



ROTOTUNA HIGH SCHOOLS

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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

Principal: Miranda Makin - Rototuna Senior High School
Acting Principal: Melissa Moore - Rototuna Junior 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

Name	Position	How Position Gained	Term Expired/ Expires
Cheryl Christini	Chair	Elected	Sep-25
Fraser Hill	ex Officio	Principal	N/a
Marinda Makin	ex Officio	Principal	N/a
Rae Gunn	Board Member	Elected	Sep-25
Ravendran Achari	Board Member	Elected	Sep-25
Mark Stevensen	Board Member	Elected	Sep-25
Kahn Denton	Board Member	Elected	Sep-25
Moshe Malal	Board Member	Co-Opted	Aug-23
Dennis Wai	Board Member	Co-Opted	Aug-23
Kim Laurent	Staff Rep	Elected	Sep-25
Jashandeep Singh-Ladhar	Student Rep	Elected	Sep-23
Megan Campbell	Board Member	Elected	Aug-22
Nick Ollington	Board Member	Elected	Aug-22
Anna Smart	Board Member	Elected	Aug-22
Blair Kiely	Board Member	Elected	Aug-22
Martine Erasmus	Student Rep	Elected	Aug-22

Accountant / Service Provider: Leanne Reynolds - Business Manager

ROTOTUNA HIGH SCHOOLS

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6-16	Notes to the Financial Statements
	Other Information
17	Kiwisport
18-19	Good Employer Statement
20-29	RJHS - Analysis of Variance
30-49	RSHS - Analysis of Variance

Rototuna High Schools

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

C. Christini

Presiding Member
15 May 2023

M. Makin

Rototuna Senior High Principal
15 May 2023

M. Moore

Rototuna Junior High Principal
15 May 2023

Rototuna High Schools
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	24,906,554	26,120,188	23,195,019
Locally Raised Funds	3	823,316	863,275	662,740
Interest Income		67,531	20,000	20,734
Total Revenue		25,797,401	27,003,463	23,878,493
Expenses				
Locally Raised Funds	3	369,046	641,350	330,018
Learning Resources	4	17,622,070	18,427,227	16,495,151
Administration	5	903,389	824,368	729,603
Finance		14,037	17,000	15,398
Property	6	6,833,891	8,159,799	6,068,089
Loss on Disposal of Property, Plant and Equipment		-	-	1,578
		25,742,433	28,069,744	23,639,837
Net Surplus / (Deficit) for the year		54,968	(1,066,281)	238,656
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		54,968	(1,066,281)	238,656

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		6,599,689	6,599,689	6,212,783
Total comprehensive revenue and expense for the year		54,968	(1,066,281)	238,656
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		978,480	-	148,250
Equity at 31 December		7,633,137	5,533,408	6,599,689
Accumulated comprehensive revenue and expense		7,633,137	5,533,408	6,599,689
Equity at 31 December		7,633,137	5,533,408	6,599,689

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	801,395	1,159,509	1,645,713
Accounts Receivable	8	1,477,347	1,145,000	1,243,822
GST Receivable		36,328	50,000	62,908
Prepayments		131,004	120,000	120,241
Investments	9	4,055,100	2,000,000	2,000,000
		<u>6,501,174</u>	<u>4,474,509</u>	<u>5,072,684</u>
Current Liabilities				
Accounts Payable	11	1,549,253	1,535,000	1,464,375
Revenue Received in Advance	12	46,956	-	26,956
Provision for Cyclical Maintenance	13	-	6,000	-
Painting Contract Liability	14	37,562	37,562	37,562
Finance Lease Liability	15	95,212	90,000	89,435
		<u>1,728,983</u>	<u>1,668,562</u>	<u>1,618,328</u>
Working Capital Surplus/(Deficit)		4,772,191	2,805,947	3,454,356
Non-current Assets				
Property, Plant and Equipment	10	<u>3,036,813</u>	<u>2,908,080</u>	<u>3,324,201</u>
		3,036,813	2,908,080	3,324,201
Non-current Liabilities				
Provision for Cyclical Maintenance	13	19,210	31,000	-
Painting Contract Liability	14	73,133	49,619	87,181
Finance Lease Liability	15	83,524	100,000	91,687
		<u>175,867</u>	<u>180,619</u>	<u>178,868</u>
Net Assets		<u><u>7,633,137</u></u>	<u><u>5,533,408</u></u>	<u><u>6,599,689</u></u>
Equity		<u><u>7,633,137</u></u>	<u><u>5,533,408</u></u>	<u><u>6,599,689</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 2022

