



ROTOTUNA HIGH SCHOOLS

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

Ministry Number: 0708 Rototuna Junior High School
0615 Rototuna Senior High School

Principal: Fraser Hill - Rototuna Junior High School
Miranda Makin - Rototuna Senior High School

School Address: 56 Kimbrae Drive, Rototuna North, Hamilton

School Postal Address: PO Box 21 116, Rototuna North Hamilton

School Phone: (07) 854 0541

School Email: communication@rhs.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Cheryl Christini	Chair	Elected	May-22
Fraser Hill	ex Officio	Principal	N/a
Marinda Makin	ex Officio	Principal	N/a
Megan Campbell	Board Member	Elected	May-22
Nick Ollington	Board Member	Elected	May-22
Anna Smart	Board Member	Elected	May-22
Blair Kiely	Board Member	Elected	May-22
Moshe Malal	Board Member	Co-Opted	Aug-23
Dennis Wai	Board Member	Co-Opted	Aug-23
Kim Laurent	Staff Rep	Elected	May-22
Martine Erasmus	Student Rep	Elected	Sep-22

Accountant / Service Provider: Leanne Reynolds - Business Manager

ROTOTUNA HIGH SCHOOLS

Annual Report - For the year ended 31 December 2021

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Rototuna High Schools

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

C. Christini

Presiding Member
16 May 2022

M. Makin

Rototuna Senior High Principal
16 May 2022

F. Hill

Rototuna Junior High Principal
16 May 2022

Rototuna High Schools
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	23,195,019	23,961,738	23,538,452
Locally Raised Funds	3	614,244	684,404	899,486
Interest Income		20,734	20,000	30,958
International Students	4	48,496	46,500	39,780
		<u>23,878,493</u>	<u>24,712,642</u>	<u>24,508,676</u>
Expenses				
Locally Raised Funds	3	262,280	573,850	510,419
International Students	4	67,738	89,314	32,433
Learning Resources	5	15,720,608	15,759,730	14,158,423
Administration	6	729,603	683,392	651,236
Finance		15,398	17,000	16,176
Property	7	6,068,089	8,020,175	7,638,060
Depreciation	11	774,543	900,000	850,656
Loss on Disposal of Property, Plant and Equipment		1,578	-	-
		<u>23,639,837</u>	<u>26,043,461</u>	<u>23,857,403</u>
Net Surplus / (Deficit) for the year		238,656	(1,330,819)	651,273
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>238,656</u>	<u>(1,330,819)</u>	<u>651,273</u>

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

Rototuna High Schools
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January	6,212,783	6,212,783	5,464,010
Total comprehensive revenue and expense for the year	238,656	(1,330,819)	651,273
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	148,250	60,000	97,500
Equity at 31 December	6,599,689	4,941,964	6,212,783
Retained Earnings	6,599,689	4,941,964	6,212,783
Equity at 31 December	6,599,689	4,941,964	6,212,783

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.



Rototuna High Schools
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,645,713	83,532	640,672
Accounts Receivable	9	1,243,822	980,000	997,049
GST Receivable		62,908	50,000	78,666
Prepayments		120,243	120,000	105,059
Investments	10	1,999,998	2,000,000	2,803,428
		<u>5,072,684</u>	<u>3,233,532</u>	<u>4,624,874</u>
Current Liabilities				
Accounts Payable	12	1,464,375	1,335,000	1,409,546
Revenue Received in Advance	13	26,956	-	14,500
Provision for Cyclical Maintenance	14	-	38,000	37,904
Painting Contract Liability	15	37,562	-	-
Finance Lease Liability	16	89,435	85,000	85,295
		<u>1,618,328</u>	<u>1,458,000</u>	<u>1,547,245</u>
Working Capital Surplus/(Deficit)		3,454,356	1,775,532	3,077,629
Non-current Assets				
Property, Plant and Equipment	11	3,324,201	3,413,858	3,306,610
		<u>3,324,201</u>	<u>3,413,858</u>	<u>3,306,610</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	-	117,426	79,522
Painting Contract Liability	15	87,181	-	-
Finance Lease Liability	16	91,687	100,000	91,934
		<u>178,868</u>	<u>217,426</u>	<u>171,456</u>
Net Assets		<u><u>6,599,689</u></u>	<u><u>4,971,964</u></u>	<u><u>6,212,783</u></u>
Equity		<u><u>6,599,689</u></u>	<u><u>4,941,964</u></u>	<u><u>6,212,783</u></u>

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



Rototuna High Schools
Statement of Cash Flows
For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		5,049,562	4,261,738	5,070,121
Locally Raised Funds		628,717	689,281	876,245
Hostel		-	-	-
International Students		60,952	-	39,280
Goods and Services Tax (net)		15,758	28,666	(1,605)
Payments to Employees		(2,164,352)	(2,053,118)	(1,992,156)
Payments to Suppliers		(2,781,911)	(3,350,658)	(2,240,547)
Interest Paid		(15,137)	(17,000)	(16,174)
Interest Received		14,568	20,000	38,312
Net cash from/(to) Operating Activities		808,157	(421,091)	1,773,476
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		23,036	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(714,588)	(1,007,248)	(720,467)
Purchase of Investments		803,428	803,428	(698,286)
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		111,876	(203,820)	(1,418,753)
Cash flows from Financing Activities				
Furniture and Equipment Grant		148,250	60,000	97,500
Finance Lease Payments		(98,264)	7,771	(87,614)
Painting contract payments		35,022	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		-	-	-
Net cash from/(to) Financing Activities		85,008	67,771	9,886
Net increase/(decrease) in cash and cash equivalents		1,005,041	(557,140)	364,609
Cash and cash equivalents at the beginning of the year	8	640,672	640,672	276,063
Cash and cash equivalents at the end of the year	8	1,645,713	83,532	640,672

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

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



Rototuna High Schools

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Rototuna High Schools (the School) is governed by one Board, being a combined board of Rototuna Junior High School and Rototuna Senior 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 reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 11.

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. 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.



Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. 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

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) 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 credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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.



Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

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 to Crown Owned Assets	10–75 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of the Lease
Library resources	12.5% Diminishing value

j) 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 held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

m) Revenue Received in Advance

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

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

n) 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

o) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

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

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) 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.

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	4,326,228	3,899,790	3,753,060
Teachers' Salaries Grants	12,987,763	12,700,000	11,720,613
Use of Land and Buildings Grants	5,044,985	7,000,000	6,747,718
Other MoE Grants	750,908	310,948	1,265,889
Other Government Grants	85,135	51,000	51,172
	<u>23,195,019</u>	<u>23,961,738</u>	<u>23,538,452</u>

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	206,048	167,000	181,829
Fees for Extra Curricular Activities	269,935	460,779	503,753
Fundraising & Community Grants	-	-	2,787
Other Revenue	138,261	56,625	211,117
	<u>614,244</u>	<u>684,404</u>	<u>899,486</u>
Expenses			
Extra Curricular Activities Costs	229,010	543,700	498,331
Other Locally Raised Funds Expenditure	33,270	30,150	12,088
	<u>262,280</u>	<u>573,850</u>	<u>510,419</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>351,964</u>	<u>110,554</u>	<u>389,067</u>

4. International Student Revenue and Expenses

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	Number	Number	Number
International Student Roll	3	3	3
	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
International Student Fees	48,496	46,500	39,780
Expenses			
Employee Benefit - Salaries	64,381	74,494	28,294
Other Expenses	3,357	14,820	4,139
	<u>67,738</u>	<u>89,314</u>	<u>32,433</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>(19,242)</u>	<u>(42,814)</u>	<u>7,347</u>



Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

5. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	903,181	1,155,246	759,093
Equipment Repairs	12,032	31,250	8,120
Information and Communication Technology	188,621	218,130	160,955
Library Resources	29,518	129,612	23,998
Employee Benefits - Salaries	14,488,045	14,031,492	13,088,934
Staff Development	99,211	194,000	117,323
	<u>15,720,608</u>	<u>15,759,730</u>	<u>14,158,423</u>

6. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	12,578	10,938	10,938
Board Fees	4,395	6,250	4,085
Board Expenses	17,920	13,500	27,073
Communication	18,504	23,500	23,214
Consumables	55,838	28,500	52,058
Operating Lease	4,400	4,404	11,587
Legal Fees	1,250	1,000	-
Other	28,666	57,100	42,187
Employee Benefits - Salaries	552,965	507,000	450,793
Insurance	26,762	26,000	24,155
Service Providers, Contractors and Consultancy	6,325	5,200	5,146
	<u>729,603</u>	<u>683,392</u>	<u>651,236</u>

7. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	48,967	72,858	50,969
Consultancy and Contract Services	357,173	322,692	292,359
Cyclical Maintenance Provision	(119,967)	38,000	38,000
Grounds	30,856	50,000	38,718
Heat, Light and Water	200,706	210,000	185,375
Rates	24,821	24,000	22,785
Repairs and Maintenance	236,022	60,000	67,693
Use of Land and Buildings	5,044,985	7,000,000	6,747,718
Security	24,762	28,000	26,399
Employee Benefits - Salaries	219,764	214,625	168,044
	<u>6,068,089</u>	<u>8,020,175</u>	<u>7,638,060</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

8. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	1,645,713	83,532	640,672
Cash and cash equivalents for Statement of Cash Flows	<u>1,645,713</u>	<u>83,532</u>	<u>640,672</u>

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

9. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	19,345	25,000	31,277
Receivables from the Ministry of Education	112,708	-	-
Interest Receivable	9,766	5,000	3,600
Teacher Salaries Grant Receivable	1,102,003	950,000	962,172
	<u>1,243,822</u>	<u>980,000</u>	<u>997,049</u>
Receivables from Exchange Transactions	29,111	30,000	34,877
Receivables from Non-Exchange Transactions	1,214,711	950,000	962,172
	<u>1,243,822</u>	<u>980,000</u>	<u>997,049</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,000,000	2,000,000	2,803,428
Total Investments	<u>2,000,000</u>	<u>2,000,000</u>	<u>2,803,428</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	751,509	-	-	-	(30,700)	720,809
Furniture and Equipment	1,734,570	450,356	(17,195)	-	(380,923)	1,786,808
Information and Communication Technology	357,841	182,632	(7,418)	-	(217,628)	315,427
Motor Vehicles	148,673	71,365	-	-	(19,476)	200,562
Leased Assets	172,179	102,157	-	-	(98,069)	176,267
Library Resources	141,838	20,452	(10,215)	-	(27,747)	124,328
Balance at 31 December 2021	<u>3,306,610</u>	<u>826,962</u>	<u>(34,828)</u>	<u>-</u>	<u>(774,543)</u>	<u>3,324,201</u>

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of ICT and equipment held under a finance lease is \$176,267 (2020: \$172,179)



Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

11. Property, Plant and Equipment (cont'd)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	792,430	(71,621)	720,809	792,430	(40,921)	751,509
Furniture and Equipment	3,575,615	(1,788,807)	1,786,808	3,143,519	(1,408,949)	1,734,570
Information and Communication Technology	1,801,342	(1,485,915)	315,427	1,638,176	(1,280,335)	357,841
Motor Vehicles	244,542	(43,980)	200,562	173,179	(24,506)	148,673
Leased Assets	616,969	(440,702)	176,267	514,812	(342,633)	172,179
Library Resources	255,680	(131,352)	124,328	245,443	(103,605)	141,838
Balance at 31 December	7,286,578	(3,962,377)	3,324,201	6,507,559	(3,200,949)	3,306,610

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	98,406	200,000	233,469
Accruals	151,025	150,000	125,740
Employee Entitlements - Salaries	1,176,520	950,000	1,013,697
Employee Entitlements - Leave Accrual	38,424	35,000	36,640
	1,464,375	1,335,000	1,409,546
Payables for Exchange Transactions	1,464,375	1,335,000	1,409,546
	1,464,375	1,335,000	1,409,546

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	26,956	-	14,500
	26,956	-	14,500

14. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	117,426	117,426	84,817
Increase/ (decrease) to the Provision During the Year	38,000	38,000	38,000
Adjustment to the Provision During the Year	(155,426)	-	(5,391)
Provision at the End of the Year	-	155,426	117,426
Cyclical Maintenance - Current	-	38,000	37,904
Cyclical Maintenance - Term	-	117,426	79,522
	-	155,426	117,426



Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

15. Painting Contract Liability

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Due within one year	37,562	-	-
Due after one year	87,181	-	-
	<u>124,743</u>	<u>-</u>	<u>-</u>

In 2021 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering a ten year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

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:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	101,552	85,000	95,574
Later than One Year and no Later than Five Years	101,086	100,000	101,084
Future Finance Charges	(21,516)	-	(19,429)
	<u>181,122</u>	<u>185,000</u>	<u>177,229</u>
Represented by			
Finance lease liability - Current	89,435	85,000	85,295
Finance lease liability - Term	91,687	100,000	91,934
	<u>181,122</u>	<u>185,000</u>	<u>177,229</u>

17. Funds held for Capital Works Projects

During the previous year the School received and applied funding from the Ministry of Education for the following capital works projects. There was no such funding received for the current year.

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Fire Door Project		-	107,634	(108,093)	(459)	-
Totals		<u>-</u>	<u>107,634</u>	<u>(108,093)</u>	<u>(459)</u>	<u>-</u>

18. 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.

The Chairperson and one other member of the Board for Rototuna High Schools are also on the Board of Trustees of the Rototuna Indoor Recreation Centre Trust (the Trust). The Recreation Centre was opened for operation in July 2017. Transactions incurred during the year were as follows:

Operating and Maintenance Contribution \$80,000, (2020: \$80,000)



Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

19. Remuneration

Key Management Personnel Compensation

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

	2021 Actual \$	2020 Actual \$
Board Members		
Remuneration	4,395	4,085
Leadership Team		
Remuneration	11,376,934	1,288,635
Full-time equivalent members	10.03	10.00
Total key management personnel remuneration	11,381,329	1,292,720

There are 9 members of the Board excluding the Principals. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (2 members) that meet before Board meetings. As well as these regular meetings, including preparation time, the Chairperson and other Board members have also been involved in ad hoc meetings to consider property, student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
<i>Rototuna Junior High School</i>		
Salary and Other Payments	190-200	190-200
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-
<i>Rototuna Senior High School - Principal #2</i>		
Salary and Other Payments	170-180	50-60
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-
<i>Rototuna Senior High School - Principal #1</i>		
Salary and Other Payments	-	100-110
Benefits and Other Emoluments	-	0-10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-109	27.00	9.00
110-120	5.00	2.00
120-130	5.00	5.00
130-140	-	1.00
	37.00	17.00

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

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2021

21. Commitments

(a) Capital Commitments

Capital Commitments as at 31 December 2021: \$ - (2020: \$ -)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(i) Rototuna Indoor Recreation Centre Trust (the Trust)

The Board has entered into an agreement with the Trust for the funding contribution and operating of Rototuna Indoor Recreation Centre. Through this agreement the Board has committed to the following:

- (i) Annual operating contribution (2022 to be determined once budgets set): 2021 \$59,200;
- (ii) Annual contribution of \$20,800 for routine maintenance

(ii) Licence to Occupy - University of Waikato

The Board has entered into a Licence to Occupy Agreement with the University of Waikato. The term is for one year starting on 16 June 2021. The final expiry date is 15 June 2023. The licence fee is \$88,976 plus GST per annum. The Ministry of Education contribution is \$150,936 and was received during 2021.

