

ROTORUA BOYS' HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

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

Accountant / Service Provider: Nawa Ruckes - RBHS Business Manager

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Marty Hine	Presiding Member	Selected	2028
Julian Dean	Deputy Presiding Member	Elected	2028
John Kendal	Principal ex Officio		
Theresa MacKinnon	Parent Representative	Elected	2028
Tahlia Renati	Parent Representative	Elected	2028
Renee Wells	Parent Representative	Elected	2028
Gordon Hunt	Staff Representative	Elected	2028

ROTORUA BOYS' HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Rotorua Boys' High School

Statement of Responsibility

For the year ended 31 December 2025

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Martyn Ferguson Hine

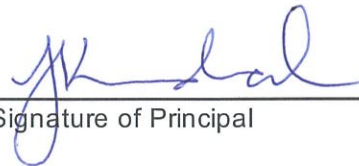


Signature of Presiding Member

25 May 2026

Date

John Kendal



Signature of Principal

25 May 2026

Date

Rotorua Boys' High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	16,988,048	16,768,922	16,941,694
Locally Raised Funds	3	2,656,803	2,292,653	2,778,045
Interest		65,819	75,000	105,374
Hostel	4	1,156,359	1,384,590	1,361,316
Total Revenue		20,867,029	20,521,165	21,186,429
Expense				
Locally Raised Funds	3	1,927,319	2,035,062	1,641,120
Hostel	4	1,061,446	800,515	911,979
Learning Resources	5	12,290,450	11,860,933	11,262,660
Administration	6	2,348,995	2,352,358	2,901,593
Interest		18,417	-	29,100
Property	7	3,422,921	3,493,801	3,689,000
Total Expense		21,069,548	20,542,669	20,435,452
Net Surplus / (Deficit) for the year		(202,519)	(21,504)	750,978
Total Comprehensive Revenue and Expense for the Year		(202,519)	(21,504)	750,978

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		11,379,925	11,379,925	10,573,401
Total comprehensive revenue and expense for the year		(202,519)	(21,504)	750,978
Contribution - Furniture and Equipment Grant		-	-	55,546
Contributions from the Ministry of Education		86,994	-	-
Equity at 31 December		11,264,400	11,358,421	11,379,925
Accumulated comprehensive revenue and expense		11,264,400	11,358,421	11,379,925
Equity at 31 December		11,264,400	11,358,421	11,379,925

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	8	875,713	750,000	1,133,787
Accounts Receivable	9	991,927	738,000	807,415
GST Receivable		192,224	-	58,522
Prepayments		252,989	100,000	100,386
Inventories	10	120,045	200,000	217,579
Investments	11	1,145,216	1,000,000	734,474
Funds Receivable for Capital Works Projects	17	3,328	-	-
		<u>3,581,442</u>	<u>2,788,000</u>	<u>3,052,163</u>
Current Liabilities				
Accounts Payable	13	2,074,941	1,549,579	1,407,510
Revenue Received in Advance	14	660,243	555,000	510,140
Provision for Cyclical Maintenance	15	138,394	65,000	-
Finance Lease Liability	16	64,510	50,000	37,947
Funds held for Capital Works Projects	17	-	-	20,057
Funds held on behalf of School Cluster	18	-	-	10,953
		<u>2,938,088</u>	<u>2,219,579</u>	<u>1,986,607</u>
Working Capital Surplus/(Deficit)		643,354	568,421	1,065,557
Non-current Assets				
Investments	11	-	300,000	353,287
Property, Plant and Equipment	12	11,126,849	11,000,000	10,553,606
		<u>11,126,849</u>	<u>11,300,000</u>	<u>10,906,893</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	468,303	350,000	367,236
Finance Lease Liability	16	37,501	160,000	225,289
		<u>505,804</u>	<u>510,000</u>	<u>592,525</u>
Net Assets		<u><u>11,264,400</u></u>	<u><u>11,358,421</u></u>	<u><u>11,379,925</u></u>
Equity		<u><u>11,264,400</u></u>	<u><u>11,358,421</u></u>	<u><u>11,379,925</u></u>

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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		5,224,760	5,860,060	6,024,977
Locally Raised Funds		2,464,141	2,399,653	3,516,670
Hostel		1,169,543	1,444,590	1,361,887
International Students		299,042	350,000	150,440
Goods and Services Tax (net)		(133,702)	-	49,891
Payments to Employees		(3,018,409)	(2,918,412)	(2,802,428)
Payments to Suppliers		(4,872,269)	(5,844,678)	(6,729,534)
Interest Paid		(18,417)	-	(29,100)
Interest Received		65,819	75,000	105,374
Net cash from/(to) Operating Activities		1,180,508	1,366,213	1,648,177
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(1,185,564)	(600,000)	(582,580)
Purchase of Investments		(57,455)	(1,000,000)	(554,879)
Net cash from/(to) Investing Activities		(1,243,019)	(1,600,000)	(1,137,459)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	55,546
Finance Lease Payments		(161,225)	(150,000)	(157,747)
Funds Administered on Behalf of Other Parties		(34,338)	-	(332,997)
Net cash from/(to) Financing Activities		(195,563)	(150,000)	(435,198)
Net increase/(decrease) in cash and cash equivalents		(258,074)	(383,787)	75,520
Cash and cash equivalents at the beginning of the year	8	1,133,787	1,133,787	1,058,267
Cash and cash equivalents at the end of the year	8	875,713	750,000	1,133,787

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 2025

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 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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
Board-owned Buildings
Furniture and Equipment
Information and Communication Technology
Intangible Assets
Motor Vehicles
Textbooks
Leased Assets held under a Finance Lease
Library Resources

10–75 years
10–75 years
10–15 years
3–5 years
3 years
5 years
3 years
Term of Lease
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 School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

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, and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	4,667,929	4,681,985	4,406,441
Teachers' Salaries Grants	9,210,629	8,575,000	8,463,786
Use of Land and Buildings Grants	1,669,219	2,000,000	1,852,101
Ka Ora, Ka Ako - Healthy School Lunches Programme	883,440	1,009,480	1,714,223
Other Government Grants	556,831	502,457	505,143
	<u>16,988,048</u>	<u>16,768,922</u>	<u>16,941,694</u>

3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Revenue			
Fees for Extra Curricular Activities	731,129	600,000	602,415
Trading	1,461,782	1,337,740	1,590,464
Fundraising and Community Grants	176,287	80,653	358,797
Other Revenue	81,165	74,260	119,564
International Student Fees	206,440	200,000	106,805
	<u>2,656,803</u>	<u>2,292,653</u>	<u>2,778,045</u>
Expense			
Extra Curricular Activities Costs	722,875	633,000	533,688
Trading	1,058,892	1,285,062	1,058,802
Fundraising and Community Grant Costs	47,024	-	-
International Student - Other Expenses	98,528	117,000	48,630
	<u>1,927,319</u>	<u>2,035,062</u>	<u>1,641,120</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>729,484</u>	<u>257,591</u>	<u>1,136,925</u>