		2022	2022	2021
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		5,478,072	4,979,832	5,049,562
Locally Raised Funds		736,737	812,731	628,717
International Students		48,696	29,600	60,952
Goods and Services Tax (net)		26,580	12,908	15,758
Payments to Employees		(2,869,441)	(2,012,300)	(2,164,352)
Payments to Suppliers		(2,821,394)	(3,829,178)	(2,781,911)
Interest Paid		(14,037)	(17,000)	(15,137)
Interest Received		62,477	19,766	14,568
Net cash from/(to) Operating Activities		647,690	(3,641)	808,157
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	23,036
Purchase of Property Plant & Equipment (and Intangibles)		(304,535)	(453,879)	(714,588)
Purchase of Investments		(2,055,100)	-	803,428
Net cash from/(to) Investing Activities		(2,359,635)	(453,879)	111,876
Cash flows from Financing Activities				
Furniture and Equipment Grant		978,480	-	148,250
Finance Lease Payments		(96,805)	8,878	(98,264)
Painting contract payments		(14,048)	(37,562)	35,022
Net cash from/(to) Financing Activities		867,627	(28,684)	85,008
Net increase/(decrease) in cash and cash equivalents		(844,318)	(486,204)	1,005,041
Cash and cash equivalents at the beginning of the year	7	1,645,713	1,645,713	640,672
Cash and cash equivalents at the end of the year	7	801,395	1,159,509	1,645,713

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 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 19b.

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2022

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

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

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

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

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2022

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	5–75 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 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 and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

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.

Long-term employee entitlements

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

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international and domestic 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 and domestic students, should the School be unable to provide the services to which they relate.

Rototuna High Schools

Notes to the Financial Statements (Cont'd)

For the year ended 31 December 2022

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 the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

o) Financial Instruments

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

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

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 2022

2. Government Grants

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	5,457,411	4,859,832	5,077,136
Teachers' Salaries Grants	13,586,369	14,196,000	12,987,763
Use of Land and Buildings Grants	5,743,229	7,000,000	5,044,985
Other Government Grants	119,545	64,356	85,135
	24,906,554	26,120,188	23,195,019

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	203,908	187,000	206,048
Fees for Extra Curricular Activities	368,066	599,175	269,935
Trading	29,082	-	-
Fundraising & Community Grants	32,252	-	-
Other Revenue	161,312	47,500	138,261
International Student Fees	28,696	29,600	48,496
	823,316	863,275	662,740
Expenses			
Extra Curricular Activities Costs	332,015	624,050	229,010
Trading	13,253	-	-
Other Locally Raised Funds Expenditure	17,974	9,500	33,270
International Student - Student Recruitment	2,022	2,000	-
International Student - Employee Benefit - Salaries	2,770	-	64,381
International Student - Other Expenses	1,012	5,800	3,357
	369,046	641,350	330,018
	454,270	221,925	332,722

Surplus/ (Deficit) for the year Locally raised funds

During the year the School hosted 2 International students (2021:3)

4. Learning Resources

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	940,240	1,602,711	903,181
Equipment Repairs	9,339	32,100	12,032
Information and Communication Technology	350,076	216,665	188,621
Library Resources	32,504	138,700	29,518
Employee Benefits - Salaries	15,492,538	15,369,051	14,488,045
Staff Development	111,030	198,000	99,211
Depreciation	686,343	870,000	774,543
	17,622,070	18,427,227	16,495,151

