

#### **m) 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.

#### **n) 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 Group 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.

#### **o) 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.

#### **p) 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.

**q) 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.

**r) 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.

**s) 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.

**t) 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.

**u) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**v) Budget Figures**

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

**w) 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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	4,406,441	4,325,527	4,129,043
Teachers' Salaries Grants	8,463,786	7,310,000	8,514,560
Use of Land and Buildings Grants	1,852,101	1,480,619	1,354,579
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,714,223	1,702,534	1,623,093
Other Government Grants	505,143	447,115	400,159
	<b>16,941,694</b>	<b>15,265,795</b>	<b>16,021,434</b>

## 3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	-	-	107,607
Fees for Extra Curricular Activities	602,415	-	746,575
Trading	1,590,464	1,093,507	1,381,724
Fundraising and Community Grants	358,797	113,696	131,638
Other Revenue	119,564	87,260	155,466
International Student Fees	106,805	195,000	269,715
	<b>2,778,045</b>	<b>1,489,463</b>	<b>2,792,725</b>
<b>Expense</b>			
Extra Curricular Activities Costs	533,688	33,500	738,744
Trading	1,058,802	957,040	1,042,449
Fundraising and Community Grant Costs	-	-	95,433
International Student - Other Expenses	48,630	110,000	117,218
	<b>1,641,120</b>	<b>1,100,540</b>	<b>1,993,844</b>
<b>Surplus/ (Deficit) for the year Locally Raised Funds</b>	<b>1,136,925</b>	<b>388,923</b>	<b>798,881</b>

## 4. Hostel Revenue and Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>Revenue</b>			
Hostel Fees	1,224,372	1,190,790	1,194,051
Other Revenue	135,307	173,960	210,267
Student Contributions	1,637	-	2,242
	<b>1,361,316</b>	<b>1,364,750</b>	<b>1,406,560</b>
<b>Expense</b>			
Employee Benefits - Salaries	308,863	321,218	319,210
Depreciation	27,783	-	92,518
Other Hostel Expenses	575,333	568,850	455,784
	<b>911,979</b>	<b>890,068</b>	<b>867,512</b>
<b>Surplus/ (Deficit) for the year Hostel</b>	<b>449,337</b>	<b>474,682</b>	<b>539,048</b>

## 5. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	585,193	646,122	496,405
Information and Communication Technology	111,021	340,685	77,816
Employee Benefits - Salaries	9,908,607	8,171,987	10,137,754
Staff Development	18,040	33,000	33,257
Depreciation	635,634	650,000	459,319
Other Learning Resources	4,165	8,000	3,398
	<u>11,262,660</u>	<u>9,849,794</u>	<u>11,207,949</u>

## 6. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	17,784	16,115	15,645
Board Fees and Expenses	11,176	13,000	11,564
Operating Leases	98,525	100,000	95,330
Legal Fees	9,056	15,000	3,616
Other Administration Expenses	464,310	324,400	304,415
Employee Benefits - Salaries	742,093	752,567	708,048
Insurance	145,166	160,000	115,380
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,413,483	1,345,015	1,112,453
	<u>2,901,593</u>	<u>2,726,097</u>	<u>2,366,451</u>

## 7. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	252,514	243,000	199,567
Cyclical Maintenance	6,388	210,000	186,100
Heat, Light and Water	259,689	245,500	214,946
Rates	39,875	35,000	34,658
Repairs and Maintenance	788,119	178,000	155,542
Use of Land and Buildings	1,852,101	1,480,619	1,354,579
Employee Benefits - Salaries	312,651	364,661	181,080
Other Property Expenses	177,663	166,500	239,374
	<u>3,689,000</u>	<u>2,923,280</u>	<u>2,565,846</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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	611,707	500,000	1,037,456
Short-term Bank Deposits	522,080	1,250,000	20,811
Cash and cash equivalents for Statement of Cash Flows	<u>1,133,787</u>	<u>1,750,000</u>	<u>1,058,267</u>

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

## 9. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	(327,089)	400,000	375,136
Banking Staffing Underuse	445,713	-	-
Teacher Salaries Grant Receivable	688,791	700,000	678,568
	<u>807,415</u>	<u>1,100,000</u>	<u>1,053,704</u>
Receivables from Exchange Transactions	(327,089)	400,000	375,136
Receivables from Non-Exchange Transactions	1,134,504	700,000	678,568
	<u>807,415</u>	<u>1,100,000</u>	<u>1,053,704</u>

## 10. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
School Uniforms	206,233	200,000	181,867
Canteen	11,346	-	11,346
	<u>217,579</u>	<u>200,000</u>	<u>193,213</u>

## 11. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	734,474	-	220,717
Non-current Asset			
Long-term Bank Deposits	353,287	-	312,165
Total Investments	<u>1,087,761</u>	<u>-</u>	<u>532,882</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	-				-	-
Buildings	5,529,398	129,097			(199,381)	5,459,114
Building Improvements (WIP)	192,758	37,976	(165,863)		-	64,871
Hostel	3,246,898	19,505			(27,783)	3,238,620
Furniture and Equipment	938,584	233,321			(125,931)	1,045,974
Information and Communication Technology	174,850	101,277			(68,340)	207,787
Motor Vehicles	91,903	215,409			(38,871)	268,441
Textbooks	7,048	9,487			(7,175)	9,360
Leased Assets	346,832	95,328			(194,556)	247,604
Library Resources	10,844	2,372			(1,380)	11,836
	10,539,115	843,772	(165,863)	-	(663,417)	10,553,607

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	11,077,875	(2,502,162)	8,575,713	6,764,490	(1,235,092)	5,529,398
Building Improvements	-	-	-	192,758	-	192,758
Hostel	506,370	(384,359)	122,011	4,671,153	(1,424,255)	3,246,898
Furniture and Equipment	2,233,420	(1,187,429)	1,045,991	2,000,099	(1,061,515)	938,584
Information and Communication Technology	477,241	(269,451)	207,790			
Intangible Assets	64,871	-	64,871	375,964	(201,114)	174,850
Motor Vehicles	420,735	(152,294)	268,441	205,326	(113,423)	91,903
Textbooks	179,458	(170,099)	9,359	169,971	(162,923)	7,048
Leased Assets	1,285,334	(1,037,740)	247,594	1,190,006	(843,174)	346,832
Library Resources	50,692	(38,856)	11,836	48,320	(37,476)	10,844
	16,295,996	(5,742,390)	10,553,606	15,618,087	(5,078,972)	10,539,115

## 13. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	683,261	729,047	640,777
Accruals	-	-	-
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	688,791	700,000	678,568
Employee Entitlements - Leave Accrual	35,458	30,000	29,458
	1,407,510	1,459,047	1,348,803
Payables for Exchange Transactions	1,407,510	1,459,047	1,348,803
	1,407,510	1,459,047	1,348,803

The carrying value of payables approximates their fair value.

#### 14. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	50,000	155,117
International Student Fees in Advance	143,666	50,000	100,031
Hostel Fees in Advance	38,471	32,000	37,900
Other revenue in Advance	328,003	153,482	184,798
	<u>510,140</u>	<u>285,482</u>	<u>477,846</u>

#### 15. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	416,882	416,882	285,768
Increase to the Provision During the Year	6,388	210,000	186,100
Use of the Provision During the Year	(56,034)	(211,882)	(54,986)
Other Adjustments	-	-	-
Provision at the End of the Year	<u>367,236</u>	<u>415,000</u>	<u>416,882</u>
Cyclical Maintenance - Current	-	65,000	65,000
Cyclical Maintenance - Non current	367,236	350,000	351,882
	<u>367,236</u>	<u>415,000</u>	<u>416,882</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

#### 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:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	37,947	-	139,057
Later than One Year and no Later than Five Years	225,289	-	207,777
	<u>263,236</u>	<u>-</u>	<u>346,834</u>
<b>Represented by</b>			
Finance lease liability - Current	37,947	160,000	139,057
Finance lease liability - Non current	225,289	160,000	207,777
	<u>263,236</u>	<u>320,000</u>	<u>346,834</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 8, and includes retentions on the projects, if applicable.