4. Hostel Revenue and Expense

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Revenue			
Hostel Fees	1,042,740	1,226,500	1,224,372
Other Revenue	112,255	158,090	135,307
Student Contributions	1,364	-	1,637
	<u>1,156,359</u>	<u>1,384,590</u>	<u>1,361,316</u>
Expense			
Employee Benefits - Salaries	413,172	329,524	308,863
Depreciation	27,404	27,000	27,783
Other Hostel Expenses	620,870	443,991	575,333
	<u>1,061,446</u>	<u>800,515</u>	<u>911,979</u>
<i>Surplus/ (Deficit) for the year Hostel</i>	<u>94,913</u>	<u>584,075</u>	<u>449,337</u>

5. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	555,917	645,417	585,193
Information and Communication Technology	183,163	355,030	111,021
Employee Benefits - Salaries	10,821,782	10,179,986	9,908,607
Staff Development	57,677	50,500	18,040
Depreciation	671,911	623,000	635,634
Other Learning Resources	-	7,000	4,165
	<u>12,290,450</u>	<u>11,860,933</u>	<u>11,262,660</u>

6. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	16,744	16,437	17,784
Board Fees and Expenses	14,557	17,000	11,176
Operating Leases	104,002	105,000	98,525
Legal Fees	2,790	15,000	9,056
Other Administration Expenses	594,735	498,520	464,310
Employee Benefits - Salaries	684,740	666,601	742,093
Insurance	173,114	165,000	145,166
Ka Ora, Ka Ako - Healthy School Lunches Programme	758,313	868,800	1,413,483
	<u>2,348,995</u>	<u>2,352,358</u>	<u>2,901,593</u>

7. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	277,430	245,000	252,514
Cyclical Maintenance	239,461	415,000	6,388
Heat, Light and Water	322,603	318,200	259,689
Rates	42,370	42,000	39,875
Repairs and Maintenance	315,280	344,300	788,119
Use of Land and Buildings	1,669,219	1,585,000	1,852,101
Employee Benefits - Salaries	343,982	352,301	312,651
Other Property Expenses	212,576	192,000	177,663
	<u>3,422,921</u>	<u>3,493,801</u>	<u>3,689,000</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	875,713	750,000	611,707
Short-term Bank Deposits	-	-	522,080
Cash and cash equivalents for Statement of Cash Flows	<u>875,713</u>	<u>750,000</u>	<u>1,133,787</u>

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

Of the \$875,713 Cash and Cash Equivalents \$523,441 is subject to restrictions for the following reasons:

- \$207,583 of student fees in advance. This is included in Revenue in Advance in note 14.
- \$236,268 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- \$27,935 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's In School Attendance programme for 2026. This is included in Revenue in Advance in note 14.
- \$51,655 is held by the school as Hostel Fees in Advance. This is included in Revenue in Advance in note 14.

9. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	149,163	38,000	118,624
Teacher Salaries Grant Receivable	842,764	700,000	688,791
	<u>991,927</u>	<u>738,000</u>	<u>807,415</u>
Receivables from Exchange Transactions	149,163	38,000	118,624
Receivables from Non-Exchange Transactions	842,764	700,000	688,791
	<u>991,927</u>	<u>738,000</u>	<u>807,415</u>

10. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
School Uniforms	111,554	200,000	206,233
Canteen	8,491	-	11,346
	<u>120,045</u>	<u>200,000</u>	<u>217,579</u>

11. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,145,216	1,000,000	734,474
Non-current Asset			
Long-term Bank Deposits	-	300,000	353,287
Total Investments	<u>1,145,216</u>	<u>1,300,000</u>	<u>1,087,761</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Transfers	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	8,575,713	311,210	-	64,871	(208,724)	8,743,070
Hostel	122,011	50,273	-	-	(27,404)	144,880
Furniture and Equipment	1,045,991	192,152	-	-	(135,228)	1,102,915
Information and Communication Technology	207,790	366,607	-	-	(94,122)	480,275
Motor Vehicles	268,441	214,363	-	-	(47,290)	435,514
Textbooks	9,359	7,896	-	-	(5,502)	11,753
Leased Assets	247,594	40,229	-	-	(178,706)	109,117
Library Resources	11,836	6,879	-	-	(2,339)	16,376
Work in Progress	64,871	82,951	-	(64,871)	-	82,951
	<u>10,553,606</u>	<u>1,272,560</u>	<u>-</u>	<u>-</u>	<u>(699,315)</u>	<u>11,126,851</u>

The net carrying value of furniture and equipment held under a finance lease is \$40,229 (2024: \$33,400)

Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	11,453,956	(2,710,886)	8,743,070	11,077,875	(2,502,162)	8,575,713
Hostel	556,643	(411,763)	144,880	506,370	(384,359)	122,011
Furniture and Equipment	2,425,572	(1,322,657)	1,102,915	2,233,420	(1,187,429)	1,045,991
Information and Communication Technology	843,848	(363,573)	480,275	477,241	(269,451)	207,790
Motor Vehicles	635,098	(199,584)	435,514	420,735	(152,294)	268,441
Textbooks	187,354	(175,601)	11,753	179,458	(170,099)	9,359
Leased Assets	1,325,563	(1,216,447)	109,116	1,285,334	(1,037,740)	247,594
Library Resources	57,571	(41,196)	16,375	50,692	(38,856)	11,836
Work in Progress	82,951	-	82,951	64,871	-	64,871
	<u>17,568,556</u>	<u>(6,441,707)</u>	<u>11,126,849</u>	<u>16,295,996</u>	<u>(5,742,390)</u>	<u>10,553,606</u>

13. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	1,162,081	814,579	683,261
Employee Entitlements - Salaries	842,764	700,000	688,791
Employee Entitlements - Leave Accrual	70,096	35,000	35,458
	<u>2,074,941</u>	<u>1,549,579</u>	<u>1,407,510</u>
Payables for Exchange Transactions	2,074,941	1,549,579	1,407,510
	<u>2,074,941</u>	<u>1,549,579</u>	<u>1,407,510</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
International Student Fees in Advance	236,268	150,000	143,666
Hostel Fees in Advance	51,655	60,000	38,471
Other revenue in Advance	372,320	345,000	328,003
	<u>660,243</u>	<u>555,000</u>	<u>510,140</u>

15. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	367,236	-	416,882
Increase/(decrease) to the Provision During the Year	239,461	415,000	6,388
Use of the Provision During the Year			(56,034)
Provision at the End of the Year	<u>606,697</u>	<u>415,000</u>	<u>367,236</u>
Cyclical Maintenance - Current	138,394	65,000	-
Cyclical Maintenance - Non current	468,303	350,000	367,236
	<u>606,697</u>	<u>415,000</u>	<u>367,236</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on a recent quote obtained from a professional painting contractor.