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2022

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	12,955	12,578	12,578
Board Fees	4,230	6,250	4,395
Board Expenses	33,288	31,290	17,920
Communication	16,223	51,500	18,504
Consumables	19,200	37,500	55,838
Operating Lease	8,081	4,500	4,400
Legal Fees	5,850	1,000	1,250
Other	23,271	65,800	28,666
Employee Benefits - Salaries	746,272	580,450	552,965
Insurance	29,109	26,000	26,762
Service Providers, Contractors and Consultancy	4,910	7,500	6,325
	<u>903,389</u>	<u>824,368</u>	<u>729,603</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	50,412	87,500	48,967
Consultancy and Contract Services	339,374	355,500	357,173
Cyclical Maintenance Provision	19,211	43,000	(119,967)
Grounds	20,301	50,000	30,856
Heat, Light and Water	252,624	250,000	200,706
Rates	26,287	27,000	24,821
Repairs and Maintenance	105,887	60,000	236,022
Use of Land and Buildings	5,743,229	7,000,000	5,044,985
Security	31,929	28,000	24,762
Employee Benefits - Salaries	244,637	258,799	219,764
	<u>6,833,891</u>	<u>8,159,799</u>	<u>6,068,089</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Bank Accounts	801,395	1,159,509	1,645,713
Cash and cash equivalents for Statement of Cash Flows	<u>801,395</u>	<u>1,159,509</u>	<u>1,645,713</u>

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

Of the \$801,395 cash and cash equivalents, \$46,956 of unspent international student fees are held by the school. This funding is held for future international fees not earned yet by the school.

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2022

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	77,226	25,000	19,345
Receivables from the Ministry of Education	211,592	-	112,708
Interest Receivable	14,310	10,000	9,766
Teacher Salaries Grant Receivable	1,174,219	1,110,000	1,102,003
	<u>1,477,347</u>	<u>1,145,000</u>	<u>1,243,822</u>
Receivables from Exchange Transactions	91,536	35,000	29,111
Receivables from Non-Exchange Transactions	1,385,811	1,110,000	1,214,711
	<u>1,477,347</u>	<u>1,145,000</u>	<u>1,243,822</u>

9. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	4,055,100	2,000,000	2,000,000
	<u>4,055,100</u>	<u>2,000,000</u>	<u>2,000,000</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	720,809	-	-	-	(30,699)	690,110
Furniture and Equipment	1,786,808	132,803	-	-	(360,390)	1,559,221
Information and Communication Technology	315,427	161,513	-	-	(141,324)	335,616
Motor Vehicles	200,562	-	-	-	(24,454)	176,108
Leased Assets	176,267	94,419	-	-	(96,579)	174,107
Library Resources	124,328	19,073	(8,853)	-	(32,897)	101,651
Balance at 31 December 2022	<u>3,324,201</u>	<u>407,808</u>	<u>(8,853)</u>	<u>-</u>	<u>(686,343)</u>	<u>3,036,813</u>

The net carrying value of ICT and equipment held under a finance lease is **\$174,107 (2021: \$176,267)**

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	792,430	(102,320)	690,110	792,430	(71,621)	720,809
Furniture and Equipment	3,708,418	(2,149,197)	1,559,221	3,575,615	(1,788,807)	1,786,808
Information and Communication Technology	1,962,855	(1,627,239)	335,616	1,801,342	(1,485,915)	315,427
Motor Vehicles	244,542	(68,434)	176,108	244,542	(43,980)	200,562
Leased Assets	711,388	(537,281)	174,107	616,969	(440,702)	176,267
Library Resources	252,742	(151,091)	101,651	255,680	(131,352)	124,328
Balance at 31 December	<u>7,672,375</u>	<u>(4,635,562)</u>	<u>3,036,813</u>	<u>7,286,578</u>	<u>(3,962,377)</u>	<u>3,324,201</u>