2024	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Roofing & Guttering Replacement - Project 234048	335,217	23,699	(358,916)	-	-
Food Tech Upgrade - Project 234046	1,931	32,512	(14,386)	-	20,057
Totals	337,148	56,211	(373,302)	-	20,057

### Represented by:

Funds Held on Behalf of the Ministry of Education	20,057
Funds Receivable from the Ministry of Education	-

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

### 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.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	26,856	26,856	12,497
Funds Received from MOE	548,659	548,659	445,917
Total funds received	575,515	575,515	445,917
Funds Spent on Behalf of the Cluster	108,013	108,013	108,186
Funds remaining	467,502	467,502	337,731
Distribution of Funds			
Rotorua Girls' High School	78,526	78,526	52,121
Rotorua Lakes High School	78,745	78,745	54,452
Western Heights High School	125,663	125,663	88,880
Murupara Area School	37,780	37,780	37,784
Rotorua Boys' High School	135,835	135,835	90,135
Funds Held at Year End	10,953	10,953	26,856

## 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.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	8,375	9,325
<i>Leadership Team</i>		
Remuneration	2,532,027	2,217,314
Full-time equivalent members	16	17
Total key management personnel remuneration	2,540,402	2,226,639

There are 5 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 monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	220 - 230
Benefits and Other Emoluments	-	3,459
Termination Benefits	419,332	-

### Principal 2

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	-

### Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	14	9
110 - 120	10	13
120 - 130	8	7
130 - 140	7	2
140 - 150		3
	39.00	34.00

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:

	2024 Actual	2023 Actual
Total	\$10K - \$30K \$400K - \$600K	-
Number of People	2	-

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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.

### Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 23. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$550,163 (2023:\$932,030) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Food Tech Upgrade - Project 234046	626,224	76,061	550,163
			-
<b>Total</b>	<b>626,224</b>	<b>76,061</b>	<b>550,163</b>

### (b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

#### (a) Operating lease of vehicles:

No later than One Year

Later than One Year and No Later than Five Years

Later than Five Years

2024 Actual	2023 Actual
\$	\$
80,851	93,508
62,586	115,471
-	-
<b>143,437</b>	<b>208,979</b>

The total lease payments incurred during the period were \$98,525 (2023: \$94,925).



## 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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,133,787	1,750,000	1,058,267
Receivables	807,415	1,100,000	1,053,704
Investments - Term Deposits	1,087,761	-	532,882
Total financial assets measured at amortised cost	<u>3,028,963</u>	<u>2,850,000</u>	<u>2,644,853</u>

### Financial liabilities measured at amortised cost

Payables	1,407,510	1,459,047	1,348,803
Finance Leases	263,236	320,000	325,655
Total financial liabilities measured at amortised cost	<u>1,670,746</u>	<u>1,779,047</u>	<u>1,674,458</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 2024

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 19, that comprise the statement of financial position as at 31 December 2024, 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 2024; 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 8 May 2025. 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, Annual Plan comprising the Statement of Variance and Evaluation of Student Progress and achievement, the Kiwisport Report, Statement of Compliance with Employment Policy and Te Tiriti o Waitangi Statement, 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.

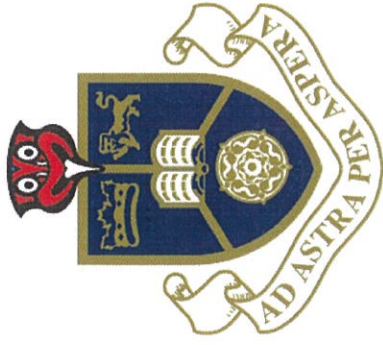
### **Independence**

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 2024**

**Statement of Variance and Evaluation of Student Progress and Achievement 2024**

**Mr J Kendal  
Tumuaki/Principal**

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## Strategic Dimensions

- Ō tātou Pouako  
Our Staff
- Ā tātou Tamatāne  
Our Young Men
- Tō tātou kura, ō tātou Whānau me te Hāpori  
Our School, our Families and our Community



## 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 90%+ across all senior year levels (Years 11-13).	DP Teaching and Learning DP Admin and Sport	Target reached
1.1.2	To continue to promote endorsements "Merits +" throughout the school as follows: 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 SLT	Target achieved a. Year 9 b. Year 10 c. Year 11 d. Year 12 e. Year 13
1.1.3	To further promote UE Literacy and having the appropriate programme at Level 3 as important academic outcomes for students with a view to eliminating any negative impact on student pathways to University.	DP Teaching and Learning LoL's Head of Pathways	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.	DP Student Support LoL's	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 and Numeracy
- d) A specific focus on enhancing student engagement – Tāne Raukura (ESP)

	<b>Benchmark Aims</b>	<b>Responsibility</b>	<b>Measures</b>
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 LoLs	Target met
1.1.6	Provide access to Visible Learning PLD episodes.	DP Teaching and Learning	PLD episodes shared
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 at the beginning of the school year	DP Cultural Capacity	Updated Document distributed

Key

Achieved

Partly achieved

Not achieved



Senior Leadership Team Vision, Goals and Action Points 2024			
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 2024 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.	9 DP Teaching and Learning 10 DP Student Support 11 DP EOTC 12 DP Admin and Sport 13 DP Cultural Capacity	Year Level support provided
	<b>Actions - Deputy Principal, Teaching and Learning</b> <b>Tumuaki Tuarua - Whakaako &amp; Ako</b>	Responsibility	Measures
1.3.1	Work collaboratively and collegially with: <ul style="list-style-type: none"> <li>• Leaders of Learning</li> <li>• Assistant Leaders of Learning</li> <li>• Our Community of Learning and in-school CoL Positions.</li> </ul>	DP Teaching and Learning	Evidence of collaboration and planning is evident in termly meetings and EOY co-construction meetings.
1.3.2	Ensure that we are implementing Te Mātaiaho as prescribed by the MoE and in a responsive manner for school.	DP Teaching and Learning	Te Mātaiaho is implemented
1.3.3	Continue to provide a responsive induction and mentoring programme for our PCT's and TeachFirst Participants. Support Student Teachers completing their Practicums at our school.	DP Teaching and Learning Mentor Teachers	Induction and Mentoring programme is provided. Student teachers supported.