(iii) Painting Contracts

The Board has entered into the following painting contracts:

Interior Painting: a five year interior painting maintenance contract with Programmed Property Services starting on 15 August 2017 with the final interior paint per the contract during 2022. The annual cost of the contract is \$4,872 plus an inflationary adjustment each year.

Exterior Painting: a ten year exterior painting maintenance contract with Programmed Property Services starting on 1 September 2021 as described in note 15. The annual cost of the contract is \$37,562 plus an inflationary adjustment each year.

(iv) operating lease of photocopiers;

	2021 Actual \$	2020 Actual \$
No later than One Year	4,185	-
Later than One Year and No Later than Five Years	3,494	-
Later than Five Years	-	-
	7,679	-

22. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	1,645,713	83,532	640,672
Receivables	1,243,822	980,000	997,049
Investments - Term Deposits	2,000,000	2,000,000	2,803,428
Total Financial assets measured at amortised cost	4,889,535	3,063,532	4,441,149

Financial liabilities measured at amortised cost

Payables	1,464,375	1,335,000	1,409,546
Finance Leases	181,122	185,000	177,229
Painting Contract Liability	124,743	-	-
Total Financial Liabilities Measured at Amortised Cost	1,770,240	1,520,000	1,586,775

23. Events After Balance Date

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

24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.



25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in the Board being unable to fulfil their International Student strategy to actively market to international students for current and future enrollment.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ROTOTUNA HIGH SCHOOLS'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Rototuna High Schools (the School). The Auditor-General has appointed me, Bernard Lamusse, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; 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 Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 16 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 18 to 63, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Bernard Lamusse
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand



PART B

Rototuna High Schools

Kiwisport Statement for the year ending 31 December 2021

Kiwisport is a government initiative to support student's participation in organised sport. In 2021 the following Kiwisport funding was received:

- 1) Rototuna Junior High School, \$26,999.42 (excluding GST)
- 2) Rototuna Senior High School, \$17,926.67 (excluding GST)

The funding continues to be spent on various items of sports equipment and payment to third parties to further the participation, skills and experience of students in PE modules and co-curricular, both of which include various disciplines of sport.

(2020: Rototuna Junior High School, \$25,776.75 (excluding GST), Rototuna Senior High School, \$15,490.07 (excluding GST))



Rototuna Senior High School: Analysis of Variance 2021

Part 1 - Overview of analysis and Goals 2021

Part 2 - 2021 Goal Review [\(Annual Focus 2021\)](#)

					
LEARNING DESIGN	KNOWING OUR LEARNERS	RESTORATIVE & WELLBEING	LEARNING EXPERIENCES	PROFESSIONAL LEARNING	CULTURALLY SUSTAINING

Goal 1

We want to reduce the rate of change so that we can focus on improving teaching and learning

Goal 2

We want to seek more equitable personal and academic success for our Māori students so that their results continue to improve at level 3

Part 3 - Target Review [\(Achievement Targets 2020\)](#)

Part 1 - Overview of key information from the analysis

RSHS Goals for 2022

Part 2 - Goal Review for 2021

Review of GOAL 1

Reduce change

Review of GOAL 1

We want to reduce the rate of change so that we can focus on improving teaching and learning

1 - Improve teaching and learning

Review of GOAL 1

We want to reduce the rate of change so that we can focus on improving teaching and learning

2 - Improve teaching and learning

Review of GOAL 2

All year 13 Māori students in full time, level 3, school-based programmes will achieve level 3 NCEA

Part 3 - Achievement Targets 2021

Understanding the data

Overall attainment compared to like schools

Year 11 Progress

Year 12 Progress

Quality Credits at Level 2

Year 13 Progress

University Entrance

Quality Credits Level 3

Part 1 - Overview of key information from the analysis

In 2021 there were two overarching goals established to respond to the improvement areas that were identified.

Goal 1 - We want to reduce the rate of change so that we can focus on improving teaching and learning

Simplifying systems:

We focused on reducing change by simplifying systems. The systems involved the timetabling process, recording student learning/progressions in kamar and Waananga Ako design. There was variable success moving towards this goal. We are beginning to develop and refine systems that are robust and predictable, particularly our timetable structure, our schedule for how courses roll out by moving to semesterised modules and year long specialist learning. We have begun to explore ways we can use kamar to monitor and share progress towards academic goals but we have not shifted our systems yet. It is complicated by the fact that both schools use the same system but have different needs which limits how the management system can be used.

Improving teaching and learning:

Knowing our learners

We wanted to know our learners by using prior learning data. This has happened by teachers using systems already established, Te ia o te awa, as a key method of sharing ongoing information with families. We continue to try to find an effective way of automating much of this work so that teachers can focus on evidence-informed conversations with students. We extracted information from kamar to regularly monitor and share progress towards academic goals. We want to shift this process in 2022 so we are using kamar more effectively to support students in a timely way. Similarly, Puna Wānanga shared learning with home but this only happened at the end of the year with a virtual showcase. We would like to find an effective way of sharing group and individual progress regularly throughout the year.

Identify and use quality practices

We used the **High Impact Teaching Strategies** to identify and use quality practices in our classes. Teachers were asked to deliberately identify what metacognitive skills were embedded in their assessments so that they could use a HIT strategy to teach this explicitly. A professional inquiry approach was introduced and staff used this model to frame their exploration of a strategy they chose that they believed would make a difference for their students' learning. The findings of these inquiries were shared across the staff to grow each other's practice. This

Goal 2 - We want to seek more equitable personal and academic success for our Māori students so that their results continue to improve at level 3

Targets:

Our Kaitohutohu worked with staff to identify and share information about our year 13 Māori students so their progress could be tracked more effectively by staff collectively. There were significant improvements for our Māori students in full time, level 3, school-based programmes achieving level 3 NCEA and for those who wanted to gain University Entrance.

RSHS Goals for 2022

A continued focus on deep learning - "Teaching students HOW to think"

Goal 1 - We want to make evidence-based decisions that will deepen learning

Streamlining systems to ensure quality information is available for decision making

- Continue to explore how Kamar can either be separated or used effectively so that the Senior High can set up markbooks, reports and other functions to support evidence-based decision making.
- Implement systems to streamline how formative and summative data is shared within school, with students and whānau more regularly to inform teaching and learning decisions
- Develop a clear progression of levels for students across their 3 years at Senior High so there is continuity for learning that strengthens foundations for deep learning. The progression map will inform course design, range and offerings at various curriculum levels.
- Develop a pathway strategy that aligns to the progression map for groups of students and responds to an individual's aspirations.

Establishing quality practices that support deep learning

Knowing our Learners

- Find ways to capture regular formative information about student progress in Wananga Ako specialist learning and Puna Wananga and use this information to progress and deepen learning.
- Refine the systems of support to respond to student learning needs as they arise.

Use and routinise quality practices

- Develop ways of using assessment to open up learning in ways that promote and explicitly teach metacognitive skills and dispositions.
- Work with teachers to find ways that empower students to review their learning and refine the quality of their thinking (Assessment for learning).
- Continue to embed Professional Inquiry as a way of making evidence-based decisions to hone quality practice.
- Develop additional evaluative practices that enable timely interventions by teachers and middle leaders when needed.
- Build staff capability using our Learning Management System (LMS) consistently to teach more effectively in an online environment.

Goal 2 - We want to engage our Māori students' in learning experiences that deepen their understanding in Year 11 and 12

- Identify and profile our rangatahi earlier as part of their three year learning journey at RSHS by working with whānau, students and teachers.
- Share back information with teachers
- Use the systems being developed for the ongoing monitoring of progress and intervention

Part 2 - Goal Review for 2021



Review of GOAL 1

We want to reduce the rate of change so that we can focus on improving teaching and learning

Goal

Reduce change

Simplify the following systems:

Intended Actions

1. Timetabling

Intended Outcomes

Teachers and students are timetabled in advance of the commencement of the teaching and learning programmes

Actions taken (by whom and when)

SLT collected staff and student voice to inform how the timetable could be simplified. We looked to past iterations that had been successful and pulled together key elements described below to establish a time table that increased predictability and refocused the involvement of staff.

The timetable has been simplified so year 11 and 12 students can choose 2 modules each semester (four in total) and three year long specialist subjects. At year 13 students can choose one University module (3 subjects) and 3 specialist subjects OR 5 specialist subjects, both modules and subjects continue for the year.

The level of involvement of Poutiaki in the timetabling process has shifted. Poutiaki are no longer required to schedule and coordinate teaching across Wananga Ako. Module selections that are being offered each semester are being determined by SLT after taking Poutiaki feedback into account. Poutiaki continues to have the responsibility for developing the learning experiences in the modules. SLT have mapped out the learning experience progression across 3 years at RSHS to ensure continuity and to strengthen foundations for learning.

2. Recording student learning/progressions in kamar

Kamar holds all key information or links to key information for different curriculum strands, and learning support that follows each student during their time at RSHS

Meeting organised by MIM with William Madgwick and SLT to identify current use of kamar and the ideal - how we would like to use kamar - [Minutes 25 March 2021](#).

T1W7 - PLD for staff in using the [Te Ja O Te Awa](#) to track student progress and allow students to reflect on their learning. Kairahi supported to use this as a document to have learning conversations with students. Shared to students via schoology and open for whanau to see to help understand their students progress. This document becomes the learning journey for students that they take with them. Aim is to be able to connect it with Kamar so that it pulls the data automatically and becomes part of the students SMS details.

T2 W2 - PLD funding application

T3 - T4- Work began with William Madgwick to look at report types. Discussion began about what we value and what progress we want to acknowledge and share. Agreed that we wanted to recognise qualities central to deep learning alongside future-focussed skills and dispositions. We agreed we want to work on the CLOAK values, but simplify/modify this framework to work for the Senior High. There is the possibility that appropriate aspects are identified and explicitly used in formative assessment tools used in lessons.

T4 - [Document](#) was collated based on experiences and challenges using Kamar across two different school systems. As a senior school our ability to adjust timetables, take the roll, carry out regular formative reports home has been impacted.

3. Waananga Ako design

A clear progression of levels and coherence

TM1 WK 5 [Focus groups](#) conducted .

Sem 2 redesigned: timetabling underway mind term 2

T2W3 - Haututu will be removed from future iterations and structure for ongoing programme delivery has been agreed. Agreed [refinements](#) will have a staged roll-out. Most changes have been implemented, with the exception of Level 3 Wānanga Ako Modules.

T3W8 - Establishment of 2022 course design. Semesterisation of modules for Yr 11/12 + full year courses for Yr 13 and specialisations. Uniwams established.

Use assessments to identify closely connected learning across different Learning Areas to develop module learning experiences

Analysis

What difference did we make?
How do we know (evidence)?

- Staff know how the timetable is structured, what planning needs to be done and can now prepare in advance.
- The level of involvement of Poutiaki in the timetabling process has shifted to focus on designing learning experiences and leveraging off past successes. This has reduced levels of overwhelm.
- We know this because anecdotally teachers and middle leaders have commented they are excited about these changes. Comments have been that the year (2022) has been settled and focused. Students are also appreciating having choice and settling into learning.
- We have not made the progress we expected, using kamar for reporting. We are developing an agreed way we can recognise and develop the CLOAK values at SH.
- Poutiaki have been using achievement standards to identify integrated (module) learning opportunities and to 'open up' learning from assessments.

Recommendations

- Continue to develop a clear progression of levels across 3 years to ensure continuity and to strengthen foundations for deep learning. The map will inform course design, range and offerings at various curriculum levels.
- Explore how pathways can deliberately connect with this progression plan.
- Continue to use achievement standards to open up learning and explicitly teach valued skills and dispositions
- Continue to explore how Kamar can either be separated or used effectively so that the SH can set up markbooks, reports and other functions to support evidence-based decision making



Review of GOAL 1
We want to reduce the rate of change so that we can focus on improving teaching and learning

Goal	1 - Improve teaching and learning			
Intended Actions	Intended Outcomes	Actions taken (by whom and when)	Know our Learners:	
1. Deliberately using prior learning data (e.g. from the previous year) to understand the learning needs of individual students	Kaiarahi use achievement data as part of their academic coaching and tracking conversations		<p>T1 W5 -Schools exec meeting - data across both schools Deputy Principals across RHS continue to work together to understand reporting - Curriculum transitions</p> <p>Transition meetings and placement of year 11 working with the information supplied by JH and students to place them in whānau (Kaihautu and SLT)</p> <p>Refined Te ia o te awa and worked with staff to ensure all the Kaiarahi are using this with students. This document has been developed so that Kaiarahi are able to talk with students about their learning. This document was also shared home and regularly updated.</p> <p>PL run by Kaihautu to upskill teachers to use evidence in kamar from JH and move through school to know the strengths and work-ons of learners. Kaiarahi are growing their capabilities of where to find this information.</p>	
2. Using kamar to regularly monitor and share progress towards academic goals in order to identify students in need of support and to take timely action	Intention was to know how each student was progressing and to intervene in time.		<p>T2W3 - PDSM supporting this work. Reporting still waiting to be firmed up based on KAMAR + William support .</p> <p>T2W4 - Overview of PW has shifted and updated - a clear overview of what learning looks like in PW and structures. Progress updates are being developed</p> <p>T4W1 - Poutiaki start data analysis of sem 1 and Sem 2 programmes. Presented to the BOT. Continuation of evaluation and ongoing review for 2022 onwards.</p>	
3. Establishing a consistent way of students sharing student learning in Puna Wānanga with home	<p>Establish clear reporting systems and processes to show progress in learning within Puna Wānanga.</p> <p>Establish clear expectations of reflective practice (student and/with kaiarahi) using Te ia o te awa to connect with whānau.</p>		<p>This was impacted heavily by COVID.</p> <p>There was one final report (virtual showcase) that was shared with families. This was a video diary created by PW project groups to show what they had managed to progress over the year.</p> <p>Pouarataki are continuing to determine the most effective way to report home as projects develop. The first report is being trialled and is aiming to go out during term 1 2022.</p>	
Analysis	<p>What difference did we make? How do we know (evidence)?</p> <ul style="list-style-type: none"> Staff began to use data to highlight who needed additional support in both whānau and subject learning. This was fed through in the existing systems, Te ia o te awa, the PDSM data and alerts added to kamar. Some of these systems, for example Kaiarahi having strong ongoing connections with families worked well and the work of our Kaihautu to follow up more challenging situations is working well. A Learning Support department has been established in the Senior High and the function of this team will provide further support and intervention work with teachers and students to enable learning. The gap in the system appears to be the use of formative information to track students in classes in order for the teacher of that class to take timely action supported by their Poutiaki. An example of this is illustrated in our UE results. The lack of tracking by subject teachers of students gaining 14c within a subject domain was the main reason for our low UE attainment. Teachers should know how a student is progressing towards this goal and take action if it is not being met. 			
	<p>Recommendations</p> <ul style="list-style-type: none"> Find ways to capture regular formative information about student progress in Wananga Ako specialist learning and Puna Wananga and use this information to progress and deepen learning. Refine the systems of support to respond to student learning needs as they arise. 			