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2022

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	121,615	150,000	98,406
Accruals	110,580	150,000	151,025
Employee Entitlements - Salaries	1,283,338	1,200,000	1,176,520
Employee Entitlements - Leave Accrual	33,720	35,000	38,424
	<u>1,549,253</u>	<u>1,535,000</u>	<u>1,464,375</u>
Payables for Exchange Transactions	1,549,253	1,535,000	1,464,375
	<u>1,549,253</u>	<u>1,535,000</u>	<u>1,464,375</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
International Student Fees in Advance	46,956	-	26,956
	<u>46,956</u>	<u>-</u>	<u>26,956</u>

13. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	-	-	117,426
Increase to the Provision During the Year	19,210	43,000	38,000
Use of the Provision During the Year	-	(6,000)	(155,426)
Provision at the End of the Year	<u>19,210</u>	<u>37,000</u>	<u>-</u>
Cyclical Maintenance - Current	-	6,000	-
Cyclical Maintenance - Non current	19,210	31,000	-
	<u>19,210</u>	<u>37,000</u>	<u>-</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 year Programmed Property Services painting contract.

14. Painting Contract Liability

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Due within one year	37,562	37,562	37,562
Due after one year	73,133	49,619	87,181
	<u>110,695</u>	<u>87,181</u>	<u>124,743</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.

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2022

15. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	107,194	92,000	101,552
Later than One Year and no Later than Five Years	92,575	120,000	101,086
Future Finance Charges	(21,033)	(22,000)	(21,516)
	<u>178,736</u>	<u>190,000</u>	<u>181,122</u>
Represented by			
Finance lease liability - Current	95,212	90,000	89,435
Finance lease liability - Non current	83,524	100,000	91,687
	<u>178,736</u>	<u>190,000</u>	<u>181,122</u>

16. 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 of the Board for Rototuna High Schools is 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, (2021: \$80,000)

17. Remuneration

Key Management Personnel Compensation

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

	2022 Actual	2021 Actual
	\$	\$
Board Members		
Remuneration	4,230	4,395
<i>Leadership Team</i>		
Remuneration	1,548,305	1,376,934
Full-time equivalent members	11.00	10.03
Total key management personnel remuneration	<u>1,552,535</u>	<u>1,381,329</u>

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 (2-3 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.

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2022

17. Remuneration (Cont'd)

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
<i>Rototuna Junior High School</i>	210-220	190-200
Salary and Other Payments	0-10	0-10
Benefits and Other Emoluments	-	-
Termination Benefits		
<i>Rototuna Senior High School</i>	180-190	170-180
Salary and Other Payments	0-10	0-10
Benefits and Other Emoluments	-	-
Termination Benefits		

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-109	32.00	27.00
110-120	6.00	5.00
120-130	9.00	5.00
130-140	-	-
	47.00	37.00

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 2022, a contingent liability for the school may exist.

Support Staff in School's Collective Agreement Settlement

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is [confirmed/probable], the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

19. Commitments

(a) Capital Commitments

Capital Commitments as at 31 December 2022: \$ - (2021: \$ -)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

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

The Board has entered into an

- (i) Annual operating contribution (2023 to be determined once budgets set): 2022 \$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 \$309,744 and was received over the term of the lease.

Rototuna High Schools
Notes to the Financial Statements (Cont'd)
For the year ended 31 December 2022

19. Commitments (Cont'd)

(iii) Painting Contracts

The Board has entered into the following painting contracts:

Interior Painting: a three year interior painting maintenance contract with Programmed Property Services starting on 1 November 2022 with the final interior paint per the contract during 2025. The annual cost of the contract is \$5,659 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 14. The annual cost of the contract is \$37,562 plus an inflationary adjustment each year.