Key

Achieved

Partly achieved

Not achieved



1.3.4	Have oversight of the "25 <sup>th</sup> Hour" programmes that will be implemented in Year 11 and Year 12.	DP Teaching and Learning	25 <sup>th</sup> Hour effective
1.3.5	Monitor the implementation of the new NCEA Level 1 programmes and ensure that faculties have the appropriate support.	DP Teaching and Learning Leaders of Learning	NCEA L1 successful
1.3.6	Co-construct and implement changes to our Junior Certificate in order to align with Te Mātaiaho and changes to NCEA.	DP Teaching and Learning SLT	Junior Certificate is reviewed and implemented
1.3.7	Lead the Professional Growth Cycle for 2024 and ensure that all requirements are met by Pou Whakarae and Pou Whirinaki.	DP Teaching and Learning	Professional Growth Cycle completed.
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	Professional Learning community established
1.3.9	Plan for Rongohia Te Hau in Term 1 and Term 3 to ensure that the Effective Teaching Profile is being embedded across our school	DP Teaching and Learning SLT	Rongohia Te Hau is completed.
1.3.10	Continue to support the implementation of the NCEA Literacy and Numeracy co-requisites.	DP Teaching and Learning	Co-requisites are implemented
1.3.11	Provide the termly schedule for Core Class Co-constructions meetings and oversee the EOY Co-construction processes at all levels.	DP Teaching and Learning	Co-construction meetings are held
1.3.12	Work collaboratively with the Year 9 Deans to ensure success for the 2024 cohort.	DP Teaching and Learning Year 9 Deans	Evidence of collaboration with Year 9 Deans.
1.3.13	Carry out all SENCO related duties in a timely manner.	DP Teaching and Learning	SENCO work is up to date.
1.3.14	Ensure that the administration of the AsTTle and PaCT platforms is updated regularly	DP Teaching and Learning	AsTTle and PaCT updated.
1.3.15	Ensure that staff have access to appropriate subject and schoolwide professional development.	DP Teaching and Learning	Appropriate PLD sourced and provided.
1.3.16	Provide direct support to the Leader of Learning – English and the English Faculty in 2024 given the number of new staff in the Faculty.	DP Teaching and Learning.	English Faculty works effectively as a team.

Key

Achieved	Partly achieved	Not achieved
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	<b>Actions - Deputy Principal, Cultural Capacity Tumuaki Tuarua - Āheinga Ahurea</b>	Responsibility	Measures
1.4.1	Continue to maintain relationships with iwi e.g. Ngāti Whakaue, Ngāti Rangiwewehi, Tūhourangi-Ngāti Wāhiao, Ngāti Pūkiao 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 Taumata o Ngāti Whakaue Ihō Ake.	DP Cultural Capacity	Relationship maintained
1.4.3	Plan for Matariki 2024 i.e. Matariki Staff PLD Day and Pō Matariki.	DP Cultural Capacity	Matariki events held
1.4.4	Work collaboratively and collegially with: <ul style="list-style-type: none"> <li>Te Reo Māori Faculty</li> <li>Tama Pasifika Staff</li> <li>Heads of Houses.</li> </ul>	DP Cultural Capacity	Evidence of collaboration presented at EOY co-construction meetings.
1.4.5	Update and distribute: <ul style="list-style-type: none"> <li>Management Document</li> <li>House Group Tutors Handbook</li> </ul>	DP Cultural Capacity	Documents updated and distributed.
1.4.6	Ensure that all arrangements for Assemblies and Prizegivings are completed in a timely manner.	DP Cultural Capacity	All arrangements completed timeously.
1.4.7	Assist all staff and 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	Organise all aspects of the Academic Review Day process including the collection of whanau and student voice.	DP Cultural Capacity	All ARD processes completed.
1.4.9	Develop leadership capacity within the Whare staff group to ensure ongoing and effective succession planning and lead the Māori faculty's planning and delivery of the NCEA Level 1 Te Reo Māori course in this year of change.	DP Cultural Capacity	Leadership potential is identified and developed. NCEA Level 1 programme is implemented and successful.
1.4.10	Continue to build academic excellence within the Māori Faculty with NCEA Scholarships as a key measure.	DP Cultural Capacity	Scholarships gained.
1.4.11	Monitor, in conjunction with the catering team, the Year 13 student use of the Raukura Lounge.	DP Cultural Capacity	Raukura Lounge is used appropriately.
1.4.12	Work collaboratively and collegially with the Year 13 Dean.	DP Cultural Capacity	Evidence of collaboration with the Year 13 Dean.

Key

Achieved

Partly achieved

Not achieved



	<b>Actions – Deputy Principal, Administration and Sport Tumuaki Tuarua – Whakahearenga,</b>	Responsibility	Measures
1.5.1	To have a 65% plus student participation rate in student co-curricular activities.	DP Admin and Sport Directors	Accurate Kamar records
1.5.2	To maintain a Top Ten National ranking in at least three sporting codes annually.	DP Admin and Sport Directors Sports Coaches	3 sports gain a top 10 National ranking.
1.5.3	Establish uniformity in our team sportswear to distinguish between junior and first teams and to also be easily recognisable to the public.	DP Admin and Sport Directors	Junior and Senior sports uniforms designed.
1.5.4	Establish good systems across the codes for the collection of fees, especially in Rugby.	DP Admin and Sport Director of Rugby	95%+ Rugby fees collected
1.5.5	Explore with students who do not engage in sport, a further opportunity to participate in sport through mitigating barriers that may prohibit participation	DP Admin and Sport	50+ more students identified in School Sport NZ Census
1.5.6	Work with QE Health and School Nurse for baseline testing of athletes to provide a measure for appropriate 'return to play' concussion protocols.	DP Admin and Sport School Nurse	All Sports Academy students tested
1.5.7	Work with QE Health and School Nurse to develop a school wide approach to monitoring concussion protocols for sport	DP Admin and Sport School Nurse	Wallet Card produced
1.5.8	Work with Directors and Team Managers to produce funding applications for National Tournaments	DP Admin and Sport Directors Team Managers	Submit one application for each National Tournament Team
1.5.9	Manage the teaching and rooming timetables ,in easy to read documents, to ensure efficient operations.	DP Admin and Sport	Timetable and rooming operate efficiently
1.5.10	Source PLD through Kamar on Timetabling	DP Admin and Sport	PLD completed
1.5.11	Build a strong reliever team given that there may be less staffing unders in 2024	DP Admin and Sport	A strong reliever team is developed
1.5.12	Develop, in conjunction with the Academy Directors, an Academy Manual. Basketball in the first instance.	DP Admin and Sport Academy Directors.	Academy Manuals developed
1.5.13	Work collaboratively with the Leader of Learning – Pūtaiao to establish the efficient operation of both the new Pūtaiao Centre and new Pūtaiao staff	DP Admin and Sport LoL - Pūtaiao	Evidence of collaboration with Pūtaiao faculty.
1.5.14	Work collaboratively and collegially with the Year 12 Dean	DP Admin and Sport Year 12 Dean	Evidence of collaboration with the Year 12 Dean.