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:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	64,510	-	37,947
Later than One Year	37,501	-	225,289
	<u>102,011</u>	<u>-</u>	<u>263,236</u>
Represented by			
Finance lease liability - Current	64,510	50,000	37,947
Finance lease liability - Non current	37,501	160,000	225,289
	<u>102,011</u>	<u>210,000</u>	<u>263,236</u>

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

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.

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Food Tech Upgrade - Project 234046		20,057	-	(23,385)	-	(3,328)
Gym Ceiling Repair - Project 253223		-	35,600	(35,600)	-	-
Totals		20,057	35,600	(58,985)	-	(3,328)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(3,328)

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	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	-

18. Funds Held on Behalf of Attendance Cluster

Rotorua Boys' High School is the lead school funded by the Ministry of Education to provide attendance services to its cluster of schools.

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	10,953	-	26,856
Funds Received from MOE	548,659	-	548,659
Total funds received	559,612	-	575,515
Funds Spent on Behalf of the Cluster	559,612	-	108,013
Funds remaining	-	-	467,502
Distribution of Funds			
Rotorua Girls' High School	79,851	-	78,526
Rotorua Lakes High School	64,604	-	78,745
Western Heights High School	128,529	-	125,663
Murupara Area School	37,780	-	37,780
Rotorua Boys' High School	248,848	-	135,835
Funds Held at Year End	-	-	10,953

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.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	10,925	8,375
<i>Leadership Team</i> Remuneration Full-time equivalent members	2,202,028 17	2,532,027 16
Total key management personnel remuneration	2,212,953	2,540,402

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210 - 220	-
Benefits and Other Emoluments	0 - 10	-

Principal 2

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0 - 10	170 - 180

Principal 3

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	160 - 170
Termination Benefits	-	410 - 420

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	15.00	14.00
110 - 120	19.00	12.00
120 - 130	6.00	8.00
130 - 140	4.00	4.00
140 - 150	3.00	3.00
	<u>47.00</u>	<u>41.00</u>

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:

	2025 Actual	2024 Actual
Total	-	450 - 460
Number of People	-	2

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

23. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$526,778 (2024:\$550,163) as a result of entering the following contracts:

Contract Name	Remaining \$
Food Tech Upgrade - Project 234046	526,778
Total	<u><u>526,778</u></u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

(a) operating lease of vehicles;

	2025 Actual \$	2024 Actual \$
No later than One Year	91,069	80,851
Later than One Year and No Later than Five Years	84,993	62,586
	<u>176,062</u>	<u>143,437</u>

The total lease payments incurred during the period were \$104,002 (2024: \$98,525).

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

	2025 Actual \$	2025 Budget \$	2024 Actual \$
Cash and Cash Equivalents	875,713	750,000	1,133,787
Receivables	991,927	738,000	807,415
Investments - Term Deposits	1,145,216	1,300,000	1,087,761
Total financial assets measured at amortised cost	<u>3,012,856</u>	<u>2,788,000</u>	<u>3,028,963</u>

Financial liabilities measured at amortised cost

Payables	2,074,941	1,549,579	1,407,510
Finance Leases	102,011	210,000	263,236
Total financial liabilities measured at amortised cost	<u>2,176,952</u>	<u>1,759,579</u>	<u>1,670,746</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 2025

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 pages 4 to 21, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 27 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible 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 the Board intends to close or merge the School, or has no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

The other information obtained at the date of our audit report includes copies of the Annual Plan with Analysis of Variance, KiwiSport Funding Statement, Good Employer Policy and Te Tiriti o Waitangi Statement.

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

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

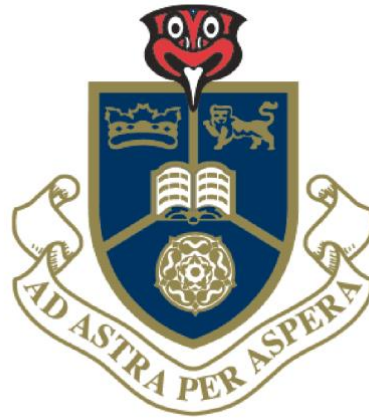
Independence

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

Other than in our capacity as the auditor, 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 2025

with Analysis of Variance

22/01/26

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Tō tātou kura, ō tātou Whānau me te Hapori
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: <ol style="list-style-type: none"> a. Year 9 40% + b. Year 10 40% + c. Year 11 20% + d. Year 12 20% + e. Year 13 20% + 	DP Teaching and Learning Deans SLT	Target achieved <ol style="list-style-type: none"> 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)

	Benchmark Aims	Responsibility	Measures
1.1.5	To reinforce the effective teaching profile across the teaching staff of the school and to lift to 60% plus, discursive interaction, using PGC measures. (level of embedness)	DP Teaching and Learning LoLs	Target met
1.1.6	To update and distribute the Staff Handbook.	SLT	Updated Handbook distributed
1.1.7	To update and distribute the Management Document at the beginning of the school year	SLT	Updated Document distributed

Key

Achieved	Partly achieved	Not achieved
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Senior Leadership Team Vision, Goals and Action Points 2025			
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	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). GPILSEO Model G - goals P - pedagogy I - institutions L - leadership S - spread E - evidence O - ownership		
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 2025 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
	Actions - Deputy Principal, Teaching and Learning Tumuaki Tuarua - Whakaako & Ako	Responsibility	Measures
1.3.1	Work collaboratively and collegially with: <ul style="list-style-type: none"> Leaders of Learning Assistant Leaders of Learning Our Community of Learning and in-school CoL Positions. 	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 and NCEA changes in a responsive manner.	DP Teaching and Learning	Te Mātaiaho and NCEA changes are implemented
1.3.3	Continue to provide a responsive induction and mentoring programme for our PCT's and TeachFirst Participants.	DP Teaching and Learning Mentor Teachers	Induction and Mentoring programme is provided.