Review of GOAL 1

We want to reduce the rate of change so that we can focus on improving teaching and learning

Goal

2 - Improve teaching and learning

Identify and use quality practices:

Intended Actions

1. identifying and using high quality teaching practices consistently throughout the school

Intended Outcomes

Engage staff with Professional Standards

Develop a Best Practice Framework for teaching

Developing middle leaders (poutiaki) to support their teams in pedagogical approaches that ensure and enable deep learning

Develop tools/resources to support implementation of basic / effective practices - e.g. Learning Intention / Success Criteria / Feedback-Feedforward

PLD for staff including the use of Schoology to support the learning both in and out of school & UDL.

Actions taken (by whom and when)

- Work underway here
- [TC Overview](#)
 - [Inquiry Cycle : HIT Strategies](#)
 - [Example Planning Doc](#)
 - [Poutiaki Action Plans](#)

This really only happened in Mahi Tahī as needs arose

2. Inquiring professionally into practices that support students | ākonga to deepen their understanding in order to improve the quality of their work

Begin to use an inquiry framework to support evidence-informed instructional improvement

Establish a professional 'buddy' approach that enables robust and deliberate conversations designed to improve the quality of work by teachers.

- T2Wk3 - T2W3 - Underway through PL and Inspire sessions
- [Inquiry Cycle : HIT Strategies](#)
 - Professional Growth - Endorsement Process under review

Analysis

What difference did we make?
How do we know (evidence)?

- The Professional Inquiry made a big difference particularly sharing what worked at the end of the year. Feedback from teachers is that they want to carry on. The focus of many staff is beginning to change from looking outward to be part of the next wave of change to focusing in the classroom and considering how to be more effective at making sure learning is happening. It is tightening previous loose systems around teaching and learning.
- Evidence that the Professional Growth/Inquiry work is making a difference is that people's use of language is changing. They are using these HIT strategies in their learning design. Last year was a change in perspective and now we need to embed this work.

Recommendations

- Develop ways of using assessment to promote and explicitly teach metacognitive skills and dispositions
- Work with teachers to find ways that empower students to review their learning and refine the quality of their thinking
- Continue to embed PI as a way of honing our practice and begin to use this as use this to underpin decisions
- Develop additional evaluative practices that enable timely interventions by teachers and middle leaders when needed.
- Build staff capability using our Learning Management System (LMS) consistently to teach more effectively in an online environment.



Review of GOAL 2

We want to seek more equitable personal and academic success for our Māori students at level 3

Goal

All year 13 Māori students in full time, level 3, school-based programmes will achieve level 3 NCEA

Intended Actions

1. We know who our Māori students are and we know their academic goals
2. Explore each of our Māori student's stories and try to identify what sets them up for success

Intended Outcomes

All Māori students in full time, level 3, school-based programmes will achieve level 3 NCEA

All year 13 Māori students in full time, level 3, school-based programmes wanting a university pathway gain UE

Understand how we can set our rangatahi up for success at year 13 in their year 11 and 12 years at RSHS

Actions taken (by whom and when)

Kaitohutohu identified all year 13 Maori students and collected/summarised information that was made available to these students' teachers. The information included sharing strategies that worked for these learners.

This was revisited throughout a couple of times the year

Kaitohutohu explored the narratives; from three sources - whanau, student, kaiarahi

Findings were shared with staff

Analysis

What difference did we make?
How do we know (evidence)?

Our Māori student achievement at Level 3 improved by over 20% from 2020 to 62.1% exceeding the national average across schools in New Zealand. This is evidenced in the first table. The second table also shows an improvement for our Māori students achieving UE increasing by 10% to meet the national average across schools.

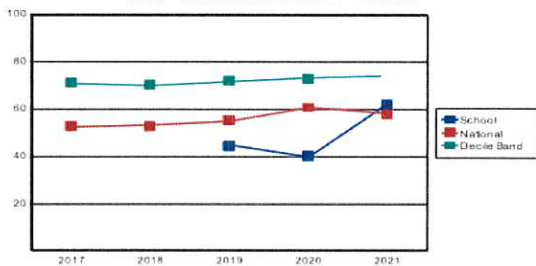
Despite these significant improvements, we did not manage to reach our target - that all **Māori students in full time, level 3, school-based programmes will achieve level 3 NCEA**.

If we look further into these achievements and compare them to individual aspirations of our students:

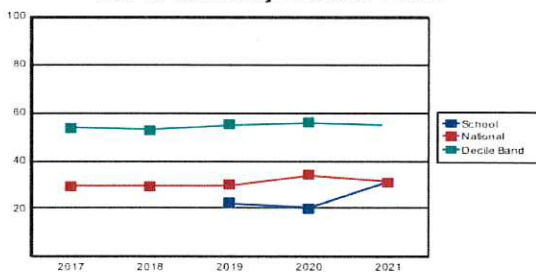
- 29 Māori students in Year 13
- 22 wanted to achieve NCEA Level 3.
 - 86% reached their goal (19 of the 22)
- 13 students also aspired to achieve UE
 - 69% were successful (9 of the 13).
- The remaining 7 students followed personalised programmes all focusing on successfully completing NCEA Level 2.
 - 6 of the 7 students were successful (86%).

All year 13 Māori students in full time, level 3, school-based programmes wanting a university pathway gain UE

Year 13 NCEA Level 3 - Māori



Year 13 University Entrance - Māori



Recommendations

- Through exploratory work, the Kaitohutohu found that there was a high correlation between quality credits (deeper understanding) at year 11 and 12 that was a good predictor for success at Level 3.
- Identify and profile our rangatahi earlier as part of their three year learning journey at RSHS by working with whānau, students and teachers.
- Share back information with teachers
- Use the systems being developed for the ongoing monitoring of progress and intervention

Part 3 - Achievement Targets 2021

Achievement Target 1

OVERALL ACHIEVEMENT

Overall 80% of students in Year 12 achieve Level 2 NCEA and 80% of students in Year 13 achieve Level 3 NCEA
 Endorsements to meet or exceed:
 Level 2, Merit 30% Excellence 20%
 Level 3, Merit 30%, Excellence 20%
 Overall 60% of students in Year 13 achieve UE

Achievement Target 2

MĀORI ACHIEVEMENT

All Māori students in full time, level 3, school-based programmes will achieve level 3 NCEA
 All year 13 Māori students in full time, level 3, school-based programmes wanting a university pathway gain UE

While we aim for all students to achieve NCEA L2 by the end of Year 12, this is not always the case. Students progress at different rates and will have varying learning needs. Therefore, there may be a small number of students who will be working towards an NCEA L2 over 3 years. We would expect the majority of year 13 students to be working towards a L3 certificate with a portion of these students attaining University Entrance if that is their chosen pathway.

Target 1: At or exceeding Decile 8-10 achievement levels

GROUP	Year 11 Progress		Year 12 Progress	Year 13 Progress
TARGETS	Literacy and Numeracy 20+ Credits @ 10 Lit and 10 Num	30+ Credits (@ Level 2)	80% NCEA L2 Certificate Endorsements at Level 2 Merit 30% Excellence 20%	80% NCEA L3 Certificate Endorsements at Level 3 Merit 30% Excellence 20% 60% of students in Year 13 UE

Understanding the data

The achievement data used in this report is the data that is reported by NZQA.

These statistics are calculated annually, and include all students attending school for a minimum of 70 days of the 190 days a school is open for instruction.

If a student leaves school after this 70 day period, they will still be included in the calculations unless they have enrolled in another school and have attended the new school for 70 days (approximately 1.5 terms - 15 weeks). This affects the number of assessments a student is able to complete. These students are also included in the denominator used by NZQA to calculate our role-based achievement data.

These role-based statistics are presented as a percentage of the number of students who attain NCEA qualification out of the total number of students enrolled at the school. For example, all students on a school roll in year 11 form the denominator for statistical calculations for that cohort. A limitation of this statistic is that each year some students undertake personalised programmes which are not fully assessed using Achievement or Unit standards. These programmes may focus on developmental needs, or achieving a smaller number of assessments. Regardless that these programmes have reduced offerings to meet individual needs and goals, these students are still included in the enrolment-based cohort. The attainment of these personalised goals is not considered or reported by NZQA.

The number of students who attain NCEA qualifications is defined as the number of students who attain NCEA Levels 1, 2, or 3, in Year 11, Year 12, and Year 13, respectively. That is, the number of students who attain:

- NCEA Level 1 by the end of Year 11
- NCEA Level 2 by the end of Year 12
- NCEA Level 3 by the end of Year 13.

For the University Entrance award it is the number of students in Year 13 awarded University Entrance by the end of Year 13.

A cumulative attainment percentage is used in the graphs and comparisons that follow.

This definition includes students in that year who achieved the qualification concerned in an earlier year. For example, a student who is in Year 11 in 2020 and achieved level 2 in 2020 who is in Year 12 in 2021 would be included as a Year 12 having achieved level 2 in 2021.

Note that a margin of error (or confidence interval) is relative to the number of results analysed, with low numbers producing a wider confidence interval. An individual class can therefore be expected to have a high margin of error associated with its data. A handful of especially strong or weak students in a particular year will make a substantial difference to the results profile of a class or of a small cohort. In a class of 25 students, for example, a single student constitutes 4% of the class, so if three students were to move from not achieving to achieving, the results profile would shift by 12 percentage points.

Statistics highlighted in **green** indicate performance above the national average, those highlighted in **orange** indicate areas to work on (where applicable).

Quality Credits

The quality of attainment refers to the number of Merit and Excellence a student achieves. A student can achieve a certificate endorsement or a subject endorsement. The two types of endorsement have different criteria. Certificate endorsement is counted from the top 50 quality credits a student achieves at or about a certificate level. This accumulation of quality credits is not time-bound and can occur over multiple years.

An excellence endorsed certificate requires a student to gain 50 or more excellence credits at or above the NCEA level being recognised over one or more years. A merit endorsed certificate requires a student to gain 50 or more merit/excellence credits at or above the NCEA level being recognised over one or more years.

The second type of endorsement is a subject endorsement. This type of endorsement is time-bound, and the quality credits must be gained within the academic year. To get a subject endorsement a student must gain 14 merit or excellence credits from the same subject domain. These credits must come from both internal and external assessments, at least 3 of these must be external merit or excellence credits. For example, a student achieved 12 excellence credits through her internal assessments in Mathematics during the year. At the end of the year she sat a maths external assessment and achieved an additional 5 credits. Her external achievement was not at merit or excellence so this time the student will not qualify for subject endorsement in Mathematics.

Due to the nature of our two year programme subject endorsement is most likely to happen during year 12 or year 13 of school. In our data, both Year 11 and 12 students are 'counted' if they attain a Certificate endorsement at Level 2. This is unusual in the sense that the majority of secondary schools would only be reporting data for Year 12 students completing a Certificate in Year 12.

In our current model, it is possible for a Year 11 student to obtain a certificate endorsement in their Year 11 year.

Overall attainment compared to like schools

Rototuna Senior High School has now had three year 13 cohorts graduate from the school since its establishment in 2016.

Over the last three years there has been a steady growth of achievement across level 2 and a smaller gain at level 3 shown in Figure 1.

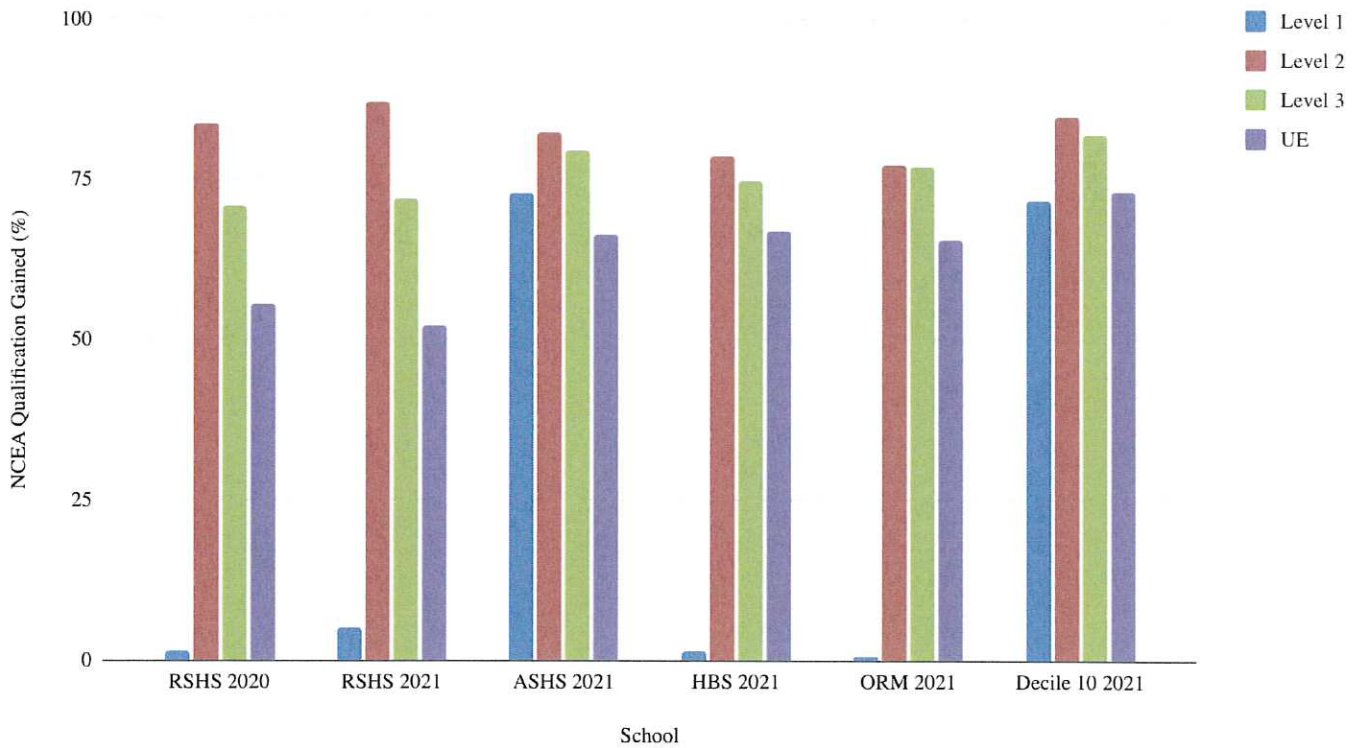
In 2021, 86.6% of year 12 students successfully completed their level 2 qualification which is slightly above the decile 10 level of attainment (84.7%).

University Entrance attainment has dipped in 2021, which is surprising given the last two years our students have been eligible for COVID related and unexpected event grades. However, the continuing stress of responding to COVID by moving to distance learning may have impacted students' aspirations. Anecdotally, teachers reported students were fatigued and just wanted to get through and finish, "achieved was good enough".