Key

Achieved

Partly achieved

Not achieved



	<b>Actions - Deputy Principal Student Support Tumuaki Tuarua - Tainaki Ākonga</b>	Responsibility	Measures
1.6.1	Work collaboratively and collegially with: <ul style="list-style-type: none"> <li>• Deans Committee</li> <li>• Pastoral Committee</li> <li>• MSB/Referrals Team</li> </ul>	DP Student Support	Evidence of collaboration presented at EOY Co-construction meetings
1.6.2	Maintain the high standards of communication with Bus driver, whānau and students, including timely fee collection.	DP Student Support	Bus services operate efficiently with 100% fee collection.
1.6.3	Establish a Vaping Awareness Campaign and promote the development of resilience.	DP Student Support	Campaign established . Resilience theme promoted.
1.6.4	Chair the weekly Pastoral Meeting and distribute minutes to stakeholders	DP Student Support	Meetings held
1.6.5	Update lateness procedure to reflect HG Tutor and Dean follow up and action to change behaviour.	DP Student Support	Procedure updated.
1.6.6	Ensure that the Emergency Procedures document is kept up to date.	DP Student Support	Emergency procedures document updated.
1.6.7	Continue to aim for a 90% plus attendance rate and aim for 50% regular attendance. Implement more effective strategies around the 25 poor attendees.	DP Student Support	90% Attendance achieved 50% Regular Attendance achieved.
1.6.8	Implement more effective strategies around the 25 poor attendees at each year level.	DP Student Support	Effective strategies are implemented.
1.6.9	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
1.6.10	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
1.6.11	Consistently monitor the standard of student uniform and provide support where required.	DP Student Support	Good standard of uniform
1.6.12	Support the Enrolment Deans with the Enrolment Programme in 2024.	DP Student Support Enrolment Deans	300+ Year 9's for 2025
1.6.13	Manage and support the Te Honoa Toi programme as a positive after school learning environment.	DP Student Support	THT programme operates each afternoon.
1.6.14	Oversee the completion of Restraint Modules.	DP Student Support	Certificates of completion.
1.6.15	Collate the SLT duty roster each term.	DP Student Support	Duty Roster provided.
1.6.16	Work collaboratively and collegially with the Year 10 Deans.	DP Student Support	Evidence of collaboration with the Year 10 Deans

Key

Achieved

Partly achieved

Not achieved



	<b>Actions - Deputy Principal – Education Outside The Classroom Tumuaki Tuarua - Akoranga ā-Hapori</b>	Responsibility	Measures
1.7.1	Support Leaders of Learning and Assistant Leaders of Learning to develop their localised curriculum and utilise EOTC opportunities.	DP EOTC	EOTC opportunities utilised.
1.7.2	Co-ordinate Years 9-13 Outdoor Education Programme "Te Ara a Tāne".	DP EOTC	Programme established
1.7.3	Co-ordinate and further develop the Year 9 -13 Leadership programme.	DP EOTC	Programme established.
1.7.4	Explore field trips to support the Digital Bookshelf and local narratives.	DP EOTC	Field Trips explored
1.7.5	Maintain the school calendar.	DP EOTC	Calendar updated timeously
1.7.6	Review and update all EOTC documents for 2024 and submit to the Principal for Board approval by end February 2024.	DP EOTC	EOTC documents submitted and approved.
1.7.7	Provide Risk Management PLD for selected staff - delivered through EONZ.	DP EOTC	PLD provided – N/A
1.7.8	Design a set of guidelines for off-site trips and manage arrangements.	DP EOTC	Application guidelines established
1.7.9	Grow student EOTC participation rates.	DP EOTC	Participation rates increase
1.7.10	Manage fee collection for EOTC events.	DP EOTC	Fees are collected.
1.7.11	The development and maintenance of positive industry relationships eg. Toi-Ohomai, Te Waiariki Purea Trust, Hei Matau Waka Club, NZ Whitewater Academy.	DP EOTC	Strong relationships evident
1.7.12	Developing key relationships with Local Iwi/Mana Whenua relative to OE and EOTC.	DP EOTC	Strong relationships evident
1.7.13	Developing OED capability within RBHS staff and encouraging a training pathway to gain relevant industry qualifications.	DP EOTC	Staff training provided
1.7.14	Oversee the School Lunch Programme.	DP EOTC	Lunches run smoothly
1.7.15	Manage the school's use of Waitapu Camp.	DP EOTC	Camp is fully utilised
1.7.16	Oversee Year 11 academic achievement to support, both Dean, and a 90% plus pass rate.	DP EOTC	Evidence of collaboration with Year 11 Dean

Key

Achieved

Partly achieved

Not achieved



Leaders of Learning Vision, Goals and Action Points 2024			
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), Whakapirangatanga (well managed environments).		
LoL Leadership Goal	We will continue to use the elements of the Professional Growth Cycle and Rongohia Te Hau to further develop teacher practice and embed the Effective Teaching Profile. We will use the 2023 He Kōrerorero discussions, the 2023 academic results and the 2024 Annual Plan to set our faculty goals and then individual Whāinga ā-tau. We will support our teachers to share their best practice in areas that they are passionate about. We will ensure that all new teachers are supported by developing a faculty buddy system. These actions will improve collective teacher efficacy and support the development of consistent good practice in each learning area as we aim for Rāwhiti ma raki. These actions will ensure that students have access to quality learning programmes and improve academic outcomes for Maori students.		
	Actions	Responsibility	Measures
1.8.1	Identify specific areas for attention using the 2023 NCEA results and include these in the 2024 Action Plan.	DP Teaching and Learning LoL's	2024 Action Plan produced
1.8.2	Using the 2024 Annual Plan, personalise the Leader of Learning Action Points to suit your faculty and set Faculty Goals for 2024.	DP Teaching and Learning LoL's	Faculty specific action points created.
1.8.3	Complete the Whāinga ā-tau process with each teacher using the He Kōrerorero 2023 information and the Faculty Goals to ensure focus on the schoolwide goals.	DP Teaching and Learning LoL's	Whāinga ā-tau process completed
1.8.4	Identify examples of best practice and provide opportunities for teachers to share their interests and passions.	DP Teaching and Learning LoL's	Opportunities to share best practice are provided.
1.8.5	Provide evidence to show that consistent good practice is evident across your learning area. (Rongohia Te Hau, Results, Observations etc)	DP Teaching and Learning LoL's	Evidence of good practice is presented.
1.8.6	Develop a faculty "buddy system".	DP Teaching and Learning LoL's	Buddy system established
1.8.7	Use Faculty Co-Construction meetings to share evidence of progress towards achieving the faculty goals. (Know Thy Impact")	DP Teaching and Learning LoL's	Faculty co-construction meetings are documented.

Key

Achieved

Partly achieved

Not achieved



LoL Pedagogical Goal for 2024	We will continue to focus on the NCEA Change programme and Te Mātaiaho to ensure that our Learning Areas are using, the principles of “Know Thy Impact”, the essential pedagogies and Mātautupu to be responsive to the implementation of the curriculum changes. We will use the Digital bookshelf and EOTC opportunities to further develop our localised curriculum and embed Mātauranga a iwi. (Ngāti Whakauetanga and Raukutatanga). The Learning Matrix and the Literacy and Numeracy Pedagogy guides for each Learning Area will be explicit in all planning. Assessment practices and assessment opportunities will be responsive to our students. Ngā Pūmanawa Ako o Raukura will be used to support the development of student agency. Digital fluency will continue to be a focus as each learning areas embraces the opportunities that digital technology provide. These actions will support improved academic outcomes for Māori students		
	Actions	Responsibility	Measures
1.9.1	Leaders of Learning are actively involved in PLD opportunities provided by NZQA and subject associations in order to be abreast of all changes and resources that are available to support planning.	DP Teaching and Learning LoL's	Participation in PLD /Subject associations.
1.9.2	Meet with the DP EOTC to plan opportunities for EOTC.	DP EOTC LoL's	EOTC opportunities are provided.
1.9.3	NCEA Level 1 programmes are evaluated on a termly basis to ensure that they are fit for purpose. The evaluation should include: <ul style="list-style-type: none"> <li>• Coverage of the Learning Matrix.</li> <li>• Inclusion of the Literacy and Numeracy Pedagogy Guides.</li> <li>• Appropriateness of Learning Contexts and Mātauranga a iwi</li> <li>• EOTC opportunities.</li> <li>• Variety of assessment opportunities.</li> </ul>	DP Teaching and Learning LoL's	Evidence of termly evaluation is documented.
1.9.4	Develop a consistent approach across the faculty to ensure that Ngā Pūmanawa ako o Raukura are used to develop student agency.	DP Teaching and Learning LoL's	Evidence to support improved student agency.
1.9.5	Explore innovative ways to include digital fluency skills in your learning programmes.	DP Teaching and Learning LoL's	Evidence of innovative use of digital technology.
1.9.6	Utilise Mātautupu (Vision for young people) and the essential pedagogies to guide the development of responsive learning programmes.	DP Teaching and Learning LoL's	Mātautupu and essential pedagogies are evident in learning programmes.
1.9.7	Present one case study of Senior Class X.	LoL's	Senior class X case study presented.