Key

Achieved	Partly achieved	Not achieved
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1.3.4	Co-ordinate appropriate programmes for Student Teachers completing practicums at our school.	DP Teaching and Learning Mentor Teachers	Student teachers are supported.
1.3.5	Monitor the implementation of the changes to 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 2025 and ensure that all requirements are met by Pou Whakarae and Pou Whirinaki.	DP Teaching and Learning	Professional Growth Cycle completed.
1.3.8	Upskill all staff in the use of AsTTle reports.	DP Teaching and Learning	AsTTle reports are used effectively
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 2025 cohort.	DP Teaching and Learning Year 9 Deans	Evidence of collaboration with Year 9 Deans.
1.3.13	Complete the planning and administration for our Academic Review Days in Term 1 and Term 3.	DP Teaching and Learning	Academic Review Day processes are completed.
1.3.14	Ensure that staff have access to appropriate subject and schoolwide professional development.	DP Teaching and Learning	Appropriate PLD sourced and provided.
1.3.15	Provide direct support to the English Faculty and Te Whare o Raukura in 2025 given the number of new staff in those faculties.	DP Teaching and Learning.	English Faculty and Te Whare o Raukura work effectively as teams.

Key

Achieved	Partly achieved	Not achieved
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	Actions - Deputy Principal, Cultural Capacity Tumuaki Tuarua - Āheinga Ahurea	Responsibility	Measures
1.4.1	Continue to maintain relationships with iwi e.g. Ngāti Whakaue, Ngāti Rangiwewehi, Tūhourangi-Ngāti Wāhiao, Ngāti Pīkiao 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 Iho Ake.	DP Cultural Capacity	Relationship maintained
1.4.3	Plan for Matariki 2025 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"> • Te Reo Māori Faculty • Tama Pasifika Staff • Heads of Houses. 	DP Cultural Capacity	Evidence of collaboration presented at EOY co-construction meetings.
1.4.5	Ensure that all arrangements for Assemblies and Prizegivings are completed in a timely manner.	DP Cultural Capacity	All arrangements completed timeously.
1.4.6	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
1.4.7	Organise the collection of whanau and student voice.	DP Cultural Capacity	Whānau and student voice collected.
1.4.8	Develop leadership capacity within the Whare staff group to ensure ongoing and effective planning and lead the Māori faculty's planning and delivery of the NCEA Level 1 Te Reo Māori course.	DP Cultural Capacity	NCEA Level 1 programme is implemented and successful.
1.4.9	Continue to build academic excellence within the Māori Faculty with NCEA Scholarships as a key measure.	DP Cultural Capacity	Scholarships gained.
1.4.10	Monitor, in conjunction with the catering team, the Year 13 student use of the Raukura Lounge.	DP Cultural Capacity	Raukura Lounge is used appropriately.
1.4.11	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
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	Actions – Deputy Principal, Administration and Sport Tumuaki Tuarua – Whakahearenga,	Responsibility	Measures
1.5.1	Establish good systems across the codes for the collection of fees.	DP Admin and Sport	95%+ fees collected
1.5.2	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
1.5.3	Develop, in conjunction with the Director of Basketball a fixed season calendar and where possible, to align with 1st XV Rugby exchanges	DP Admin and Sport	Fixed season Basketball calendar is established.
1.5.4	Develop, in conjunction with DP EOTC a leadership theme Senior Academies	DP Admin and Sport DP EOTC	Leadership theme in Senior Academies is established
1.5.5	Develop, in conjunction with the Academy Directors, an Academy Manual.	DP Admin and Sport Directors	Academy Manuals are developed.
1.5.6	Manage the teaching and rooming timetables ,in easy to read documents, to ensure efficient operations.	DP Admin and Sport	Timetable and rooming operate efficiently
1.5.7	Source appropriate Professional Development for Directors and Coaches to support the development of mental toughness and resilience to be sourced and strategies implemented in 2025.	DP Admin and Sport Directors and coaches	PLD completed
1.5.8	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 Admin and Sport Heads of Houses	New House Events are introduced.
1.5.9	Implement a Cultural Week as part of the House competition to include Chess, Debating, Speech, Music etc	DP Admin and Sport Heads of Houses	Cultural Week is implemented
1.5.10	Develop an “honours book” (journal/ diary) for each house which is passed on to the new House Captain at the beginning of each year.	DP Admin and Sport Heads of Houses	Honours Book is established
1.5.11	House points scoreboard to be visible.	DP Admin and Sport	Scoreboard visible
1.5.12	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
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	Actions - Deputy Principal Student Support Tumuaki Tuarua - Taunaki Ākonga	Responsibility	Measures
1.6.1	Work collaboratively and collegially with: <ul style="list-style-type: none"> • Deans Committee • Pastoral Committee • MSB/Referrals Team 	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	Chair the weekly Pastoral Meeting and distribute minutes to stakeholders	DP Student Support	Meetings held
1.6.4	Update the Attendance Protocol and review with Deans, Pastoral Committee, Attendance Team and Youth Workers each term. .	DP Student Support	Procedure updated.
1.6.5	Ensure that the Emergency Procedures document is kept up to date.	DP Student Support	Emergency procedures document updated.
1.6.6	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.
1.6.7	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
1.6.8	Consistently monitor the standard of student uniform and provide support where required.	DP Student Support	Good standard of uniform
1.6.9	Support the Enrolment Dean with the Enrolment Programme in 2025.	DP Student Support Enrolment Deans	300+ Year 9's for 2026
1.6.10	Manage and support the Te Honoa Toi programme as a positive after school learning environment.	DP Student Support	THT programme operates each afternoon.
1.6.11	Collate the SLT duty roster each term.	DP Student Support	Duty Roster provided.
1.6.12	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
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	Actions - Deputy Principal – Education Outside The Classroom Tumuaki Tuarua - Akoranga ā-Hapori	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 2025	DP EOTC	EOTC documents submitted and approved.
1.7.7	Provide Risk Management PLD for selected staff - delivered through EONZ.	DP EOTC	PLD provided
1.7.8	Oversee appropriate First Aid PLD for staff	DP EOTC	First Aid PLD evident
1.7.9	Develop a Curriculum EOTC planner.	DP EOTC	Planner established
1.7.10	Design a set of guidelines for off-site trips and manage arrangements, including Sport in conjunction with DP Administration & Sport.	DP EOTC	Guidelines established
1.7.11	Investigate an online approval process for EOTC.	DP EOTC	Online approval system investigated.
1.7.12	Investigate a Year 11 credit “boost” option.	DP EOTC	Credit ‘boost’ option investigated.
1.7.13	Grow student EOTC participation rates.	DP EOTC	Increased participation rates evident.
1.7.14	Manage fee collection for EOTC events.	DP EOTC	Fee collection managed.
1.7.15	The development and maintenance of positive industry relationships eg. Toi-Ohomai, Te Waiariki Pūrea Trust, Hei Matau Waka Club, NZ Whitewater Academy.	DP EOTC	Industry relationships evident
1.7.16	Developing key relationships with Local Iwi/Mana Whenua relative to OE and EOTC.	DP EOTC	Key relationships evident
1.7.17	Developing OED capability within RBHS staff and encouraging a training pathway to gain relevant industry qualifications.	DP EOTC	Capability & training options evident.
1.7.18	Oversee the School Lunch Programme.	DP EOTC	School lunch programme overseen
1.7.19	Review viability of Waiotapu Camp current agreement.	DP EOTC	Viability reviewed
1.7.20	Oversee Year 11 academic achievement to support, both Dean, and a 90% plus pass rate.	DP EOTC	Year 11 overseen