Regardless, increasing the overall attainment at level 3 and UE will be a focus in 2022.

Figure 1

Cumulative Results for Similar Schools and Decile 10 (2021)



Year 11 Progress

Literacy and Numeracy

In 2021 we aimed to increase the number of people completing their Literacy and Numeracy requirements at level 1.

All students, particularly those who may transition into a career pathway or to a new school before completing Year 11, benefit by having Level 1 Literacy and Numeracy. These are the two foundation skills that a student must complete before they can be awarded an NCEA certificate at Level 1, 2 or 3 at either school or in the tertiary sector.

A wide range of achievement standards have been identified as eligible to meet the requirements for both Literacy and Numeracy level 1.

Literacy standards meet the demands of the New Zealand Curriculum at Level 6. These standards provide the scope for students to demonstrate reading, writing, speaking and listening skills.

Numeracy standards meet the demands of the New Zealand Curriculum at Level 6. These standards provide the scope for students to demonstrate number, measurement and statistical skills.

In 2021 at year 11 the number of **students achieving literacy increased by 8%** from 81 to 89.5% (Table 1).

In 2021 at year 11 the number of **students achieving numeracy increased by a whopping 50%** from 30% to 82% (Table 2).

What changed? We planned modules that focussed on achieving literacy and numeracy. All year 11 students were placed in one of these module classes.

Although this strategy had a positive impact on literacy and numeracy outcomes, students were placed in these modules rather than choosing them.

Moving forward, to increase engagement students will be able to choose their module as we refine this process in 2022. We will continue to track any students who do not achieve these standards and offer extra support in the second half of the year.

Table 1
Year 11

NCEA Literacy (End of Year 11)						
	2021			2020	2019	Dec 8-10
	TOTAL	%	NUMBER	%	%	%
Female	170	89.4%	152	81.4	87.8	89.6
Male	136	89.7%	122	80.3	73.9	86.2
Cohort	306	89.5%	274	81	80.8	87.9

Table 2
Year 11

NCEA Numeracy (End of Year 11)						
	2021			2020	2019	Dec 8-10
	TOTAL	%	NUMBER	%	%	%
Female	170	81.2%	138	23.6	62.6	91.5
Male	136	83.1%	113	16.2	63.0	84.9
Cohort	306	82%	251	30.4	62.8	88.2

As students progress through the school, more students complete the requirements of literacy and numeracy. These numbers exceed decile 10 attainment and by Year 13 **98.5% of our students leave with literacy** (Table 3) and **97.5% of our students leave with numeracy** (Table 4).

Table 3
Year 13

NCEA Literacy					
	2021			2020	Decile 8-10
	TOTAL	%	NUMBER		%
Female	104	98.1%	102		
Male	97	99%	96		
Cohort	201	98.5%	198	96.3	95.3

Table 4
Year 13

NCEA Numeracy					
	2021			2020	Decile 8-10
	TOTAL	%	NUMBER		%
Female	104	97.1%	101		
Male	97	97.9%	95		
Cohort	201	97.5%	196	98.1	94.7

Progress towards attaining level 2 NCEA credits @ Year 11

At the end of last year (2021) we reviewed and mapped out the progress for our students as they moved from year 11 to year 13. The expectations for student achievement have been adjusted to reflect an 18 month journey for achieving NCEA L2 (between 60 - 80 quality level 2 credits) and an 18 month journey for achieving NCEA L3 (between 60 - 80 quality level 3 credits). The information in table 5 shows the percentage of year 11 students who have already achieved 30 or more level 2 credits.

This is different to previous years where the percentage that was reported reflected students who had achieved 20+ credits **towards** level 2 and might include up to 20 level 1 credits. In previous years a high proportion of students (around 90%) have achieved 20 or more credits (including up to 20 @ level 1) versus the statistics in 2021 that focus on only level 2 as shown in Table 5 below.

Table 5

30+ CREDITS @ L2						
	2021			(20+ Credits Towards L2)		
	TOTAL	%	NUMBER	2020	2019	2018
				%	%	%
Female	180	48	86	89.4	92.2	88.6
Male	145	46	67	99.1	88.2	87.2
Cohort	325	47	153	90.3	90.2	87.9

Year 12 Progress

Target 80% of students in Year 12 achieve Level 2 NCEA

RSHS Actual (2021) Y12 = 86.6%

The results for students progressing towards and attaining level 2 continue to be a point of pride for the senior school.

The approach of working towards this qualification over two years has served all students well (Figure 2) with continued improvement from 2020, up 2%, despite the COVID upheavals affecting our teaching and learning programmes the last half of the year (Table 6).

Figure 2 - Overall NCEA level 2 for Rototuna (2018-2021) compared to national and decile 10 performance.

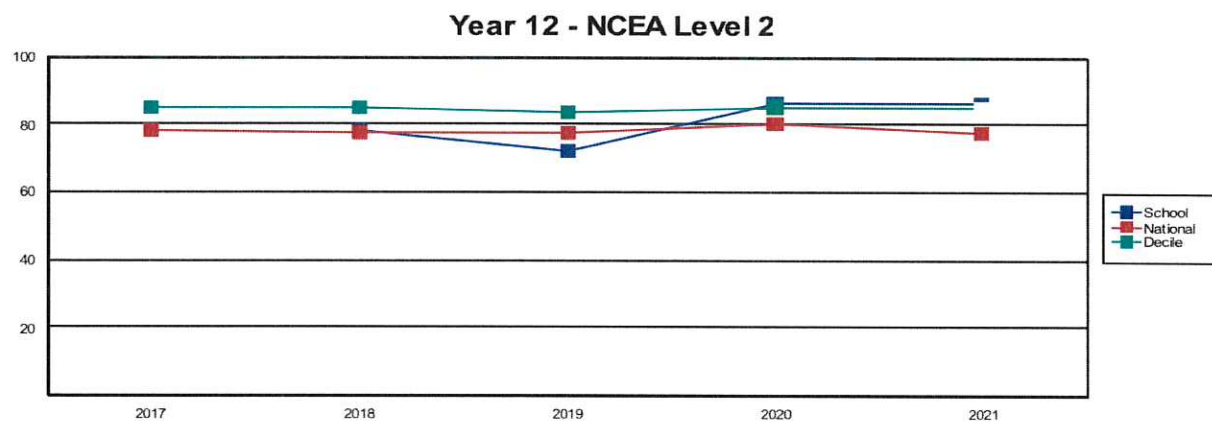


Table 6
Year 12

	NCEA L2 Certificate (inc COVID credits)						
	2021			Decile 8-10	2020	2019	2018
	TOTAL	%	NUMBER	%	%	%	%
Female	148	87.2%	129				
Male	120	85.8%	103				
Cohort	268	86.6%	232	84.9	84.5	72.2	78.2

A personal goal for some of our students is to gain their Level 2 qualification by the end of Year 13. The information in Table 7 shows that our students continue to work towards this goal and by the time they graduate 97% have gained NCEA Level 2, exceeding the Decile 8-10 average.

Table 7
Year 13

	NCEA L2 Certificate						
	2021			Decile 8-10	2020	2019	
	TOTAL	%	NUMBER	%	%	%	
Female	104	96.2%	100	93.6	93.8	91.7	
Male	97	97.9%	95	89.7	94.4	94.7	
Cohort	201	97%	195	91.7	94.1	93.2	

Achievement trends for year 12 males and females achieving NCEA level two at Rototuna Senior High School for the past 3 years:

To summarise, the data displayed in figures 3 - 4 show both males and females are exceeding the decile 10 national average for achieving NCEA Level 2. These averages have continued to improve from previous years. Typically, when results are grouped by ethnicity (figures 5 - 8) the trend shows that both Asian and European students have increased success gaining Level 2 whereas there have been dips in achievement for both Maori and Pasifika students from the previous year. Given the small population sizes, small fluctuations generate big percentage shifts, which may explain these fluctuations.

Figure 3

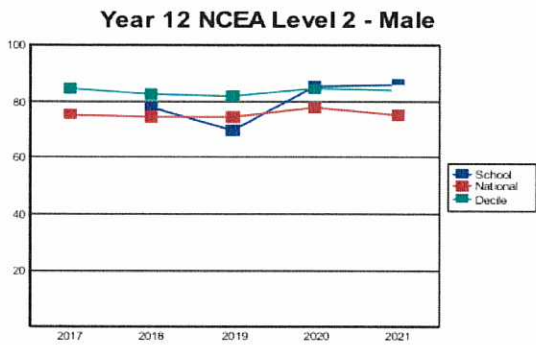
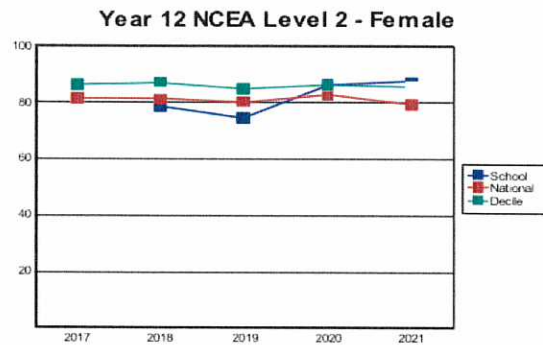


Figure 4



Achievement trends by ethnicity for year 12 achieving NCEA level two at Rototuna Senior High School for the past 3 years:

Figure 5

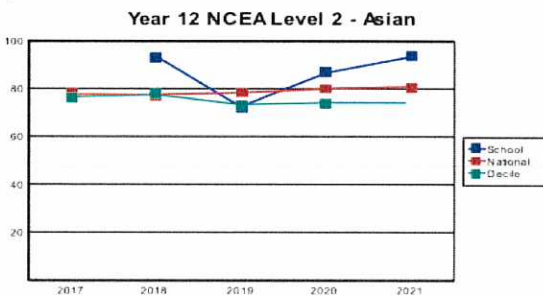


Figure 6

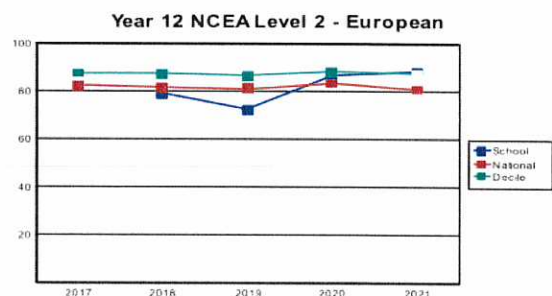


Figure 7

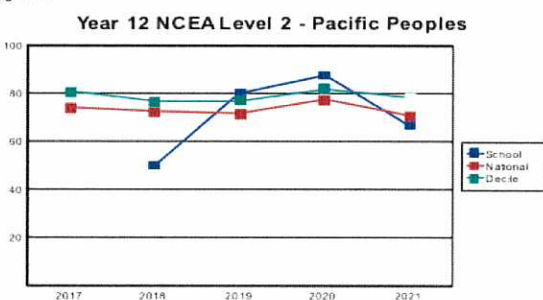
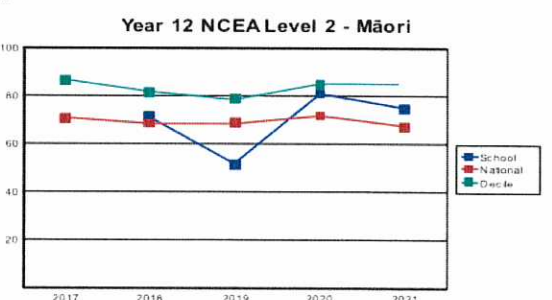


Figure 8



Quality Credits at Level 2

**TARGET Endorsements @ Level 2 meet or exceed Merit 30%
Excellence 20%**

**Actual (2021) Merit 24.1%
Excellence 18.5%**

Although overall levels of NCEA achievement are high for our Year 12 students the attainment of quality credits are lower than we would expect (see figure 9 and 10). The levels of endorsement for level 2 merit and at level 3 are at the national average but below the decile 8-10 average.

In saying this there has been a significant increase in the number of year 12 students who have achieved the NCEA Level 2 with excellence endorsement (Table 9) an increase of over 8%. The rate of merit endorsements has remained fairly consistent (see Table 8), which suggests that more students in the cohort overall are deepening their understanding.

Working with students to polish work to a higher standard will be taken up in the annual plan with a continued focus on promoting deep learning.

Figure 9

Year 12 NCEA Level 2 - Excellence

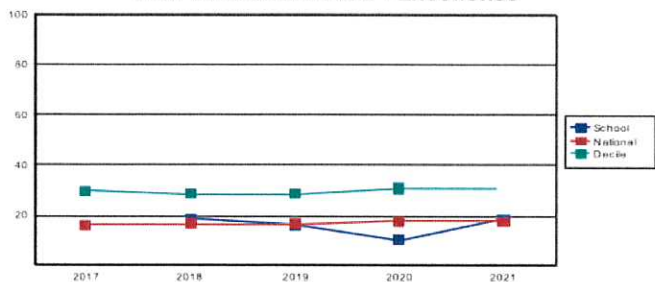


Figure 10

Year 12 NCEA Level 2 - Merit

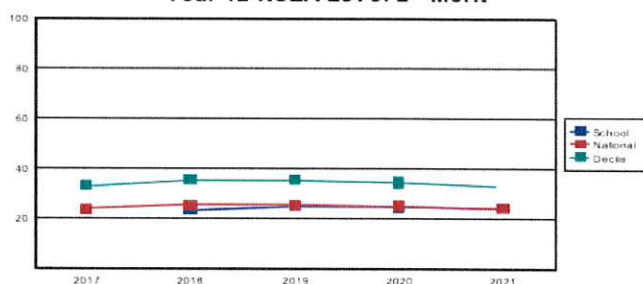


Table 8
Year 12

	Level 2 Endorsed Merit (inc COVID credits)					
	2021			Decile 8-10	2020	2019
	TOTAL	%	NUMBER	%	%	%
Female	129	27.1%	35	32.8		
Male	103	20.4%	21	29.3		
Cohort	232	24.1%	56	30.1	24.6	24.8

Table 9
Year 12

	Level 2 Endorsed Excellence (inc COVID credits)					
	2021			Decile 8-10	2020	2019
	TOTAL	%	NUMBER	%	%	%
Female	129	23.3%	30	33.4		
Male	103	12.6%	13	17.7		
Cohort	232	18.5%	43	25.4	10.3	16.3

Year 13 Progress

Target 80% of students in Year 13 achieve Level 3 NCEA

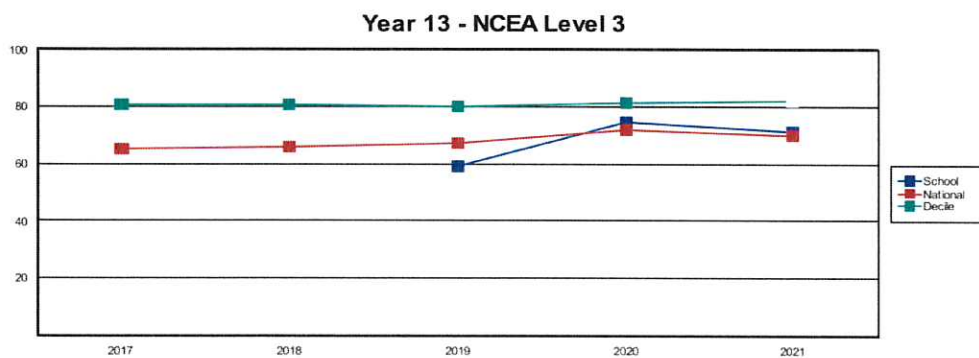
Actual (2021) Y13 = 71.6%

The overall results for level 3 dropped slightly by 3% from 2020 to 2021 (Table 10). These results remain slightly above the national average (Figure 11) but below the decile 8-10 results nationally. Anecdotally, teachers shared that students were fatigued by the ongoing COVID interruptions and "just wanted to finish". This may also be a contributing factor explaining why students handed in work they had finished and did not take the opportunity to improve their grade if it was available.