Key			
Achieved	Partly achieved	Not achieved	



Assistant Leaders of Learning Vision, Goals and Action Points 2024				
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 identify the specific pedagogical strategies that must be implemented consistently across our faculty and devise an action plan with measurable outcomes to ensure that progress is being made. Peer observation, planned sharing of best practices and targeted professional development will enable teachers to strengthen their practise and examine the impact of their teaching on the progress and achievement of their students. We will work collaboratively to develop a "Master Tracker" that can be used across the Junior School. 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	Action plan is developed and shared with the Leader of Learning and DP-Teaching and Learning (differentiation, formative assessment etc.)	DP Teaching and Learning ALoL's	ALoL Action Plan developed.	
1.10.2	Schemes of work and Unit Plans are updated to reflect Te Mātaiaho where appropriate.	DP Teaching and Learning ALoL's	Updated schemes and planning shared.	
1.10.3	Support the faculty to complete peer observations that will support them to improve their practice.	DP Teaching and Learning ALoL's	Peer observations take place.	
1.10.4	Opportunities for sharing best practice are provided. Focus on what teachers are passionate about.	DP Teaching and Learning ALoL's	Opportunities to share best practice are provided.	
1.10.5	Collaborate with the other ALoL's and Junior Deans to develop and use a "Master Tracker" that will support the concepts of "Know Thy Impact".	DP Teaching and Learning ALoL's	Master Tracker is created and used consistently.	
1.10.6	Faculty Involvement in CAA planning and supervision.	DP Teaching and Learning ALoL's	All faculties involved in CAA supervision	

Key

Achieved

Partly achieved

Not achieved



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, the Tāne Raukura Effective Student Profile 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	Each faculty will develop a shared understanding of what differentiation looks like in their Learning Area and this will be an expectation for all classes. Universal Design For Learning must be evident in planning and practice.	DP Teaching and Learning ALoL's	Faculty specific differentiation strategies are consistently evident in classroom practice.
1.11.2	An adapted programme for our Supported Learning Classes will be developed by the ALoL and the teachers of these 2 classes. (Core subjects)	DP Teaching and Learning ALoL's Tanekaha Teachers	Adapted programme for Tanekaha programme is developed.
1.11.3	The Tāne Raukura profile and the Nga Pumanawa ako o Raukura will be explicitly included in the junior programmes using the strategies shared.	DP Teaching and Learning ALoL's	The Tāne Raukura profile and the Nga Pumanawa ako o Raukura evident in planning and practice.
1.11.4	The Literacy and Numeracy Pedagogy guides and the Common Practise Model will be used to ensure the appropriate inclusion of Literacy and Numeracy across all Learning Areas.	DP Teaching and Learning ALoL's	Pedagogy guides and common practice model used appropriately.
1.11.5	English and Maths Faculty to use the "5 <sup>th</sup> hour" to specifically focus on preparation for the Literacy and Numeracy CAA's.	DP Teaching and Learning ALoL's	Improved CAA results.
1.11.6	EOTC opportunities, utilising Waitapu Camp, to support the inclusion of Mātauranga ā iwi and a localised curriculum will be planned for with the support of DP EOTC.	DP EOTC ALoL's	EOTC opportunities provided.
1.11.7	Support staff to contribute appropriate progress and achievement data at core class co-construction meetings.	DP Teaching and Learning ALoL's	Data shared at core class co-construction meetings.
1.11.8	Show use of the Digital Bookshelf and integration of He Pātaka Kōrero across the faculty.	DP Teaching and Learning ALoL's	Evidence presented to show use of Digital Bookshelf.
1.11.9	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

Key			
Achieved	Partly achieved	Not achieved	



Community of Learning Leaders Goal and Action Points 2024			
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 by 20 February.	DP Teaching and Learning In School CoL teachers	Plan submitted
1.12.2	Action plans discussed with the relevant stakeholders including the Across Schools Lead where applicable.	DP Teaching and Learning In School CoL teachers	Action plans shared appropriately.
1.12.3	Plan collaboratively with the stakeholders for the implementation of the action plans.	DP Teaching and Learning In School CoL teachers	Stakeholders consulted
1.12.4	Connect with other schools within the Kāhui Ako as appropriate and where there is a common goal.	DP Teaching and Learning In School CoL teachers	Connections actioned
1.12.5	Prepare required resources to support the implementation of the action plan across Raukura.	DP Teaching and Learning In School CoL teachers	Resources established

Key

Achieved

Partly achieved

Not achieved

Āwhina Goal and Action Plan 2024			
Āwhina Goal	We will provide an integrated learning programme that is culturally appropriate and responsive and promotes the concept of whakamana (mana enhancing). The principles of manaakitanga and mana motuhake will guide us as we support our students to re-engage in learning. By doing this we will improve the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.13.1	The Leader of Learning will ensure that an integrated unit of work is planned, in advance, for each term and the appropriate Literacy and Numeracy skills are explicitly covered within these units.	LoL	Updated programmes are provided.
1.13.2	Appropriate entry and exit learning information will be collected and shared as appropriate.	LoL	Learning information collected and shared.
1.13.3	The Director will ensure that CAP plans are developed for each student.	LoL	CAP plans developed.
1.13.4	Student Profiles will be developed for transitioning students and shared appropriately.	LoL	Student profiles shared.
1.13.5	Āwhina Staff complete the Apple Badges, Restraint Modules and First Aid Course.	LoL Director	Courses completed.
1.13.6	Explore the development of a fortnightly reporting system.	LoL	Fortnightly reporting system developed.
1.13.7	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
1.13.8	The Staff at Āwhina will attend Professional Development Sessions as directed by the RBHS Senior Leadership Team.	Director	All staff undertake PLD
1.13.9	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 attendance rate of 90% 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
2.1.6	Deans and House Group Tutors to encourage full attendance at Academic Review Days.	DP Student Support	85% ARD attendance target met

Key

Achieved

Partly achieved

Not achieved

<b>Deans Committee Vision, Goals and Action Points 2024</b>			
Deans Committee Vision 2024	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 implementing consistent processes and systems for monitoring punctuality and attendance. (This should include attendance at House Group.regular attendance and selective attendance.) These systems and processes will have a clear flow chart that is displayed in all classrooms in order to ensure that regular attendance at school is a priority. 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.		
	<b>Actions</b>	<b>Responsibility</b>	<b>Measures</b>
2.2.1	Attendance target groups are created based on previous years data as a starting point. Identify the group of students who have poor attendance but satisfactory academic results.	DP Student Support Deans	Target groups created.
2.2.2	Deans meet with the student and whanau of this target group as soon as possible in 2024. Pastoral committee can provide support here.	DP Student Support Deans	Meetings held
2.2.3	Deans and HG Tutors to develop an action plan to target improved attendance at House Group and HG attendance reports shared with HG Tutors	DP Student Support Deans	Action Plans created.
2.2.4	Support HG Tutors to correctly apply the Attendance Protocol.	DP Student Support Deans	Accurate attendance data
2.2.5	Early intervention strategies to be developed in conjunction with our Attendance Team	DP Student Support Deans	Strategies developed.
2.2.6	Clear attendance iconography in "student speak" is prominently displayed in every room. (Junior Deans have designed this)	DP Student Support Deans	Iconography displayed
2.2.7	Continue to develop Te Honoa Toi as a timely support system.	DP Student Support Deans	Te Honoa Toi effective
2.2.8	Promote the concept of "regular attendance" with whanau and school community.	DP Student Support Deans	Regular attendance statistics.
2.2.9	Deans to ensure that photographs of new enrolments are uploaded to Kamar in a timely manner.	Deans	All students have a photograph on Kamar