(iv) operating lease of photocopiers;

	2022	2021
	Actual	Actual
	\$	\$
No later than One Year	5,721	4,185
Later than One Year and No Later than Five Years	953	3,494
Later than Five Years	-	-
	<u>6,674</u>	<u>7,679</u>

20. 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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash and Cash Equivalents	801,395	1,159,509	1,645,713
Receivables	1,477,347	1,145,000	1,243,822
Investments - Term Deposits	4,055,100	2,000,000	2,000,000
Total Financial assets measured at amortised cost	<u>6,333,842</u>	<u>4,304,509</u>	<u>4,889,535</u>

Financial liabilities measured at amortised cost

Payables	1,549,253	1,535,000	1,464,375
Finance Leases	178,736	190,000	181,122
Painting Contract Liability	110,695	87,181	124,743
Total Financial Liabilities Measured at Amortised Cost	<u>1,838,684</u>	<u>1,812,181</u>	<u>1,770,240</u>

21. Events After Balance Date

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

22. Comparatives

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



PART B

Rototuna High Schools

Kiwisport Statement for the year ending 31 December 2022

Kiwisport is a government initiative to support student's participation in organised sport. In 2022 the following Kiwisport funding was received:

- 1) Rototuna Junior High School, \$27,969.46 (excluding GST)
- 2) Rototuna Senior High School, \$19,150.02 (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.

(2021: Rototuna Junior High School, \$26,999.42 (excluding GST), Rototuna Senior High School, \$17,926.67 (excluding GST))



Rototuna High Schools

Compliance with Education and Training Act 2020 Requirements to be a Good Employer for the year ending 31 December 2022

The following questions address key aspects of compliance with a good employer policy:

Reporting on the Principles of Being a Good Employer

<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Extensive Health and Safety Policies reviewed and reported on regularly to both the Health and Safety Committee and the Board.</p> <p>Policies and procedures inducted to staff when they start and refreshers on a regular basis.</p> <p>Internal audit review on policies and procedures 2022/2023.</p> <p>Policies reviewed on a rotational basis and updated for any changes required.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>School operates under an Equal Employment Opportunities policy which is available through our School Docs website.</p> <p>Policy includes procedures undertaken by the Schools to comply with the policy.</p> <p>Policy is considered in all aspects of employment.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>The Board and Senior Leadership Team (SLT) practises the impartial selection of suitably qualified persons for appointment through applying the Equal Employment Opportunities policy discussed above.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>All staff complete a formal performance appraisal on an annual basis. Each staff member sets their own goals in conjunction with their appraiser and these goals focus not only their individual needs but on the strategic direction of the Board and SLT. Maori aims and aspirations are included as applicable for our staff members.</p> <p>Our schools work widely with the Maori community and local Iwi who are involved in key decisions of the school including input into significant school builds and where applicable curriculum areas. Our staff also participate in networking with other Education providers in this area as and when the opportunity arises.</p> <p>The Board and SLT recognises the requirements for the appointment Maori through applying the Equal Employment Opportunities policy discussed above.</p>



How have you enhanced the abilities of individual employees?	See comments above regarding the formal annual performance appraisal process
How are you recognising the employment requirements of women?	The Board and Senior Leadership Team (SLT) recognises the employment requirements of women through applying the Equal Employment Opportunities policy discussed above.
How are you recognising the employment requirements of persons with disabilities?	The Board and Senior Leadership Team (SLT) recognises the employment requirements of persons with disabilities through applying the Equal Employment Opportunities policy discussed above.



STATEMENT OF VARIANCE

Target: English Language Learner Target Group

- For 15 English Language Learners to increase the sophistication of their vocabulary by 20%

Rationale

Given the high percentages of language learners in our contributing schools, it is expected that our cohort of English Language Learners (ELLs) at RJHS will continue to increase over the coming years. While language-rich environments of primary schools, particularly junior primary, are ideal places for ELLs to grow their language proficiency, the journey becomes more difficult for students as they reach intermediate and high school. The gap between the language use for these ELLs and their native speaking cohort is wider, especially for our migrant students who often start their English acquisition journey when they enter the country.

In 2022 ELL students make up 17 % of all RJHS students. 22% of all ELL students are not achieving at the expected level of achievement for their year group.

Research shows that there is a direct correlation between vocabulary gaps and knowledge gaps, which in turn has a direct impact on achievement. While we will collect data about these students via e- asTTle, running records and a basic writing sample, for this target we will analyse the vocabulary choices of these ELLs using an online tool.