Table 10
Year 13

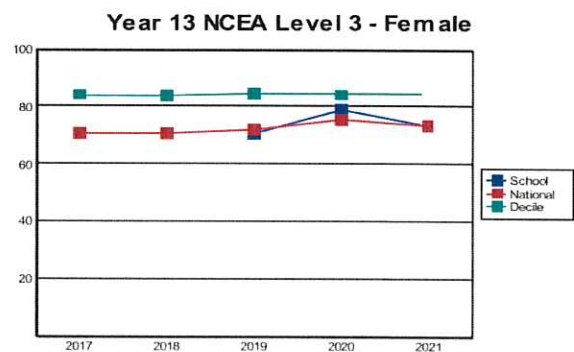
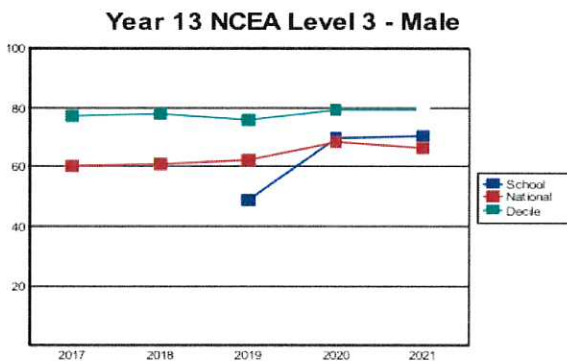
	NCEA L3 Certificate					
	2021			Decile 8-10	2020	2019
	TOTAL	%	NUMBER	%	%	%
Female	104	73.1	76			
Male	97	70.1	68			
Cohort	194	71.6	144	81	74.5	59.3

Figure 11 Overall NCEA level 3 for Rototuna (2017 -2021) compared to national and decile 10 performance.



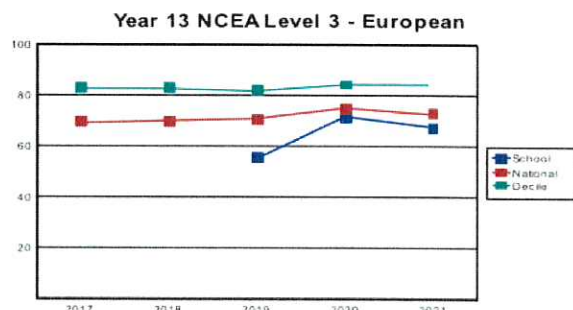
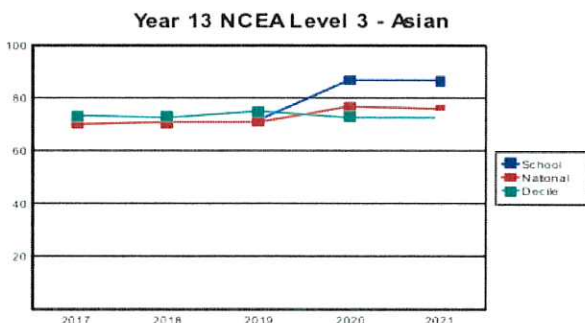
Achievement trends for year 13 males and females achieving NCEA level three at Rototuna Senior High School for the past 3 years:

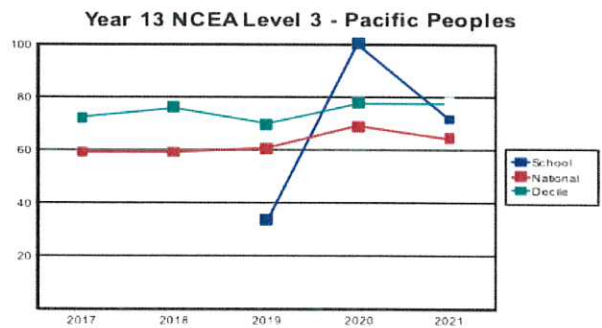
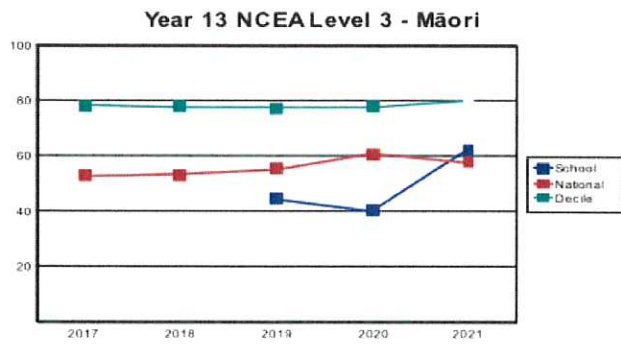
Nationally, male achievement at level 3 tracks slightly lower than female achievement. However, the trend revealed that males and females at our school achieved at similar rates last year. This is because in 2021 for our Level 3 results our male attainment improved slightly and and female attainment dipped slightly.



Achievement trends by ethnicity for year 13 achieving NCEA level three at Rototuna Senior High School for the past 3 years.

In summary when the year 13 cohort is sorted into ethnicity the patterns revealed for 2021 show that both Asian and Māori students increased Level 3 achievement whereas European and Pasifika students' achievement in Level 3 declined.





University Entrance

TARGET Overall 60% of students in Year 13 achieve UE

Actual (2021) = 52.2%

The proportion of our students gaining UE meets the national levels in 2021 (figure 12). Interestingly, the proportion of males achieving UE increased by 5% (figure 13), whereas the strong female results for the previous two years (approx 63.5%) dropped significantly by just over 10% to just over 50%.

Figure 12

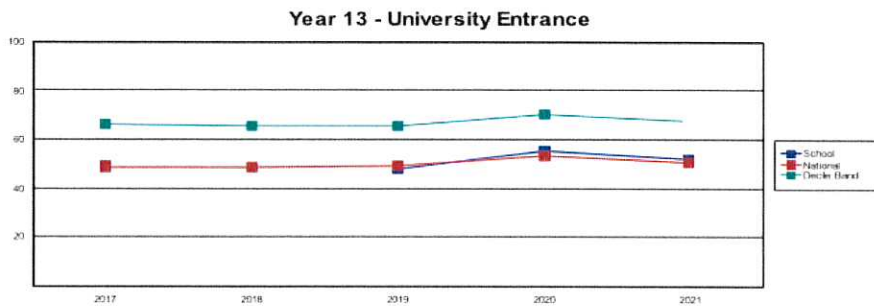


Figure 13

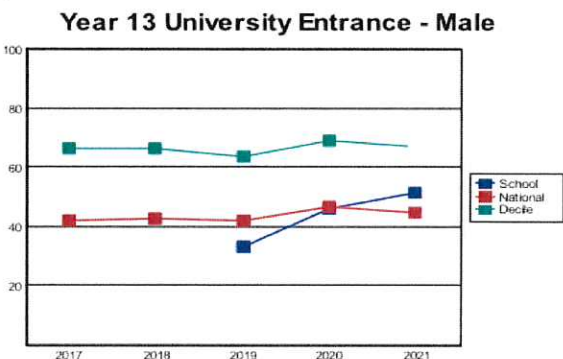
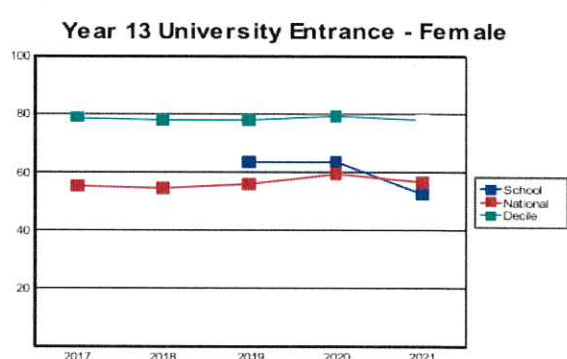


Figure 14



To achieve UE, students need to achieve the following: Level 1 Numeracy, 5 credits UE reading (Level 2 or higher), 5 credits UE writing (Level 2 or higher) and 14 credits in 3 subject domains at Level 3.

Delving into our UE results further, to understand where our focus needs to be for 2022, we can see that there are strong numbers of students achieving the numeracy requirements, and around 75% of our students achieving the writing and numeracy components that are required (refer to Table 11).

The limiting factor for our students is they are not achieving 14 credits in 3 subject domains at Level 3. Potentially, 72% of our Year 13 students could be getting UE with careful planning and course design.

Table 12
Year 13

	University Entrance						
	2021			UE break down			
	TOTAL	%	NUMBER	UE Literacy	UE Lit R	UE Lit w	UE Num
Female	104	52.9%	55				
Male	97	51.5%	50				
Cohort	199	52.2%	105	72.6(146)	81.6(164)	76.6(154)	97.5(196)

Quality Credits Level 3

TARGET Endorsements @ Level 3 meet or exceed Merit 30%
Excellence 20%

Actual (2021) Merit 18.8%
Excellence 13.9%

As per the Year 12 cohort the attainment of quality credits for our Year 13 students was lower than we would expect (see figure 9 and 10). The levels of endorsement for level 2 merit and at level 3 are also below the decile 8-10 average.

Working with students to polish work to a higher standard will be taken up in the annual plan with a continued focus on promoting deep learning.

Figure 14

Year 13 NCEA Level 3 - Merit

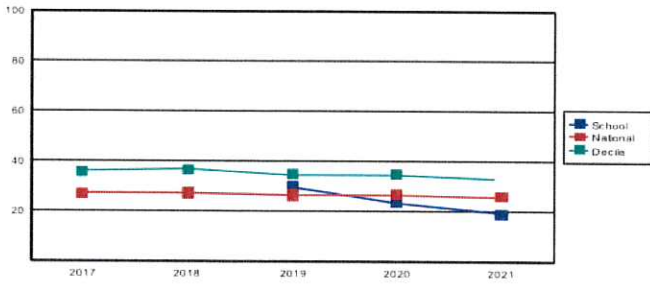


Figure 15

Year 13 NCEA Level 3 - Excellence

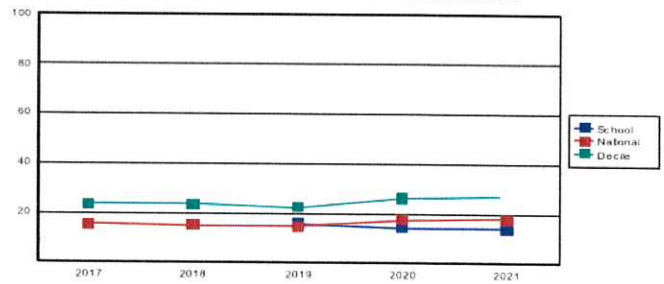


Table 13
Year 13

Level 3 Endorsed Merit (inc COVID credits)

	2021			Decile 8-10	2020	2019
	TOTAL	%	NUMBER			
		%		%	%	%
Female	76	21.1%	16	39.6		
Male	68	16.2%	11	36.2		
Cohort	144	18.8	27	30.8	23.3	29.4

Table 14
Year 13

Level 3 Endorsed Excellence (inc COVID credits)

	2021			Decile 8-10	2020	2019
	TOTAL	%	NUMBER			
		%		%	%	%
Female	76	21.1%	16	35.4		
Male	68	5.9%	4	18.5		
Cohort	144	13.9	20	23.4	14.2	15.7

GOAL 2- WE WANT TO SEEK MORE EQUITABLE PERSONAL AND ACADEMIC SUCCESS FOR OUR MĀORI STUDENTS SO THAT THEIR RESULTS CONTINUE TO IMPROVE AT LEVEL 3

Targets

- All Māori students in full time, level 3, school-based programmes will achieve level 3 NCEA
- All year 13 Māori students in full time, level 3, school-based programmes wanting a university pathway gain UE

Our cohort of Māori students is small at each year level, around 30 - 40 students at years 11, 12 and 13. The small numbers can have a large impact on statistical variance that is reported. This variation is greater the smaller the size of the cohort. For example, if three people fail in a cohort of 30 this represents 10% of that population. Whereas if three people fail in a larger cohort, for example the year 11 cohort of 300, this only represents 1% of the population.

One way to see if we are serving our Māori students well is to find out if we are helping them meet their personal goals and aspirations. We have established some focused targets to help us report against student and whānau aspirations. For example, an area we needed to improve in 2020 was the level of achievement for our Māori students in Year 13. To do this we identified all our Year 13 Māori students, identified who were in full-time level 3 programmes, who were aiming for NCEA level 3, and who were aiming for UE. We did this so that we could track our students' progress towards their goals, deliberately involving teachers in this work so they could intervene to help these young people progress towards their goals.

Overall comparisons

YEAR 11 Māori Student Outcomes compared to YEAR 11 Cohort

Table 1

	Year 11 30+ CREDITS @ L2					
	2021 Māori students			Year 11 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	15	20	3	180	48	86
Male	17	41	7	145	46	67
Cohort	32	31	10	325	47	153

Table 2

	Year 11 NCEA Numeracy					
	2021 Māori students			Year 11 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	20	60	12	170	81.2%	138
Male	27	66.7	18	136	83.1%	113
Cohort	47	63.8	30	306	82%	251

Table 3

	Year 11 NCEA Literacy					
	2021 Māori students			Year 11 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	20	85	17	170	89.4%	152
Male	27	74.1	20	136	89.7%	122
Cohort	47	78.7	37	306	89.5%	274

Summary: Generally at Year 11 our Māori students' achievement remains lower than the Year 11 cohort across all three indicators of progress: Achieving 30+ Level 2 credits (table 1), Numeracy (table 2), Literacy (table 3). The largest gap between achievement in one area was numeracy with a difference of 20% between our Māori students and the whole cohort.

It is important to note that despite the continued gap between our rangatahi and their cohort, our rangatahi have made large gains in Numeracy and Literacy: Numeracy results have improved by nearly 40% (from 14.3% in 2020 to 63.8% in 2021). Literacy results have also improved from 61.9% in 2020 to 78.7% in 2021

We will need to do some work as a school to find out why this might be the case to ensure any action we take is well-placed to make a difference.

YEAR 12 Māori Student Outcomes compared to Year 12 Cohort

From 2020 to 2021 despite the Level 2 results improving for the Year 12 cohort our Māori rangatahi results dropped by 6% from 81.1% to 75% (see graph 1). This equates to 10 of our 40 Year 12 Māori students not achieving Level 2 (in table 4).