Key

Achieved	Partly achieved	Not achieved
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Leaders of Learning Vision, Goals and Action Points 2025			
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), Whakapiringatanga (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 2024 He Kōrerorero discussions, the 2024 academic results and the 2025 Annual Plan to set our faculty goals and then individual Whāianga ā-tau. We will collaborate with our faculties to develop a faculty policy on the integration and authentic use of AI by teachers and students which will support the development of a schoolwide policy. We will implement the “buddy system” consistently to ensure that all teachers have a support system which will promote consistent good practice. We will utilise the EdPotential platform to closely monitor markbooks for submission and attainment. 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 Māori students.		
	Actions	Responsibility	Measures
1.8.1	Identify specific areas for attention using the 2024 NCEA results and include these in the 2025 Faculty Action Plan	DP Teaching and Learning LoL's	2025 Action Plan produced
1.8.2	Using the 2025 Annual Plan, personalise the Leader of Learning Action Points to suit your faculty and set Faculty Goals for 2025.	DP Teaching and Learning LoL's	Faculty specific action points created.
1.8.3	Complete the Whāianga ā- tau process with each teacher using the He Kōrerorero 2024 information and the Faculty Goals to ensure focus on the schoolwide goals.	DP Teaching and Learning LoL's	Whāianga ā-tau process completed
1.8.4	Implement the concept of each student gaining a minimum of 10 credits from each course.	DP Teaching and Learning LoL's	Concept implemented
1.8.5	Monitor Peer Observations as part of the Professional Growth Cycle.	DP Teaching and Learning LoL's	Peer observations monitored
1.8.6	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 provided
1.8.7	Embed a faculty “buddy system” which will promote consistent good practice across the faculty.	DP Teaching and Learning LoL's	Buddy system embedded
1.8.8	Lead the development of a faculty policy on the integration and authentic use of AI as teaching and learning strategy for teachers and students.	DP Teaching and Learning LoL's	Faculty policy developed
1.8.9	Upskill in the use of the EdPotential platform to support maintenance of markbooks and interrogate submission and achievement data at faculty co-construction meetings.	DP Teaching and Learning LoL's	Upskilling is evident
1.8.10	Ensure that all Senior Course documentation is stored in the Faculty shared drive. (Schemes of Work, Unit Plans and Course Outlines)	DP Teaching and Learning LoL's	All Faculty Shared Drives are up to date.
1.8.11	Present a Teacher X case study. This case study should be an example of the Professional Growth Cycle in action.	DP Teaching and Learning LoL's	Teacher X case study presented.

Key

Achieved	Partly achieved	Not achieved
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LoL Pedagogical Goal	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 student voice to be responsive to the implementation of the curriculum changes. We will prioritise the importance of attendance and achievement in external exams where appropriate. We will ensure that our Year 10 programmes are stepping stone to the NCEA Level 1 programmes. We will use the Digital bookshelf and EOTC opportunities to further develop our localised curriculum and embed Matauranga a iwi. (Ngati Whakauetanga and Raukutatanga). 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"> • Coverage of the Learning Matrix. • Inclusion of the Literacy and Numeracy Pedagogy Guides. • Appropriateness of Learning Contexts and Matauranga a iwi • EOTC opportunities. • Variety of assessment opportunities. 	DP Teaching and Learning LoL's	Evidence of termly evaluation is documented.
1.9.4	Work with the Assistant Leader of Learning to ensure that the Year 10 Learning Programmes provide a stepping stone to NCEA Level 1. The “ Step Up's” will be clearly identified and included in Learning Programmes.	DP Teaching and Learning LoL's	Evidence to support improved student agency.
1.9.5	Explore alternative modes of assessment and Universal design for learning as a means of ensuring that there is appropriate differentiation within senior courses. This can include the use of Unit Standard assessments where appropriate.	DP Teaching and Learning LoL's	Evidence of alternative modes of assessment is provided.
1.9.6	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.
1.9.7	Collaborate with the Senior Deans to explore the development of an “ Alternative Diploma” for our senior supported learning students.	DP Teaching and Learning LoL's	All Senior Course documentation in shared drive.
1.9.8	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.
1.9.9	Utilise Mataitipu - The Vision for Young People to guide the development of responsive learning programmes.	DP Teaching and Learning LoL's	Mātaaitupu and essential pedagogies are evident in learning programmes.

Key

Achieved	Partly achieved	Not achieved
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Assistant Leaders of Learning Vision, Goals and Action Points 2025			
ALoL Vision	To provide the support within our faculties that will assist the teachers to develop and implement innovative and engaging learning programmes. Our guiding principles will be Whanaungatanga (connections) Manaakitanga (caring) and Mana Motuhake (high expectations).		
ALoL Leadership Goal	We will support our faculties to develop a common practice model for our Junior Programmes which will support differentiation and progression into the senior school. The common practice model will ensure equity of experience for every class. We will continue to examine the impact of our teaching(know thy impact) by using the EdPotential platform to support our interrogation of progress and achievement data. 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	Co-construct a common practice model with your faculty that will ensure that differentiation is embedded and that students see Year 10 as a bridge to NCEA Level1.	DP Teaching and Learning ALoL's	Common practice model co-constructed.
1.10.2	Schemes of work and Unit Plans are updated to reflect Te Mātaiaho and the co-constructed common practice model,where appropriate.	DP Teaching and Learning ALoL's	Updated schemes and planning shared.
1.10.3	Opportunities for sharing best practice are provided in order to implement the common practice model.	DP Teaching and Learning ALoL's	Opportunities to share best practice are provided.
1.10.4	Use EdPotential data, including Literacy and Numeracy co-requisite data, at Faculty Co-construction meetings to identify strengths and weaknesses in the Junior Programmes.	DP Teaching and Learning ALoL's	EdPotential data utilised at Faculty Co-construction meetings.
1.10.5	Develop a Junior Kamar Markbook protocol which encourages teacher accountability and supports the Junior Deans to track progress and achievement	DP Teaching and Learning ALoL's	Junior Kamar Markbook protocol developed.
1.10.6	Use AsTTle Reading, Writing and Mathematics reports to support differentiation and the inclusion of Literacy and Numeracy skills across all curriculum areas.	DP Teaching and Learning ALoL's	Evidence provided.
1.10.7	Case Study of Class X - Implementation of the common practice model.	DP Teaching and Learning ALoL's	Class X Case Study presented
1.10.8	Provide support for the CAA events in 2025.	DP Teaching and Learning ALoL's	CAA events supported by ALoL's
1.10.9	Ensure that all Junior Course documentation is stored in the Faculty shared drive. (Schemes of Work, Unit Plans and Course Outlines)	DP Teaching and Learning ALoL's	All Junior Course documentation in shared drive.