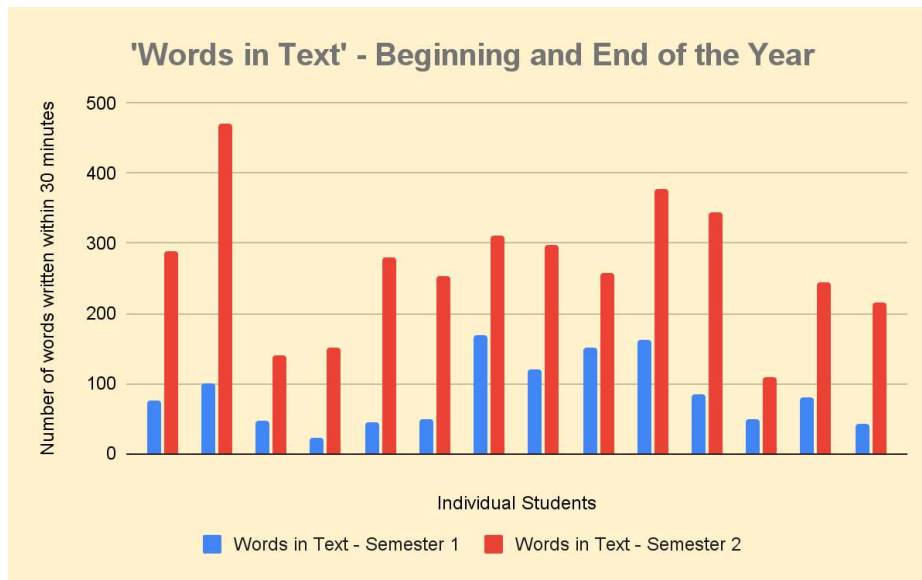
By identifying this small cohort, we are aiming to identify and implement effective strategies that lead to significant achievement gains. These strategies can then be implemented consistently across all areas of teaching and learning to support our growing ELL cohort.

End of Year Achievement

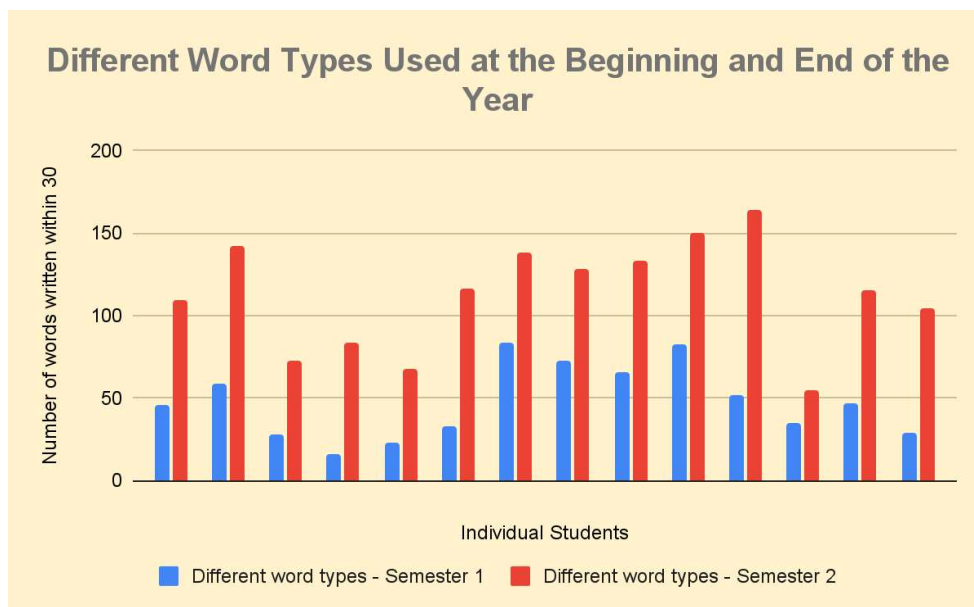
Year Level	Student Number	Words in Text - Semester 1	Words in Text - Semester 2	% increase	Student Number	Different word types - Sem 1	Different word types - Sem 2	% increase
7	1	76	288	279%	1	46	109	137%
8	2	100	471	371%	2	59	142	141%
7	3	47	139	196%	3	28	73	161%
7	4	22	152	591%	4	16	84	425%
8	5	45	279	520%	5	23	68	196%
7	6	49	253	416%	6	33	116	252%
7	7	169	311	84%	7	84	138	64%
7	8	120	298	148%	8	73	128	75%
8	9	152	257	69%	9	66	133	102%