Graph 1

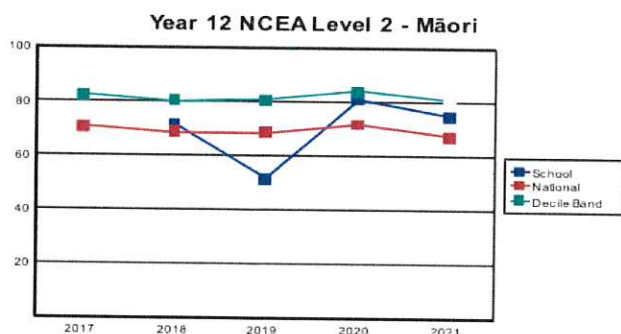


Table 4

	NCEA L2 Certificate (inc COVID credits)					
	2021 Māori students			Year 12 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	24	66.7	16	148	87.2	129
Male	16	87.5	14	120	85.8	103
Cohort	40	75	30	268	86.6	232

Table 5

	NCEA Literacy					
	2021 Māori students			Year 12 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	24	91.7	22	148	96.6	143
Male	16	93.8	15	120	96.7	116
Cohort	40	92.5	37	268	96.6	259

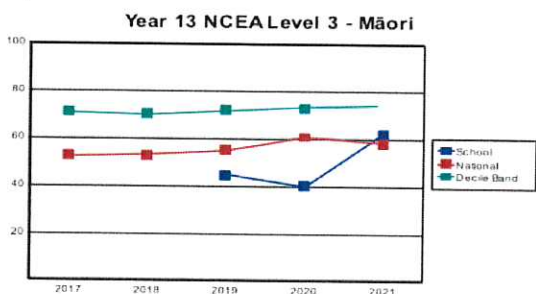
Table 6

	NCEA Numeracy					
	2021 Māori students			Year 12 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	24	75	18	148	92.6	137
Male	16	87.5	14	120	92.5	111
Cohort	40	80	32	268	92.5	248

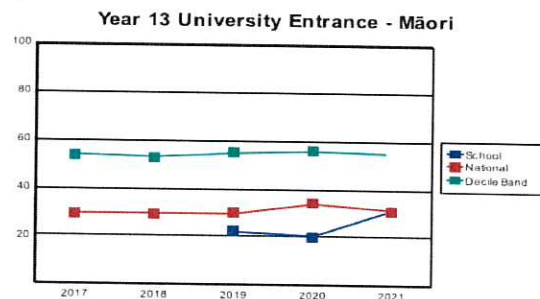
YEAR 13 Māori Student Outcomes Nationally

Overall from 2020 there have been some marked improvements for our Year 13 Māori students. There was a 20% improvement in our Māori students achieving level 3, which is about the national average (graph 2). Additionally, UE results for our Māori students improved by 10% to meet the national average (refer to graph 3).

Graph 2



Graph3



YEAR 13 Māori Student Outcomes Compared to Y13 Cohort

However, these results are 9% lower than the overall Year 13 cohort (see table 1) and 20% lower for University Entrance (see table 7). A further breakdown (see table 8) reveals that the UE writing is a limiting factor for our students and their success, 58.6% of students were able to achieve this. Interestingly, as for the rest of the year 13 cohort, the overall UE literacy is lower than both the reading and writing successes. This suggests that some rangatahi are not getting the required spread over both literacy areas, 5 credits at reading and 5 at writing.

Table 7

	NCEA L3 Certificate (inc COVID credits)						
	2021 Māori students			Māori	Year 13 Cohort		
	TOTAL	%	NUMBER	Decile 8-10	TOTAL	%	NUMBER
Female	17	76.5	13		104	73.1	76
Male	12	41.7	5		97	70.1	68
Cohort	29	62.1	18	79.6	194	71.6	144

Table 8

Year 13

University Entrance														
	2021 Māori students			UE break down Māori students				2021 Y13 Cohort			UE break down Y13 Cohort			
	TOTAL	%	NUMBER	UE Literacy	UE Lit R	UE Lit w	UE Num	TOTAL	%	NUMBER	UE Literacy	UE Lit R	UE Lit w	UE Num
Female	17	35.3	6					104	52.9	55				
Male	12	25	3					97	51.5	50				
Cohort	29	31	9	55.2(16)	65.5(19)	58.6(17)	96.8(28)	199	52.2	105	72.6(146)	81.6(164)	76.6(154)	97.5(196)

YEAR 13 Māori Student Outcomes and Individual's Goals

As reported in the goal review section if we look further into these achievements and compare them to individual aspirations we can see that 29 of our 194 Year 13 cohort identified as Māori.

Of these 29 Māori students, 22 wanted to achieve NCEA Level 3.

The remaining 7 students followed personalised programmes all focusing on successfully completing NCEA Level 2.

- 6 of the 7 students were successful (86%).

Of the students aiming to achieve Level 3, 86% reached their goal (19 of the 22). Only 13 students also aspired to achieve UE and 9 were successful (69%).

Analysis of Variance CLOAK Target Students



ROTOTUNA
HIGH SCHOOLS

Vision & Goals For CLOAK Target Students

Achievement Target

For the thirty year 7-10 learners identified as 'reluctant' or 'competent cruisers' to show improved personal and academic achievement through a focus in the development of key CLOAK dispositions over a period of time from term 2, 2020 through to the end of the 2021 school year. We aim for all targeted learners to show consistent progress across multiple domains of the Kaakahu/CLOAK.

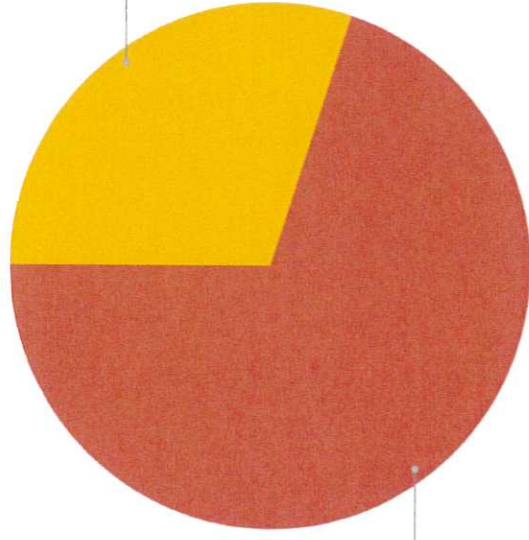
The definition for the terms 'reluctant' and 'confident cruisers' within the context of this target are:

- **Reluctant Learners:** Those working 'below' or 'at' expectation and who do not engage in learning
- **Competent Cruisers:** Those working 'at' or 'above' expectation and who do not push themselves as learners

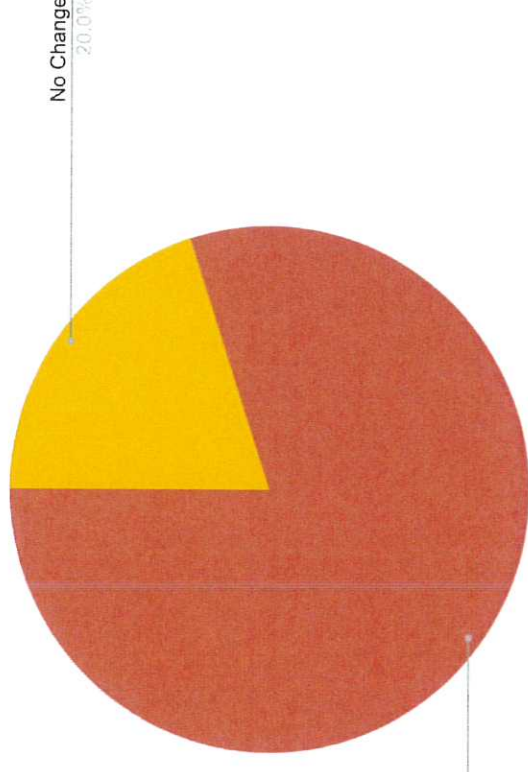
Reluctant Learner - Target Students Achievement Data

Fortnightly Effort Reporting

Change in Engagement Fortnightly Grades

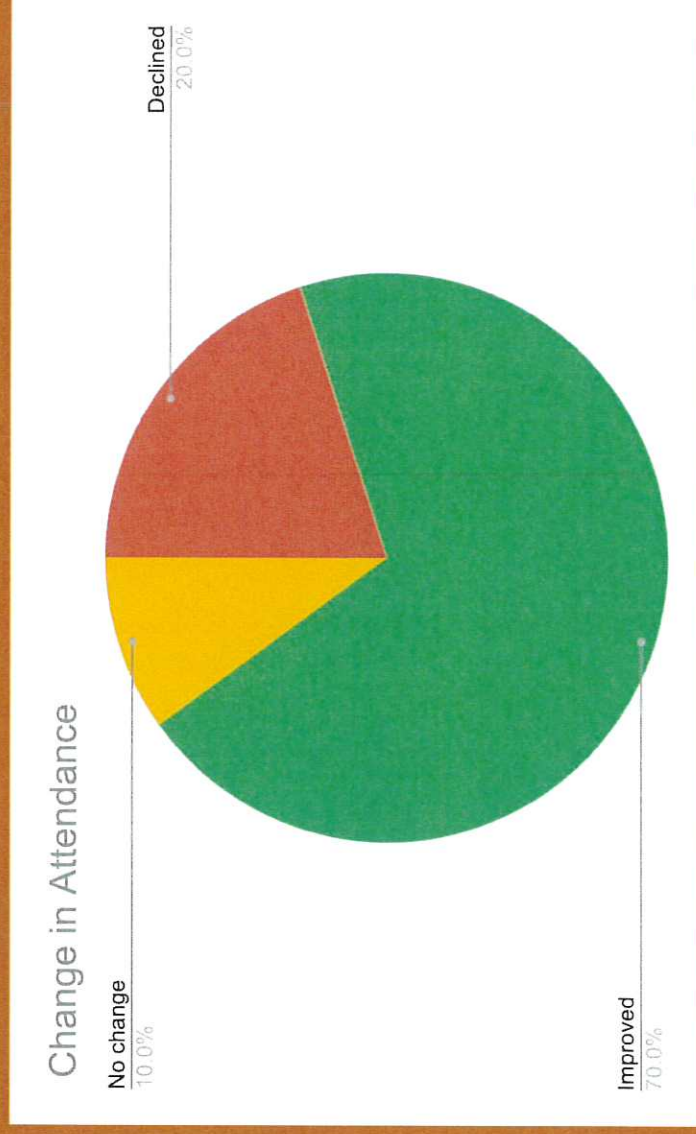


Change in Managing Self Fortnightly Grades



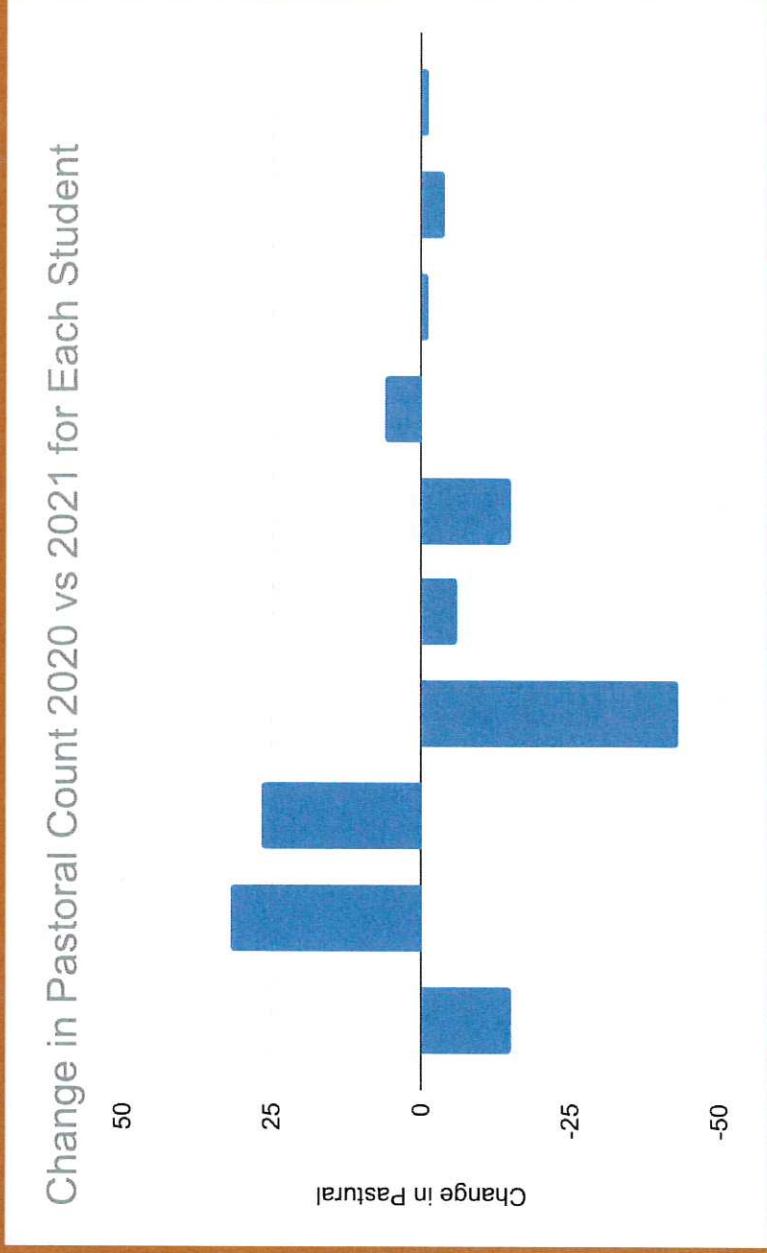
Reluctant Learner - Target Students Achievement Data