Key

Achieved	Partly achieved	Not achieved
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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. Our Year 10 programmes must provide a bridge to NCEA Level 1. Raukura Rauemi as well as, other digital tools will be integrated in our programmes. Literacy and Numeracy will continue to be explicitly included in our programmes. We will collaborate across the curriculum to ensure that EOTC experiences will benefit all learning areas. 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	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	EOTC opportunities to support the inclusion of Mātauranga a iwi and a localised curriculum will be planned for with the support of DP-EOTC	DP Teaching and Learning ALoL's	EOTC opportunities planned.

Key

Achieved	Partly achieved	Not achieved
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Community of Learning Leaders Goal and Action Points 2025			
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 detailing specific actions and measures will be prepared and submitted to the Principal and Deputy Principal - Teaching and Learning by 17 February 2025.	DP Teaching and Learning In School CoL teachers	Plan submitted
1.12.2	Action plans discussed with the relevant stakeholders.	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 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.	DP Teaching and Learning In School CoL teachers	Resources established
1.12.6	Support the Ihu Manea programme by offering expertise and resources which will support the enrichment of the participants.	DP Teaching and Learning In School CoL teachers	Support of the Ihu Manea programme evident.

Key

Achieved	Partly achieved	Not achieved
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Āwhina Goal and Action Plan 2025			
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	Appropriate entry and exit learning information is collected and shared.	Director	Learning information collected and shared.
1.13.2	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.	Director	Updated programmes are provided.
1.13.3	Transition plan and processes are embed across all contributing schools.	Director	Transition plan embedded
1.13.4	Complete EOTC processes in a timely manner and attend Risk Management PLD.	Director	EOTC processes completed and PLD attended
1.13.5	Collaborate with MoE Educational Psychologists to support students who are neurodiverse and have severe behaviour problems.	Director	Collaboration undertaken.
1.13.6	Awhina Staff update their First Aid Certificates.	Director	First Aid Certificates updated
1.13.7	Utilise the subject specialist support that is available at RBHS.	Director	Subject support utilised
1.13.8	Complete all PGC requirements for all staff members.	Director	PGC requirements completed

Key

Achieved	Partly achieved	Not achieved
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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
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Deans Committee Vision, Goals and Action Points 2025			
Deans Committee Vision	To provide support to students, Whānau and House Group Tutors which focuses on the academic progress and attendance of the students in each year level within a Whānau Whānui context (extended family) Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring) and Mana Motuhake (high expectations)		
Junior and Senior Deans Attendance Goal	The Deans and their House Group Tutors will develop collective teacher efficacy by embedding consistent processes and systems for monitoring punctuality and attendance. These systems and processes will have a clear flow chart 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.		
	Actions	Responsibility	Measures
2.2.1	Contribute to the re-vamp of the Attendance Protocol and support its implementation.	DP Student Support Deans	Attendance protocol implemented
2.2.2	Attendance target groups are created based on previous years data as a starting point.	DP Student Support Deans	Target groups created
2.2.3	Identify the group of students who have poor attendance but satisfactory academic results.	DP Student Support Deans	Group identified
2.2.4	Deans, with support from the pastoral committee where required to meet with the student and whanau of this target group as soon as possible in 2025.	DP Student Support Deans	Meetings held
2.2.5	Support HG Tutors to correctly apply the Attendance Protocol.	DP Student Support Deans	Support provided
2.2.6	Hold regular, scheduled meetings with the Attendance Team, including the Learning Support Co-ordinator, to develop intervention strategies and share information.	DP Student Support Deans	Meetings held
2.2.7	Clear attendance iconography in “student speak” is prominently displayed in every room.	DP Student Support Deans	Iconography displayed
2.2.8	Continue to promote the concept of “regular attendance” with Whānau.	DP Student Support Deans	Regular attendance promoted

Key

Achieved	Partly achieved	Not achieved
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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. 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.	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	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,
2.3.5	Implement a referral system for subject teachers to use to refer students to Te Honoa Toi.	Junior School Deans	Referral system implemented
2.3.6	Promote participation in the Ihu Manea programme at Year 9 and 10	Junior School Deans	Programme promoted
2.3.7	Participate in the co-construction of a revised Junior Certificate that includes co-requisites for attendance and report grades and is focussed on student progress.	Junior School Deans	Revised Junior certificate co-constructed.
2.3.8	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
2.3.9	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
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Senior Deans Academic Goal	The Senior Deans will establish academic target groups prior to the commencement of the academic year. They will include “at risk” and “aiming for endorsement” students. They will support the House Group Tutors to embed a clear monitoring process for those students. The Senior Deans will use EdPotential and collaborate with the Leaders of Learning to ensure that Kamar Markbooks support the use of EdPotential and other 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 and organising observations of experienced tutors.	Senior School Deans	Buddy system established
2.4.2	Academic target groups for “at risk” and aiming for endorsement” are established and monitored using report grades and pass rates.	Senior School Deans	Groups established
2.4.3	Support House Group Tutors to use EdPotential to track individual student progress.	Senior School Deans	Support provided
2.4.4	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.
2.4.5	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 Week 8 of Term 2 and Week 8 of Term 3 are established and adhered to.	Senior School Deans	Checkpoints reviewed
2.4.7	Consistently use a “sign off” checkpoint system for portfolio based subjects and promote the “Subject Teacher Sign Off” at the end of the year.	Senior School Deans	Checkpoint established
2.4.8	Collaborate with Leaders of Learning to develop an “ Alternative Diploma” for our supported learning students.	Senior School Deans	Collaboration evident
2.4.9	Support programmes are utilised throughout the year as motivational strategy for “at risk” students.	Senior School Deans	Evidence of utilisation of support programmes
2.4.10	Consistent tracking of Literacy and Numeracy particularly for new enrolments in Year 12 and 13.	Senior School Deans	Tracking undertaken
2.4.11	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 2025			
Pasifika Vision	To provide students and Whānau with support which focuses on academic achievement and cultural engagement of Tama Pasifika at Raukura. Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations), Whakapiringatanga (well managed environments).		
Pasifika Goal	By strengthening the connections of the Tama Pasifika students to their cultural identity, the Tama Pasifika Staff will empower and guide students to increase their participation, engagement and academic achievement during their years at Raukura.		
	Actions	Responsibility	Measures
3.2.1	Pasifika Cultural Responsiveness plan is 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 2025.	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