Key

Achieved

Partly achieved

Not achieved



Junior Deans Academic Goal	The Junior Deans will establish academic target groups using Junior certificate and Fortnightly report data. They will support 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 are updated at agreed checkpoints and support the development of a "Master Tracker". The Deans will participate in the co-construction of a revised Junior Certificate which will support Te Mataiaho and prepare students for the new NCEA requirements. 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	Support new House Group Tutors by creating a buddy system.	Junior School Deans	Buddy system established.
2.3.2	Academic target groups for "at risk" and aiming for endorsement" are established and monitored using report grades and pass rates. Endorsement Targets: Year 9 – 60% Year 10 – 55%	Junior School Deans	Target groups created and targets met.
2.3.3	Deans and Assistant Leaders of Learning meet and co-construct time frames for Kamar Markbook check points.	Junior School Deans	Check points established
2.3.4	Work with Assistant Leaders of Learning to develop a "Master Tracker" which tracks Literacy, Numeracy, Pass rate, credit acquisition, attendance etc. This could replace the current traffic light system.	Junior School Deans	Master Tracker developed.
2.3.5	Pass rates and our fortnightly reporting system will be an integral part of our monitoring process.	Junior School Deans	Pass rates and report grades are monitored,
2.3.6	Subject specific support to be available at Te Honoa Toi.	Junior School Deans	Te Honoa Toi effective
2.3.7	Support the Ihu Manea programme at Year 9 and 10.	Junior School Deans	Ihu Manea effective
2.3.8	Participate in the co-construction of a revised Junior Certificate as we implement Te Mataiaho and the changes to NCEA.	Junior School Deans	Junior Certificate revised and implemented.
2.3.9	Support our school community to develop an understanding of the NCEA Literacy and Numeracy co-requisites and the importance of gaining the co-requisite by the end of Year 10.	Junior School Deans	Co-requisites are promoted.
2.3.10	Year 10 Deans to move to A Block to facilitate collaboration as a "Junior Deans" team. This team should meet at least 3 times per term.	Junior School Deans	Meetings held and evidence of collaboration.
2.3.11	Present a case study of House Group X. This House Group is exemplary in the areas of attendance and achievement.	Junior School Deans	Case study presented

Key

Achieved

Partly achieved

Not achieved



Senior Deans Academic Goal	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	Support new House Group Tutors by creating a Buddy System.	Senior School Deans	Buddy system established
2.4.2	Academic target groups for "at risk" and "aiming for endorsement" to be established and monitored using report grades and pass rates. Endorsement Target of 30% at each year level	Senior School Deans	Groups established
2.4.3	Communication regarding target groups and tracking processes is clearly understood and implemented by House Group Tutors.	Senior School Deans	Evidence that House Group Tutors understand the tracking system.
2.4.4	Year 11 Dean to work with the Leaders of Learning to develop an appropriate tracking system for Year 11 that reflects the new NCEA Level 1 requirements	Senior School Deans	Appropriate tracking system developed.
2.4.5	Senior Deans and Leaders of Learning meet and co-construct time frames for Kamar Markbook check points.	Senior School Deans	Checkpoints established
2.4.6	Estimated Grade Checkpoints for Term 2 and Term 3 are established and adhered to.	Senior School Deans	Checkpoints reviewed
2.4.7	Develop a consistent "sign off" term by term checkpoint system for portfolio based subjects.	Senior School Deans	Checkpoint established
2.4.8	Monitor availability of subject specific support at Te Honoa Toi.	Senior School Deans	Te Honoa Toi effective
2.4.9	Support programmes are utilised throughout the year as motivational strategy for "at risk" students.	Senior School Deans Head of Pathways	Credit "catch ups" provided
2.4.10	Consistent tracking of Literacy , UE Literacy and Numeracy to be undertaken particularly for new enrolments in Year 12 and 13.	Senior School Deans	Tracking undertaken
2.4.11	International Dean to undertake marketing to maintain an active International fee paying income stream.	International Dean	Marketing programme established
2.4.12	Support for the return of visits by Shiba High School.	International Dean	Shiba High School visit
2.4.13	Present a case study of House Group X - This House Group is exemplary in the areas of attendance and achievement.	Senior School Deans	Case study presented

Key

Achieved	Partly achieved	Not achieved
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### 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 DP Admin and 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 DP Admin and Sport HOD Performing Arts	Target met
3.1.3	To maintain a Top Ten National ranking in three sporting codes annually.	DP Admin and Sport	Target met

Pasifika Goal and Action Points 2024			
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), Whakapiringatanga (well managed environments).		
Pasifika Goal	By strengthening the connections of the Tama Pasifika students to their cultural identity, the Tama Pasifika Staff will empower and guide students to increase their participation, engagement and academic achievement during their years at Raukura.		
	Actions	Responsibility	Measures
3.2.1	Pasifika Cultural Responsive plan reviewed and updated.	DP Cultural Capacity Tama Pasifika Staff	Pasifika Cultural Responsive Plan is updated
3.2.2	The specific roles and responsibilities of the Tama Pasifika Team are shared and promoted across the staff.	DP Cultural Capacity Tama Pasifika Staff	Roles and responsibilities are shared
3.2.3	Develop an action plan with the Pasifika Captain for 2024.	DP Cultural Capacity Tama Pasifika Staff	Action Plan developed
3.2.4	Ensure that planning and preparation for Pasifika events is completed in a timely manner.	DP Cultural Capacity Tama Pasifika Staff	Planning completed
3.2.5	Tama Pasifika Team to work closely with the Year Level Deans to provide timely support and interventions to ensure the success of Pasifika students.	DP Cultural Capacity Tama Pasifika Staff	Support and interventions are provided
3.2.6	Tupu Manuia study space to run each term and a target group should be identified and encouraged to attend.	DP Cultural Capacity Tama Pasifika Staff	Tupu Manuia runs each term
3.2.7	Use Academic Review Day to connect with Pasifika families and ensure that Kamar details regarding ethnicity are correct and that the 3 groups are identified.	DP Cultural Capacity Tama Pasifika Staff	Groups are identified

Key

Achieved

Partly achieved

Not achieved

3.2.8	Continue to develop connections with Pasifika Male Role Models in order to support our pasifika students to stay connected to their cultural values.	DP Cultural Capacity Tama Pasifika Staff	Connections with role models are maintained
3.2.9	Provide appropriate and timely pastoral care to our international Pasifika students particularly those targeted by sports agents.	DP Cultural Capacity Tama Pasifika Staff	Pastoral care is provided
3.2.10	Liaise with the Pasifika Trust and the SLT to ensure that the needs of our International Pasifika Students are met.	DP Cultural Capacity Tama Pasifika Staff	Needs of International Pasifika Students are met
3.2.11	Pasifika Reo is maintained throughout the year.	DP Cultural Capacity Tama Pasifika Staff	Pasifika Reo presented
3.2.12	Establish Pasifika Hui Whānau each year and update posters, presentations and brochures where needed.	DP Cultural Capacity Tama Pasifika Staff	Hui Whānau take place
3.2.13	Develop an engaging Year 10 Pacific Art Studies programme that will lead to growth in the subject in the senior school.	DP Cultural Capacity Tama Pasifika Staff	Contest effective