Attendance



Reluctant Learner - Target Students Achievement Data

Pastoral

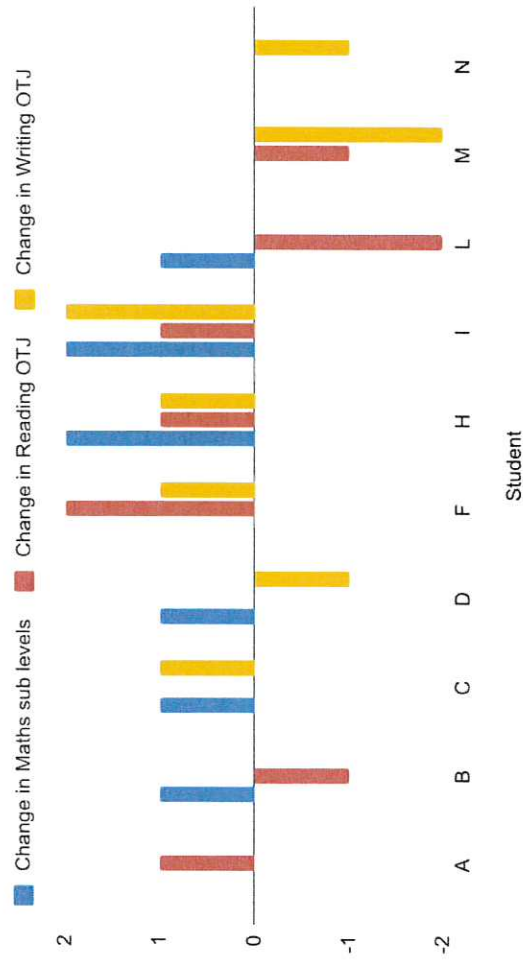


Reluctant Learner - Target Students Achievement Data

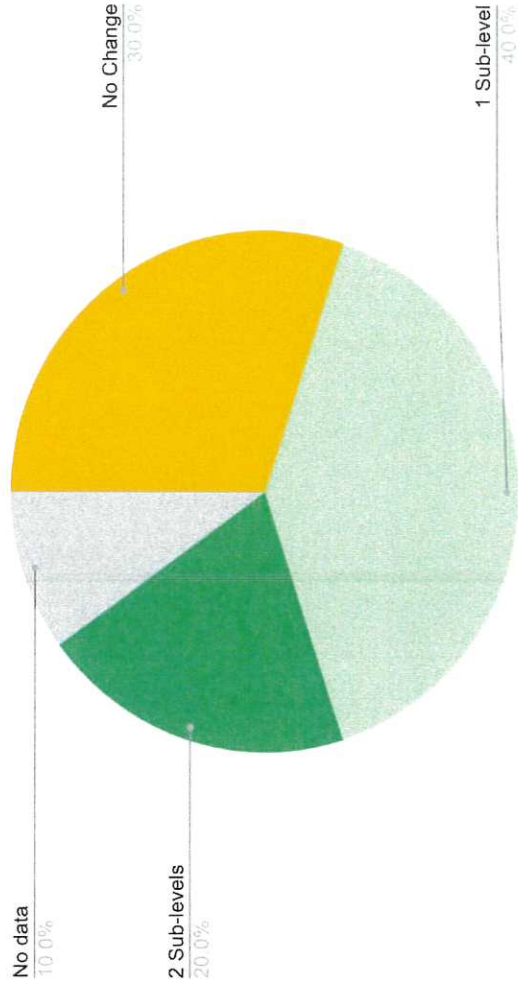
Academic

Important note: A curriculum level spans two years of learning. The expected rate of learning progress for a typical child would be to move 1 sub-level in 1 year. If a learner progresses 2 or more sub-levels it is likely they have made accelerated progress.

Change in Math, Reading, Writing OTJ 2020 - 2021



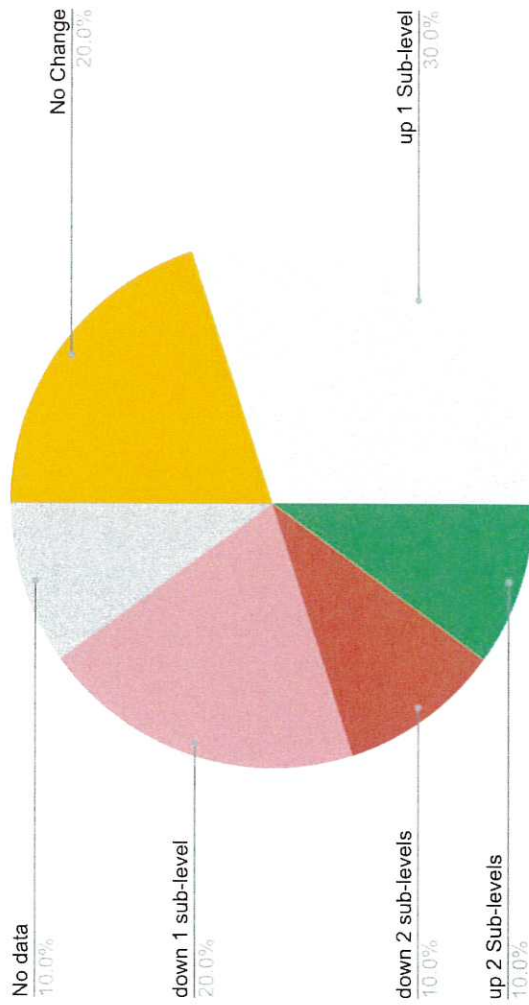
Math OTJ Change in Sub Level



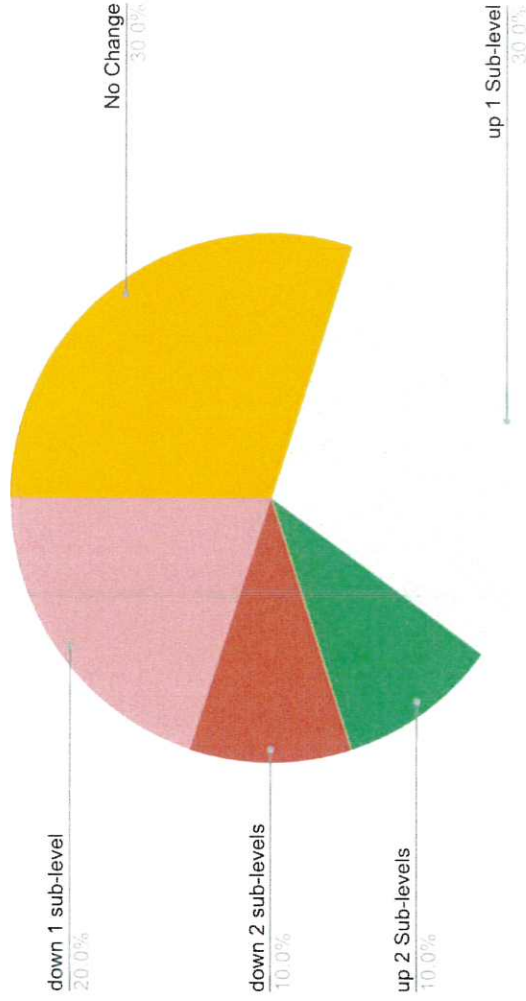
Reluctant Learner - Target Students Achievement Data

Academic

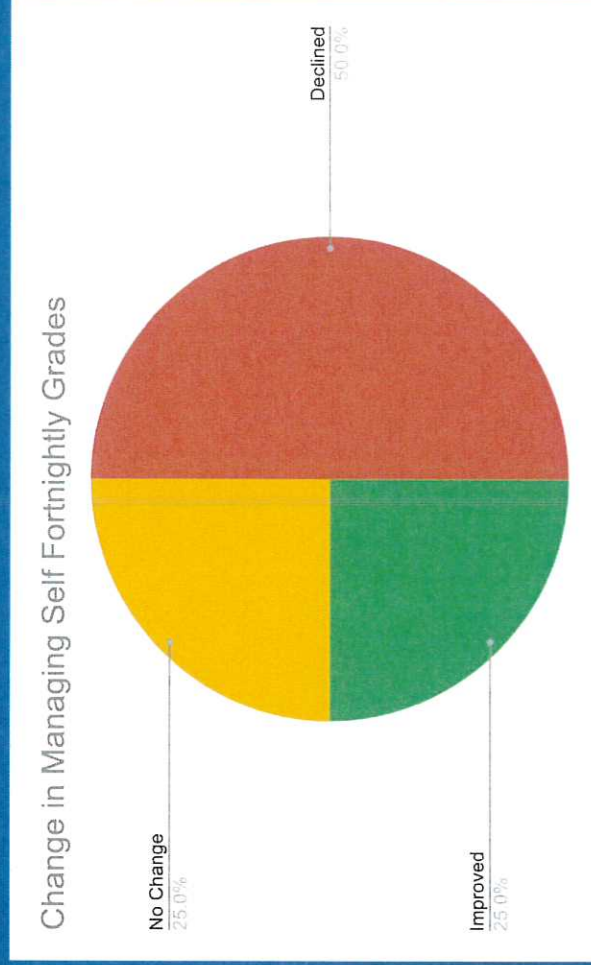
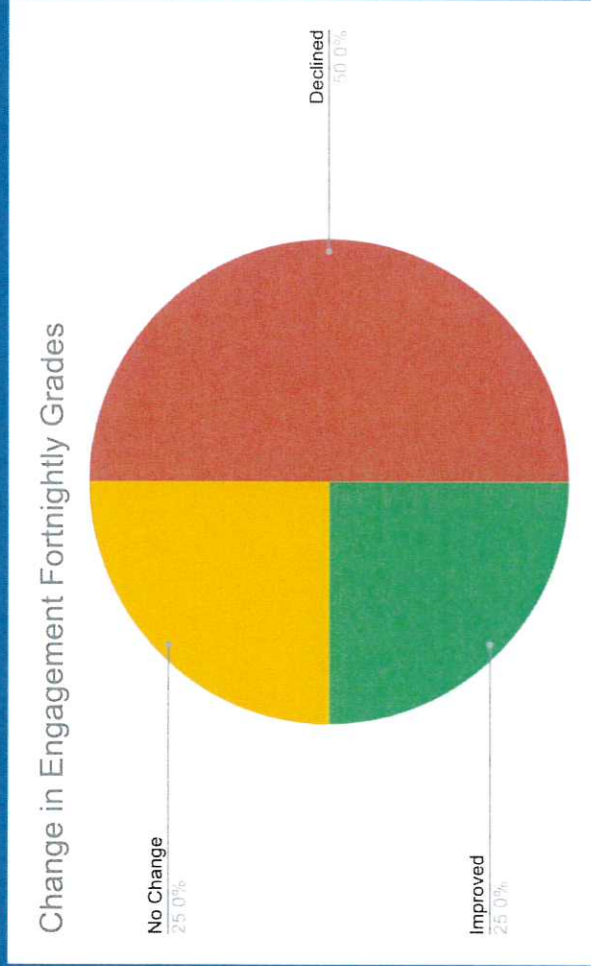
Writing OTJ Change in Sub Level



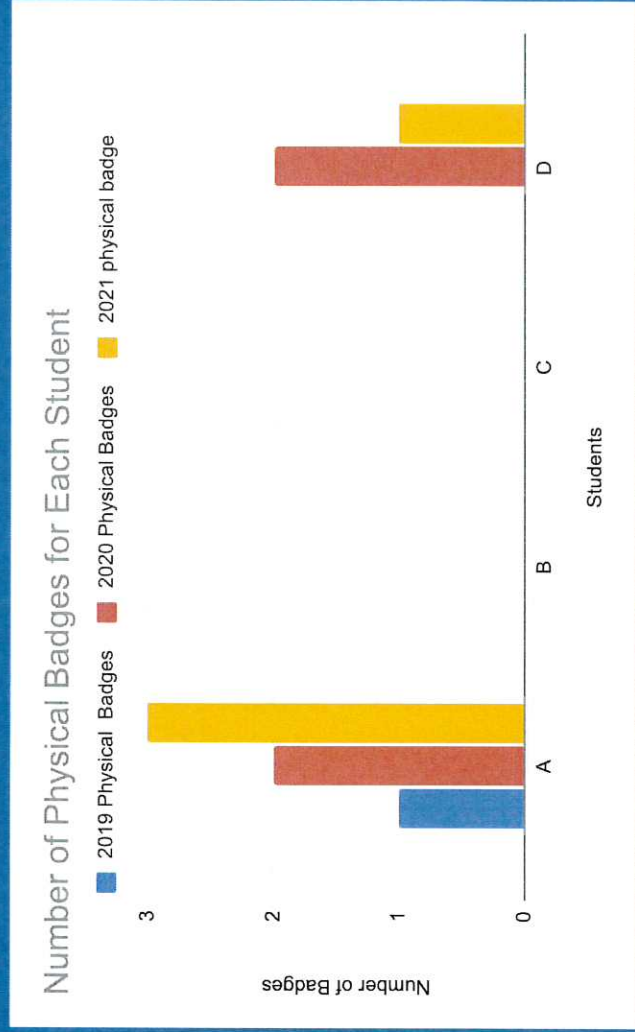
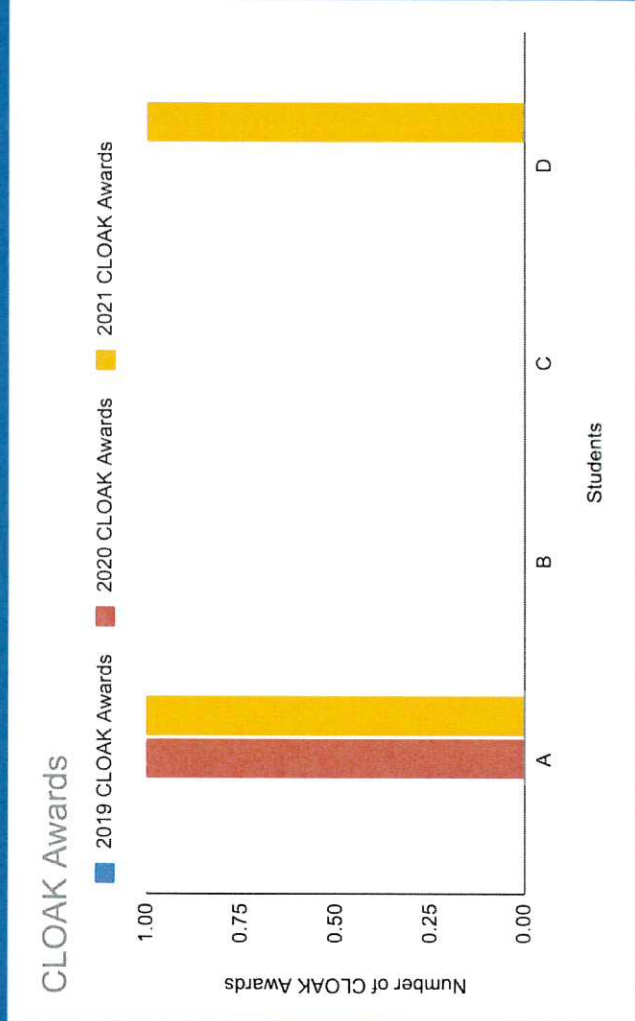
Reading OTJ Change in Sub Level