Key

Achieved	Partly achieved	Not achieved
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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
3.2.8	Consult with EdPotential to ensure appropriate identification of Pasifika students	DP Cultural Capacity Tama Pasifika Staff	EdPotential consulted
3.2.9	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
3.2.10	Provide appropriate and timely pastoral care to our international Pasifika students.	DP Cultural Capacity Tama Pasifika Staff	Pastoral care is provided
3.2.11	Liaise with the Pasifika Trust and 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
3.2.12	Pasifika Reo is maintained throughout the year.	DP Cultural Capacity Tama Pasifika Staff	Pasifika Reo presented
3.2.13	Famili Fono to be held each year.	DP Cultural Capacity Tama Pasifika Staff	Famili Fono held
3.2.14	Introduce a "Fiafia Night" in Term 4.	DP Cultural Capacity Tama Pasifika Staff	Fiafia Night held
3.2.15	Ensure that there is a Tama Pasifika presence on school social media platforms.	DP Cultural Capacity Tama Pasifika Staff	Presence on school social media evident

Key

Achieved	Partly achieved	Not achieved
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Sports Academies Vision, Goal and Action Points 2025			
Sports Academies Vision	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	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	Academy Directors will participate in the “Raukura Athlete Wellbeing Wananga”	DP Admin and Sport Academy Directors	Partly achieved
3.3.2	Academy Directors will develop an Action Plan for their Academy in consultation with the Deputy Principal - Administration and Sport. Action Plans will be submitted by Monday 3 March 2025.	DP Admin and Sport Academy Directors	Not achieved
3.3.3	Academies will utilise the Mental Toughness Journals to support the development of resilience and wellbeing.	DP Admin and Sport Academy Directors	Achieved
3.3.4	The programme for Senior Academies to be clearly defined by integrating the OED standards which will support regular credit acquisition.	DP Admin and Sport Academy Directors	Achieved
3.3.5	The Academic programmes will be monitored by the Deputy Principal Administration and Sport.	DP Admin and Sport Academy Directors	Partly achieved
3.3.6	The sporting calendar for 2025 to be developed and updated in a timely manner.	DP Admin and Sport Academy Directors	Achieved
3.3.7	Appropriate Professional Development for Directors and Coaches will be sourced and promoted in order to ensure that we are developing highly skilled coaching teams in every academy	DP Admin and Sport Academy Directors	Achieved
3.3.8	Implement the Academy Selection Process proposal for all Year 9 Academies.	DP Admin and Sport Academy Directors	Achieved
3.3.9	Establish a robust and consistent academic program for the Year 9 cohort, by implementing one weekly lecture, co-delivered by experienced teachers. This structure is designed to enhance the delivery of the program while aligning it with the sporting calendar and fostering student and teacher success.	DP Admin and Sport Academy Directors	Achieved
3.3.10	Implement a “Community Service” component for Sports Academy Students.	DP Admin and Sport Academy Directors	Achieved
3.3.11	Explore pathways to ensure player retention in all Sporting Codes.	DP Admin and Sport Academy Directors	Achieved

Key

Achieved	Partly achieved	Not achieved
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Head of House Vision, Goal and Action Points 2025			
HoH Vision	To provide an exciting, action filled Inter House Programme that builds school spirit, strong relationships and strong school engagement.		
HoH Goal	We will continue to work collaboratively with our House Captains, House Prefects, Kaiurungi, 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	Attend the Prefect Camp to initiate the planning for 2025.	DP Cultural Capacity Heads of House	Prefect camp attended
3.4.2	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
3.4.3	Head of House meets regularly with his student leadership team.	DP Cultural Capacity Heads of House	Regular meetings held
3.4.4	The list of House Events for 2025 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 and shared with staff in order to increase engagement at interhouse events.	DP Cultural Capacity Heads of House	Staff Handbook updated
3.4.6	Increase Staff engagement with inter house events by providing clear instructions for the activity and ensuring that required equipment is easily accessible.	DP Cultural Capacity Heads of House	Increased student engagement
3.4.7	Increase student engagement with house events by having some Year 9 only events, mixed team events and creating a “Festival like atmosphere” with spot prizes at the big events.	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	Each house will create an “honours book” which will be 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	Implement a “Cultural Week” in Term 4 for the Junior School.	DP Cultural Capacity Heads of House	Cultural week implemented
3.4.12	Explore the inclusion of Academic House Challenges using the Ihu Manea programme as a starting point.	DP Cultural Capacity Heads of House	Academic House Challenges explored
3.4.13	Develop “House Iconography” to be displayed in classrooms.	DP Cultural Capacity Heads of House	House Iconography displayed

Key

Achieved	Partly achieved	Not achieved
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Hostel Goal 2025	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

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.

Pastoral Vision, Goal and Action Points 2025			
Pastoral Vision	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	The Pastoral Committee will work collaboratively to provide the support our students require as they progress through their journey at Raukura. Our collective efficacy will enable the students to succeed in safe and supportive learning environments where both staff and students share the responsibility for the creation and maintenance of a well organised learning environment. This will improve engagement and the academic outcomes for Māori Students.		
	Actions		
4.2.1	Develop a protocol for the MSB duty roster so that appropriate cover is available when MSB members are away.	DP Student Support MSB Team	Protocol developed
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	Consistent processes and tracking developed
4.2.3	Explore the use of Kamar to record referrals to the Withdrawal Room.	DP Student Support MSB Team	Use of Kamar explored
4.2.4	Explore an appropriate space to accommodate students who are on an “ In School Suspension”.	DP Student Support MSB Team	Appropriate space explored
4.2.5	Support staff to consistently implement the Cellphone Policy.	DP Student Support MSB Team	Support evident
4.2.6	Explore engaging alternatives, like phone-free challenges or rewards for compliance.	DP Student Support MSB Team	Engaging alternatives explored
4.2.7	Continue to use the strategies that have been developed to support our uniform policy while responding to new challenges.	DP Student Support MSB Team	Strategies utilised
4.2.8	Celebrate the improvement in uniform to encourage ongoing compliance.	DP Student Support MSB Team	Improvement in uniform celebrated
4.2.9	Provide targeted education about the risks of vaping.	DP Student Support MSB Team	Education provided
4.2.10	Engage peer leaders or senior students in anti-vaping campaigns.	DP Student Support MSB Team	Peer Leaders/Senior students engaged
4.2.11	Increase supervision in known vaping hotspot areas.	DP Student Support MSB Team	Supervision increased
4.2.12	Focus on the Year 9 cohort to develop restorative practices, mentoring, and conflict resolution workshops in order to decrease anti-social behaviour.	DP Student Support MSB Team	Focus on Year 9 cohort evident