Key

Achieved	Partly achieved	Not achieved
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<b>Sports Academies Vision, Goal and Action Points 2024</b>			
Sports Academies Vision 2024	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 2024	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	The Head of Academies and DP Sport and Administration to continue to utilise the Thursday morning meeting slot to meet with Academy Directors as a collective.	DP Admin and Sport Head of Academies Academy Directors	Meetings take place
3.3.2	Appropriate Professional Development for Directors and Coaches to support the development of mental toughness and resilience to be sourced and strategies implemented in 2024.	DP Admin and Sport Head of Academies Academy Directors	PLD completed
3.3.3	The programme for Senior Academies to be clearly defined and monitored.	DP Admin and Sport Head of Academies	Programmes are defined and monitored
3.3.4	The sporting calendar for 2024 to be developed and updated in a timely manner.	DP Admin and Sport Head of Academies Academy Directors	Sporting calendar established
3.3.5	Develop a code specific graduate profile based on the Tāne Raukura Profile.	DP Admin and Sport Head of Academies Academy Directors	Code specific graduate profiles are created
3.3.6	A system for tracking the participation of academy students in school teams to be developed and implemented.	DP Admin and Sport Head of Academies Academy Directors	Tracking system developed
3.3.7	Participate in the school wide concussion awareness campaign.	DP Admin and Sport Academy Directors	Participation in awareness campaign
3.3.8	Stringently implement the code specific concussion protocols.	DP Admin and Sport Academy Directors	Concussion protocols implemented
3.3.9	A list of coaches, managers and community volunteers for each code to be established and gaps identified in a timely manner to ensure that everything is place for the beginning of the sporting season.	DP Admin and Sport Academy Directors	Lists created
3.3.10	Recognise and acknowledge community coaches.	DP Admin and Sport Academy Directors	Community coaches are recognised
3.3.11	Sports Academies to be promoted as “a point of difference” for the school.	DP Admin and Sport Head of Academies Academy Directors	Academy programmes promoted

Key  
Achieved  
Partly achieved  
Not achieved



Head of House Vision, Goal and Action Points 2024			
HoH Vision 2024	To provide an exciting, action filled Inter House Programme that builds school spirit, strong relationships and strong school engagement.		
HoH Goal 2024	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	Action plan for each House to be established with the Head of House, House Captain, House Prefects and Kaiurungi to ensure that the student leaders know what is expected of them.	DP Cultural Capacity Heads of House	Action Plans established
3.4.2	The new Heads of House are supported in a timely manner to ensure that they are prepared for all inter house events.	DP Cultural Capacity Heads of House	Support provided
3.4.3	Head of House to meets regularly with his student leadership team.	DP Cultural Capacity Heads of House	Regular meetings take place
3.4.4	The list of House Events for 2024 to be established and House Staff indicate their commitment to the events as early as possible.	DP Cultural Capacity Heads of House	List established
3.4.5	Teacher responsibilities as a member of a House are clearly outlined in the staff handbook and brought to the attention of teachers	DP Cultural Capacity Heads of House	Staff Handbook updated
3.4.6	Increase student engagement with house events by having some Year 9 only events, mixed team events and creating a "Festival like atmosphere" at the big events.	DP Cultural Capacity Heads of House	Increased student engagement
3.4.7	Explore Club Type Co-Curricular activities as inter-house type of competition. (Chess, Esports, Debating, Quiz)	DP Cultural Capacity Heads of House	New activities explored
3.4.8	The procedure for awarding attendance bonus points is clear and adhered to for the main house events.	DP Cultural Capacity Heads of House	Attendance bonus points awarded
3.4.9	The roster for Staff Duty is compiled and staff are held accountable for their attendance at the designated duty point.	DP Cultural Capacity Heads of House	Duty roster collated and monitored
3.4.10	Explore the creation of an "honours book" (journal/ diary) for each house which is passed on to the new House Captain at the beginning of each year.	DP Cultural Capacity Heads of House	Honours Book created
3.4.11	Houses to establish a spreadsheet of House members likely to participate in events	DP Cultural Capacity Heads of House	Spreadsheet created
3.4.12	Flag of the leading house to be flown consistently	DP Cultural Capacity Heads of House	Flag flown
3.4.13	House points scoreboard to be visible	DP Cultural Capacity Heads of House	Score board visible
3.4.14	Increase Staff engagement with inter house events.	DP Cultural Capacity Heads of House	Increased staff engagement

Key

Achieved

Partly achieved

Not achieved



Hostel Goal 2024	To provide the students of Tai Mitchell Hostel with a secure living environment where they can thrive academically, culturally and socially. We will provide them with opportunities to experience success academically and in their chosen cultural and sporting activities. The concepts of whanaungatanga, manaakitanga and manu motuhake will guide our work and support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
3.5.1	Hold regular Whānau Hui.	Director of Boarding	Whānau Hui held
3.5.2	Hostel House Groups are utilised for academic monitoring.	Director of Boarding House Group Tutors	Feedback from Deans
3.5.3	Create a visible tracking system for each year level to support the target of a 100% pass rate.	Director of Boarding House Group Tutors	Tracking system created
3.5.4	Academic Review Day is promoted as Kanohi ki te kanohi opportunity.	Director of Boarding	ARD statistics
3.5.5	A "care plan" for International Students who remain in the hostel in the holidays is devised and implemented.	Director of Boarding	Care plan established
3.5.6	The 30th Anniversary of Tai Mitchell Hostel is promoted as an opportunity to celebrate the "brotherhood".	Director of Boarding	30 <sup>th</sup> Anniversary celebrated

#### 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 are communicated with staff and duties are monitored.	DP Student Support	Duties schedule reviewed and distributed

Key

Achieved	Partly achieved	Not achieved
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**Objective:**

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

<b>Pastoral Vision, Goal and Action Points 2024</b>				
Pastoral Vision 2024	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 2024	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.			
	<b>Actions - Pastoral</b>	<b>Responsibility</b>	<b>Measures</b>	
4.2.1	Use the fortnightly report grades to track "attitude to learning" and identify teachers and classes who require support to provide positive learning environments.	DP Student Support MSB Team	Report grades used to measure quality of learning environments	
4.2.2	Develop consistent processes for the use of the Withdrawal Room and the accurate tracking of this space.	DP Student Support MSB Team	Use of withdrawal rooms is tracked	
4.2.3	Continue to respond in a timely manner to behaviour and guidance referrals and provide feedback to the referring teacher where appropriate.	DP Student Support MSB Team	Timely response to referrals	
4.2.4	Improve methods of recording pastoral notes in Kamar in a timely manner.	DP Student Support MSB Team	Notes added to Kamar	
4.2.5	Develop and present "UBRS – The Raukura Way" PLD programme.	DP Student Support MSB Team	PLD presented	
4.2.6	Ensure that new enrolments who have been approved by the pastoral committee have an appropriate transition plan in order for transition to be successful.	DP Student Support MSB Team	Transition plans provided	
4.2.7	Provide a respectful and supportive plan to support students with hygiene issues.	DP Student Support MSB Team	Support provided	
4.2.8	Adjust the attendance protocol to reflect an adjustment to the length of time before a UA is activated.	DP Student Support MSB Team	Attendance protocol adjusted.	
4.2.9	Design and distribute "Phone Tikanga" iconography.	DP Student Support MSB Team	Iconography distributed	
4.2.10	The Pastoral Committee will support the Attendance Team with their early intervention strategies.	DP Student Support MSB Team	Support provided	
4.2.11	Support a mid -year new staff induction process.	DP Student Support MSB Team	Mid -year induction process developed	