Competent Cruisers - Target Students Achievement Data

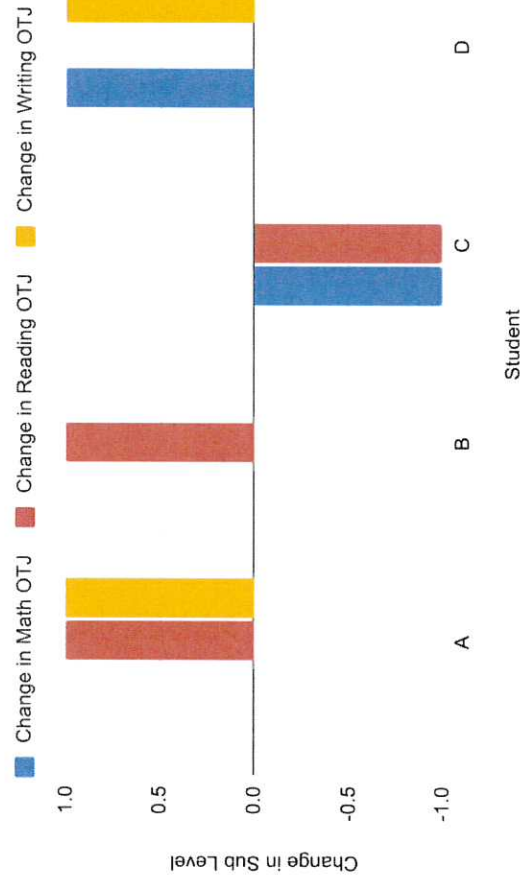


Competent Cruisers - Target Students Achievement Data

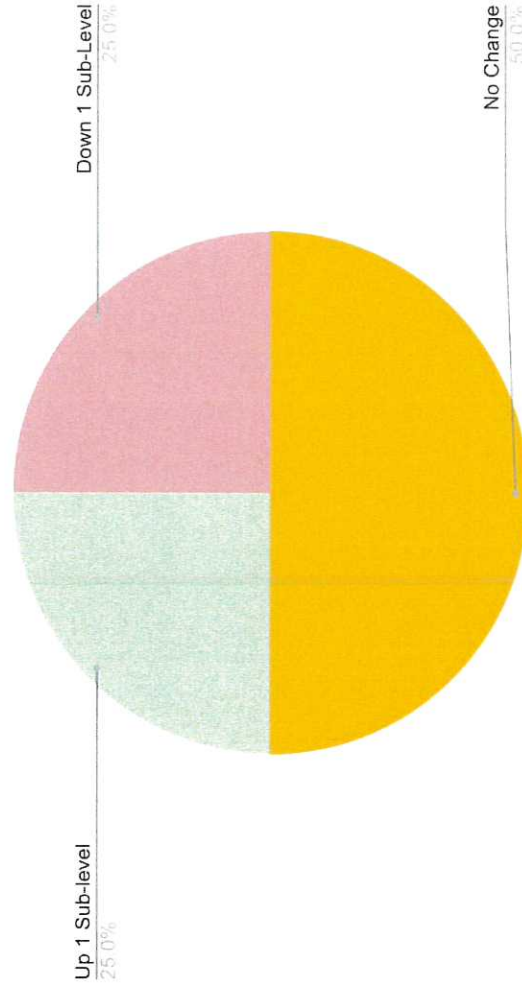


Competent Cruisers - Target Students Achievement Data

Change in Math, Reading, Writing OTJ 2020 to 2021

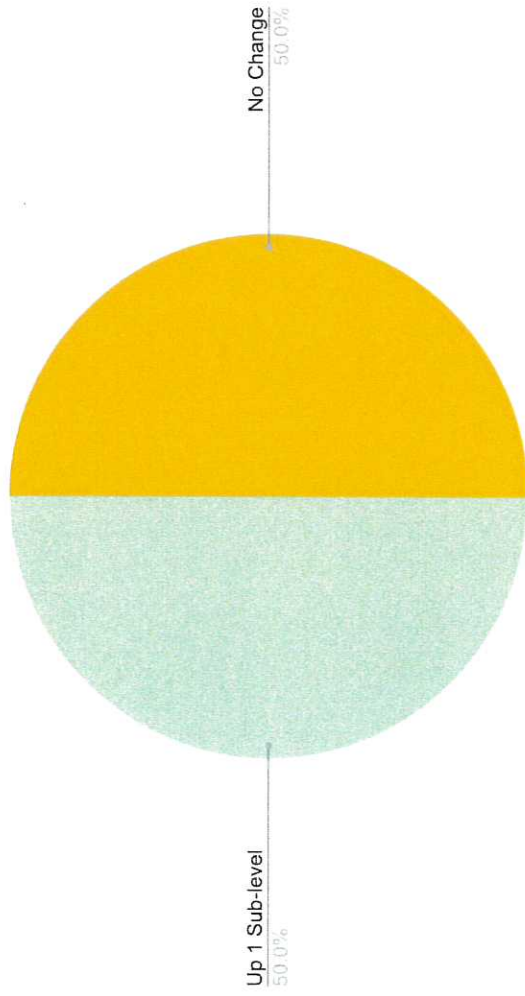


Change in Math Sub Level

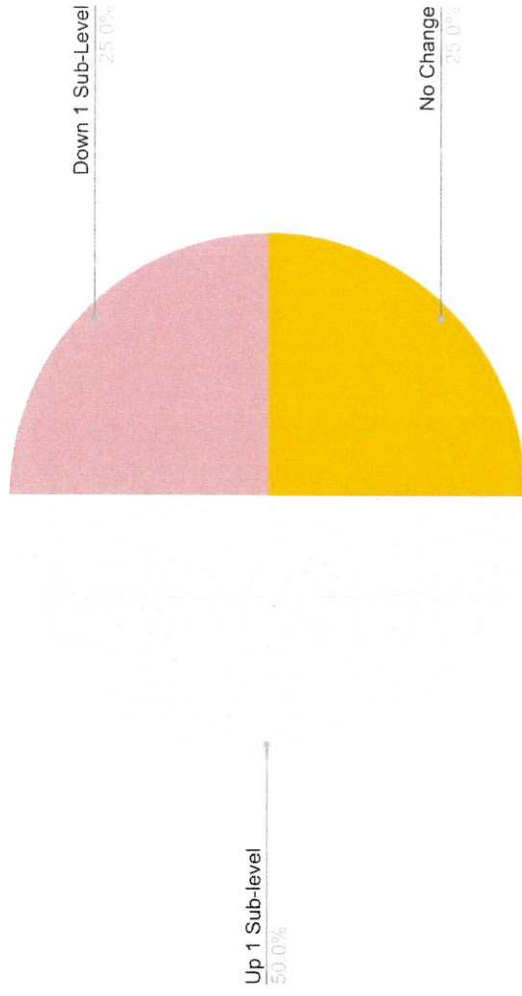


Competent Cruisers - Target Students

Change in Writing OTJ Sub Levels



Change in Reading OTJ Sub Levels



Student Narratives - Reluctant Learners

Student 'A' had identified *Ourselves as Learners* for the disposition he wanted to focus on. The goal that he articulated for semester 2 was to work towards an 'O' badge in 2022. Throughout the year he has made positive strides and noted getting an *Extend Abstract* in his *Worlds91* module as a great success.

During semester 2, this change in attitude led him to earning his *Challenge your mindset* badge, although he found standing in front of his peers tough. Student 'A' noted that he was able apply this mindset outside of school during a whanau hike when he didn't want to climb up a 700m mountain, but he challenged himself and said he felt so good when reaching the top.

Student 'A' has begun to identify the skills and strategies needed to be successful, "now I don't talk to my friends much, I focus on my work so that means I can do better" and "I find I am not a fast worker, but just need a little more time to get my ideas out. That is why I have chosen the *Less is more flight time*". These are all attributes for ourselves as learners and therefore making positive strides towards his 'O' badge.

Student Narratives - Reluctant Learners

Student 'B' identified 'Challenge my mindset' as his CLOAK disposition that he wanted to focus on and develop. His initial behaviours meant that he was not completing his work due to poor effort and therefore needed a change in attitude and motivation. Student 'B' has appropriately set himself the goal of achieving his Bronze 'C' badge by the end of 2022.

With the support of his advisor, Student 'B' was able to put some strategies in place that allowed him to be more engaged and successful in his learning. Removing barriers through simple strategies such as organising his computer files and setting goals helped him focus on his work and allowed him to be more involved in his learning. Then after applying these actions, his teachers noticed his effort and was rightly awarded him his Bronze 'C' badge.

Student 'B' identified that having a supportive advisor was a big influence on his development, my advisor "was a big driver for me to achieve my goal by being supportive and helping with reminders. I realised that if I didn't she would still be telling me every week!". He also noted that "knowing their students and being close to them really helps" with motivation and can impact a students learning. Student 'B' now thinks he can be more successful thanks to the support from his advisor.

Student Narratives - Confident Cruisers

Student C identified 'Challenge your mindset' as a CLOAK disposition that she wanted to develop. She shared that goal setting with her advisor helped her to be more focussed about the goal. She felt having her advisor mentoring and checking in made her more accountable.

She said that in her first few years of school she would 'cruise along' and happily let other student's take the lead. By challenging her mindset she made significant positive changes in her attitude and schooling (this was also observed by her advisor). Through goal setting, Student C developed the mindset to try new things and built confidence over time. She said she no longer remained in the comfort zone and began to realize her own potential.

The conversations with her advisor about the CLOAK values, helped her realise that trying things and failing was a learning opportunity and she was no longer afraid of making mistakes. A change in mindset allowed Student C to successfully apply for a RJHS Cultural Leader Role (Manukura) for 2022. She has also gained 3 CLOAK badges for Challenge your Mindset, Ahurea Tuakiri and Kindness and Respect.

Student Narratives - Confident Cruisers

Student D identified 'Challenge your mindset' as a CLOAK disposition that he wanted to develop. He felt that challenging his mindset meant pushing himself further than he has done before.

Student D identified the regular conversations with his advisor was a catalyst for change. He identified his challenges had been sitting with less motivated peers and his limited engagement in class. During a goal setting discussion with his advisor he made module choices for Semester 2 that were different to his peer group and made more of an effort to engage and contribute in class discussions (Challenging his mindset).

He was happy to share that he had scored better marks in his end of year RLE's. However he feels his managing self and engagement grades remained steady without any significant improvement. He and his advisor have identified this as an area to target in 2022.

What did we do?

- ❑ Over the two years of The Target student group got smaller due to students leaving RJHS. Reluctant learners group changed from 14 to 10 students. The Confident cruisers group changed from 14 to 4.
- ❑ CLOAK focus areas documented and interventions developed - [see here](#)
- ❑ Target student teaching team encouraged to have regular discussions around CLOAK focus area (Targeted prompts were provided- [see here](#))
- ❑ Due to changes in staff expertise the Te Ara Whakamana initiative could no longer be implemented.

What did we do?

- ❑ Teachers were encouraged to share strategies tried and the effectiveness of these in a collaborative document that was accessible to all relevant staff members
 - ❑ Successes and challenges were shared - [see link](#)
- ❑ Contact with whanau to engage them with this initiative and include them in the goal setting process at the IEMs
- ❑ Setting and reviewing of smart goals with the student, advisor and whanau throughout the year.

What Happened with the Reluctant Learners?

Engagement - Effort and Managing Self

- The majority of our target students showed a decline in these scores when comparing term 1 and term 4 data
 - This decline may have been influenced by a big drive for these scores to be more authentic.
 - This decline may also be attributed to distance and online learning which proved challenging for the majority of our students.

Attendance

- For the majority of our target students, their attendance improved when comparing 2021 data with 2020 data. This trend was noted across the school and can be attributed to how attendance was recorded during lockdown.
- There was a decline for 20% of our students which can be attributed to medical reasons.
- Over a third of our target students' attendance improved
- There is a correlations between a drop in attendance and a drop in academic performance, particularly maths. E.g. student A had a 30% drop in attendance and a drop in Maths OTJ level; student D had a 24% drop in attendance and a correlating drop in Maths OTJ levels.
- Student N had a 23% improvement in attendance and a correlating improvement in Reading and Writing OTJ's with accelerated progress made (3 & 4 sub-levels) and expected progress in Maths

What Happened with the Reluctant Learners?

Pastoral

- The changes demonstrated in the pastoral graph can be explained by individual circumstances.
- Students showing a significant reduction were absent from school (medical reasons) or left part way through the year.
- One student showing a significant increase in their pastoral count can be attributed to not engaging in online learning
- The other student did have a significant increase in pastoral events at school.

Academic – Maths OTJ Data

- 0% dropped one sub-level
- 30% stayed the same
- 40% went up one sub-levels
- 20% went up two sub-levels

What Happened with the Reluctant Learners?

Academic – Reading OTJ Data

- 10% dropped two sub-levels
- 20% dropped one sub-level
- 30% stayed the same
- 30% went up one sub-level
- 10% went up two sub-levels

Academic – Writing OTJ Data

- 10% dropped two sub-level
- 20% dropped one sub-level
- 20% stayed the same
- 30% went up one sub-level
- 10% went up two sub-levels

What Happened with the Confident Cruisers?

Engagement - Effort and Managing Self

- Half of our target students showed a decline in their scores for engagement when comparing 2020 and 2021 data
- The other 50% improved or maintained their scores for engagement and managing self

CLOAK Awards

- In 2019, none of the target students received a CLOAK award.
- In 2020, one student received an award.
- In 2021, two students received an award

Physical Badges

- In 2019, only 1 physical badge was awarded.
- In 2020, two students were awarded two badges each.
- In 2021, student A was awarded 3 badges and one student received one badge.

What Happened with the Confident Cruisers?

Academic – Maths OTJ Data

- 25% dropped one sub-level
- 50% stayed the same
- 25% went up one sub-level

Drops in sub-levels are not entirely uncommon for maths. Each semester has a different focus in terms of the strand. E.g. Geometry one semester and Algebra for another semester.

Academic – Reading OTJ Data

- 25% dropped one sub-level
- 25% stayed the same
- 50% went up one sub-level

Academic – Writing OTJ Data

- 50% stayed the same
- 50% went up one sub-level

This data may reflect the school-wide focus in 2019 which was to accelerate progress in writing.

Reluctant Learners - Results Summary

- 10 students
- It appears that in general although students self management and effort grades declined, their attendance increased and pastoral items declined.
- Math results indicate that 60% of students increased at least one sub level. Writing and Reading results indicated that 40% of student went up at least one sub level.
- Student narratives indicate that the focus on the CLOAK dispositions, goals and strategies were effective when the students felt supported by pro-active advisors and the learning focused relationship they developed.

Competent Cruisers - Results Summary

- 4 Students
- Two of the target students showed a decline in their self management and effort grades, while one improved and one maintained
- Maths results indicated that one student increased, two maintained and one went down a sub level. Writing, two went up a sub level and two maintained. Reading, two went up a sub level, one maintained and one went down.

Challenges

- **One of the biggest challenges has been how to measure students progress of specific CLOAK dispositions. Progress is evident in how the student applies themselves and approaches the learning process not the traditional outcomes.**
- **Covid disruptions occurred throughout the CLOAK target initiative**
- **For various reasons students moved on and would no longer take part in this initiative.**
- **Senior High developed their own initiative so the student who moved into the senior high school transitioned to the separate Senior High initiative.**

Conclusion

- This initiative focused on supporting Advisors to develop learning relationships with these target students. They worked together to reflect, set goals, use strategies and monitor progress in terms of CLOAK dispositions over the course of 2019 to 2021.
- It appears from the student narratives and data that was tracked that most students that were involved had some sense of success whether it was in attendance, awards, pastoral improvement and general academic improvement.
- Literacy across the curriculum is a focus this year and results indicate that this is still a target need for many of these students.
- It appears that the math results indicate that students are improving and this may be a reflection of the numeracy initiative introduced in 2021.
- We have identified the importance of the relationship between the advisor and student in setting CLOAK goals and achieving them. Progress involves improving students own personal approaches to learning (dispositions).