Key

Achieved	Partly achieved	Not achieved
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4.2.13	Investigate and report on the over representation of Māori in the behaviour statistics at Year 9 and Year 11.	DP Student Support MSB Team	Investigation and report completed
4.2.14	Provide the UBRS - The Raukura Way PLD session for new staff.	DP Student Support MSB Team	UBRS provided to new staff
4.2.15	Collaborate with the Deans and Attendance Team to revamp the Attendance Protocol.	Head of Guidance Guidance Team	Collaboration evident
4.2.16	Support the Attendance Team with their early intervention strategies.	Head of Guidance Guidance Team	Support evident
4.2.17	Provide an appropriate induction and mentoring process for the new Guidance Counsellor which includes professional supervision	Head of Guidance Guidance Team	Induction and mentoring process evident
4.2.18	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 utilised to identify trends
4.2.19	Continue to source new agencies and external providers to support our students.	Head of Guidance Guidance Team	Support sourced
4.2.20	Expand the use of Adventure based Therapy to support students in a therapeutic environment outside of the counselling space.	Head of Guidance Guidance Team	Adventure based therapy expanded
4.2.21	Implement the use of an ethically approved model of note taking and information storage for the Guidance Team.	Head of Guidance Guidance Team	Information storage implemented.

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

Key

Achieved	Partly achieved	Not achieved
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5.1.2	Undertake faculty reviews as per Board Faculty Review Schedule, Namely in 2025: a. Term 1 Guidance/Hostel b. Term 2 Science c. Term 3 Te Reo Māori		Faculty Reviews Held (with all faculties)
5.1.3	Undertake Faculty Action Planning Meetings in 2025 as per schedule : Term 3, 2025 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 2025.	Year 9 Deans	Target met
6.2.2	To seek 140+ Year 9 enrolments from RIS for 2025.	Year 9 Deans	Target met
6.2.3	To seek 20+ Year 9 enrolments in the hostel for 2025.	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 Teaching & Learning	Target met

Key

Achieved	Partly achieved	Not achieved
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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			
2025 Specific Aims	Responsibility	Measures	
6.4.1	Principal Property Manager	Work completed	
Property Projects 2025 :			
Term 1 - Top Priorities			
1.	Main School Boiler Upgrade	93,000	1.
2.	SNUP Upgrade of Board Owned Buildings	58,000	2.
3.	Toilet Upgrade	100,000	3.
4.	Hall Heating/Cooling	tbc	4.
5.	Hall Video Projectors	12,000	5.
6.	Parklands - Field Maintenance	39,000	6.
7.	Cricket Storage & Maintenance	10,000	7.
Term 2 & 3 - Optional			
8.	S Block Acoustics S4, S7A, S7B	14,000	8.
9.	S Block Classroom Autex	14,000	9.
10.	Front Gate Update to link with security system	4,700	10.
Term 4 - Optional			
11.	B Block Carpet	136,000	11.
12.	Ramp/Walkway Upgrades	47,000	12.
13.	Rear Hall Ceiling Upgrade	17,600	13.
5YA Related			
14.	Food Tech Equipment	60,000	14.

Key

Achieved	Partly achieved	Not achieved
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	Additional Requests			
15.	Quad Bike	20,000		15.
	Hostel			16.
16.	Mattresses/Furniture	20,000		17.
17.	Hostel Fence	9,500		18.
18.	Toilet Upgrade Tūtauru	100,000		19.
19.	Hostel Lounges Upgrade	50,000		

Key

Achieved	Partly achieved	Not achieved
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Objective:

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

	Benchmark Aims	Responsibility	Measures
6.5.1	The Business Manager to work with the Director of Boarding to ensure 95% + collection of Hostel Fees annually.	Business Manager Director of Boarding	Hostel Fees report for each term established
6.5.2	Achieve a positive Annual Audit without compliance concerns.	Business Manager	Clear Audit Report
6.5.3	\$175,000 plus of Charity Funding.	Business Manager	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
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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.

	2025 Policies	Responsibility	Measures
6.6.1	<p>GO GOVERNANCE</p> <p>GO1 Board of Trustees Policy</p> <p>GO2 Composition of the Board Policy</p> <p>GO3 Meeting Standard Orders Policy</p> <p>GO5 Delegations of Authority Policy</p> <p>GO14 Student Guidance and Support Policy</p> <p>GO16 Student Drug and Alcohol Policy</p> <p>GO17 Prescription Drugs Policy</p> <p>GO18 Smoking/Vaping Policy</p> <p>GO23 Ball Policy</p> <p>PR PROPERTY MANAGEMENT</p> <p>PR1 Health and Safety Policy</p> <p>PR11 Security Cameras/CCTV Policy</p> <p>PE PERSONNEL MANAGEMENT</p> <p>PE2 Protected Disclosures Act 2000 Policy</p> <p>PE4 Equity Policy</p> <p>PE5 Appointments Policy</p> <p>PE6 Police Vetting Policy</p> <p>PE7 Staff Development and Appraisal Policy</p> <p>PE8 Principal’s Professional Leadership and Annual Performance Review Policy</p> <p>PE9 Advice and Guidance Procedure – Competency Policy</p> <p>PE10 Leave Policy</p> <p>PE12 Timetable Policy</p> <p>PE16 Staff Dress Policy</p> <p>HL HOSTEL</p> <p>HL2 Hostel Fees Policy</p> <p>HL6 Hostel Alcohol Policy</p>	Principal	Documents Reviewed Moved to ‘School Docs’ during 2025.

Key

Achieved	Partly achieved	Not achieved
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6.6.2	To ensure that the following documents are tabled at the February Board Meeting. A. 2025 Budget B. 2025 Annual Plan C. 2024 Annual Plan Report	Principal	Documents tabled
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Key

Achieved	Partly achieved	Not achieved
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Kiwisport Funding 2025

The Kiwisport funding of \$32,773.86 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.