Key

Achieved	Partly achieved	Not achieved
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	<b>Actions - Guidance</b>			
4.2.12	Continue to use the Guidance Zen Desk to manage the Guidance Referral Process and identify trends in order to provide specialist support.	Head of Guidance Guidance Team		Data used to identify trends
4.2.13	Use Adventure based Therapy to support students in a therapeutic environment outside of the counselling space.	Head of Guidance Guidance Team		ABT used to support students
4.2.14	Expand the Tuakana/ Teina Programme and develop a system to recognise the work of the Tuakana. ( recognition of community service)	Head of Guidance Guidance Team		Programme expanded and recognised
4.2.15	Implement the use of an ethically approved model of note taking and information storage for the Guidance Team. (Counsel software)	Head of Guidance Guidance Team		Counsel Software used
4.2.16	Provide support for a school wide concussion awareness campaign and develop appropriate concussion protocols for all sporting codes.	Head of Guidance School Nurse		Support of concussion protocol
4.2.17	Support Staff to maintain First Aid Certification.	Head of Guidance School Nurse		First Aid courses organised
4.2.18	Organise and promote the Annual Blood Drive.	Head of Guidance School Nurse		Blood Drive organised
4.2.19	Implement a Hearing Screening for Year 9 students.	Head of Guidance School Nurse		Hearing Screening takes place
4.2.20	Utilise an onsite dental clinic from Term 2.	Head of Guidance School Nurse		Dental clinic utilised
4.2.21	Co-ordinate the use of a school physiotherapist.	Head of Guidance School Nurse		Physiotherapist utilised
4.2.22	Compile a list of local Gumboot Counsellors.	Head of Guidance		

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 2024: a. Term 1 Social Sciences b. Term 2 The Arts c. Term 3 Mathematics		a. Faculty Review Held b. Faculty Review Held c. Faculty Review Held
5.1.3	Undertake Faculty Action Planning Meetings in 2024 as per schedule : Term 3, 2024 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		

Key

Achieved	Partly achieved	Not achieved
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## 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 2024.	Year 9 Deans	Target met
6.2.2	To seek 140+ Year 9 enrolments from RIS for 2024.	Year 9 Deans	Target met
6.2.3	To seek 20+ Year 9 enrolments in the hostel for 2024.	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			
2024 Specific Aims	Responsibility		Measures
6.4.1	Property Projects 2024 :	Principal Property Manager	Work completed
	<b>A. Hall</b>		<b>A. Hall</b>
	1. Floor recoat	\$30,000	1.
	2. Curtains	\$25,000	2.
	3. Sound System	\$40,000	3.
	<b>B. Classrooms</b>		<b>B. Classrooms</b>
	1. Furniture S1/S2/S6	\$31,000	1.
	2. Furniture H2	\$10,000	2.
	3. Carpet Repairs B7/B2/B5	\$1,500	3.
	4. Gym Floor recoat	\$8,500	4.
	5. Pūtaiao Blinds	\$6,000	5.
	<b>C. Offices</b>		<b>C. Offices</b>
	1. SLC Carpet	\$7,000	1.
	<b>D. Site</b>		<b>D. Site</b>
	1. Fields Upgrade	\$70,000	1.
	2. Stage 2 S Block	\$250,000	2.
	3. Reroof OE	\$16,500	3.
	4. BTA Canopy	\$40,000	4.
	<b>E. MC</b>		<b>E. MC</b>
	1. Deck/Walkway recoat	\$42,000 (from lunches)	1.
	2. PE Lunch Upgrade	\$30,000 (from lunches)	2.

Key

Achieved

Partly achieved

Not achieved



**Objective:**

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

	<b>Benchmark Aims</b>	<b>Responsibility</b>	<b>Measures</b>
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	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.

	2024 Policies	Responsibility	Measures
6.6.1	<p>GO GOVERNANCE</p> <p>GO6 Attestation of Personnel Policy</p> <p>GO8 Relationship with Tāngata Whenua Policy</p> <p>GO11 Te Reo Māori and Tikanga Māori Policy</p> <p>GO13 Tikanga of Te Arawa and Ngāti Whakaue Policy</p> <p>GO15 Abuse Policy</p> <p>GO20 Food and Nutrition Policy</p> <p>GO25 Pandemic Planning Policy</p> <p>GO27 Surrender and Retention of Property and Search Processes Policy</p> <p>GO28 Student Work Experience Policy</p> <p>FI FINANCIAL</p> <p>FI1 Charitable Causes Policy</p> <p>FI2 Finance Policy</p> <p>FI3 Theft and Fraud Prevention Policy</p> <p>FI4 Credit Card Policy</p> <p>PR PROPERTY MANAGEMENT</p> <p>PR12 The use of Rotorua Boys' High School for Funerals Policy</p> <p>PR13 Memorials and Commemorations Policy</p> <p>PE PERSONNEL MANAGEMENT</p> <p>PE1 Privacy Policy</p> <p>PE3 Equal Employment Opportunity Policy</p> <p>PE17 Staff Signing out During the Day Policy</p> <p>HL HOSTEL</p> <p>HL1 Hostel Boarding Policy</p> <p>HL3 Hostel Refund Policy</p> <p>HL4 Hostel and International Students Complaints Policy</p> <p>HL5 Hostel Drug and Vape Policy</p> <p>HL7 Hostel Serious Misbehaviour/Gross Misconduct Policy</p> <p>HL8 Hostel Surrender and Retention of Property and Search Processes Policy</p> <p>HL9 Hostel Relationships and Protection from Ill Treatment Policy</p>	Principal	Documents Reviewed

Key

Achieved

Partly achieved

Not achieved

	HL10 Hostel Child Abuse Allegations against Employees Policy HL11 Hostel Reporting Child Abuse and Neglect of Students Policy HL12 Hostel Pandemic Planning Policy HL13 Hostel Emergency and Civil Defence Policy IS INTERNATIONAL STUDENTS IS2 International Students Fees Protection Policy IS3 International Students Accommodation Policy		
6.6.2	To ensure that the following documents are tabled at the February Board Meeting. A. 2024 Management Document B. 2024 Budget C. 2024 Annual Plan D. 2024 Charter E. 2023 Annual Plan Report	Principal	Documents tabled

## **Kiwisport Funding 2024**

The Kiwisport funding of \$33,601.75 received by the government is a vital resource to maintain sport and activity interests at Rotorua Boys' High School.

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

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

Their 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 directors are vital cogs in the school's sports programmes and the Kiwisport funding is what helps make these roles possible. With our low decile rated families and the dwindling charity dollar, Kiwisport funding along with successful charities 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.

## **Te Tiriti o Waitangi Statement**

The Education and Training Act 2020 aims to give all learners a high-quality, culturally responsive, seamless and inclusive education. The Act provides, in section 127, that one of the primary objectives for school Boards is to give effect to Te Tiriti o Waitangi. Rotorua Boys' High School has met our obligation in this regard by:

- working to ensure our plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and
- achieving equitable outcomes for Māori students.