7	10	162	377	133%	10	83	150	81%
8	11	85	345	306%	11	52	164	215%
7	12	50	109	118%	12	35	55	57%
7	14	81	245	202%	14	47	115	145%
7	15	43	216	402%	15	29	104	259%

Words in Text: Final written language *samples were much longer* with the shortest piece of writing just 109 words long and the longest 471 words long. The average number of words written by hand in 30 minutes increased from 84 words to 237 words in 30 minutes, an average increase of 182%. Individual increases are listed in the chart below.



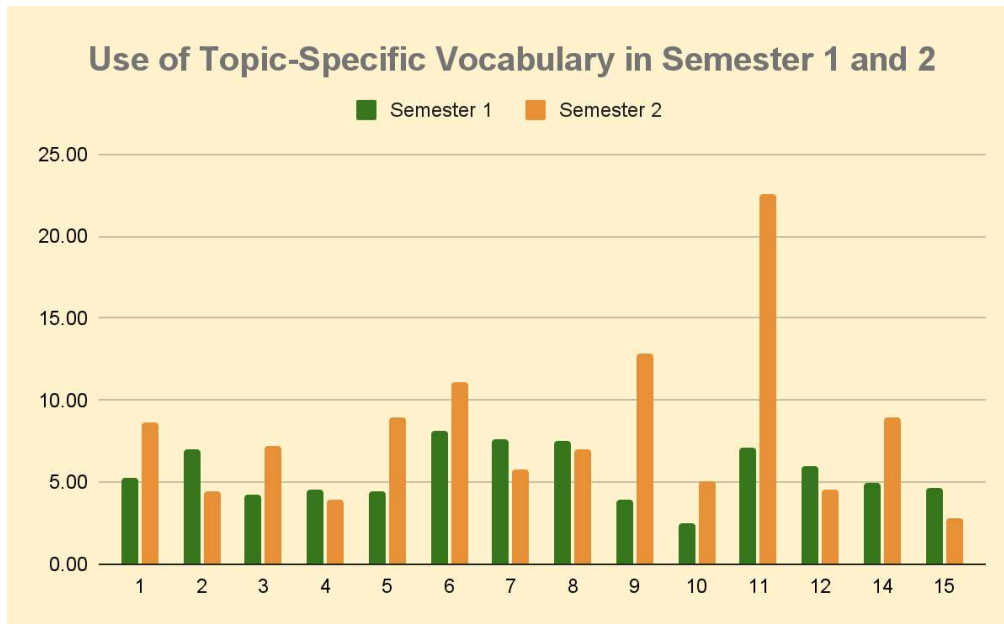
Word Types: Initial written language samples had limited 'Word Types' with 16 different words used in the shortest sample (Student 4) and 83 in the most complex sample (a selection of samples are scanned into the tables below). The variety of vocabulary in use has increased from 16 - 83 in Semester 1 to 55 - 164 by the end of the year. The average change in Word Types used across this sample group is an increase of 151% with individual increases ranging from 57% - 425%. The student with the biggest vocabulary increase was Student 4, a migrant learner who was very early in his English Language learning journey when he joined us. His increases in vocabulary could, in part, be explained by his rapid increase of communicative oral language, allowing him to be able to more easily articulate his thoughts in written form.



There is a decreased reliance on words from the first 2,500 words of English and an increased use of high-interest words / academic vocabulary (listed in 'unknown') which shows an increase in topic-specific curriculum content vocabulary.

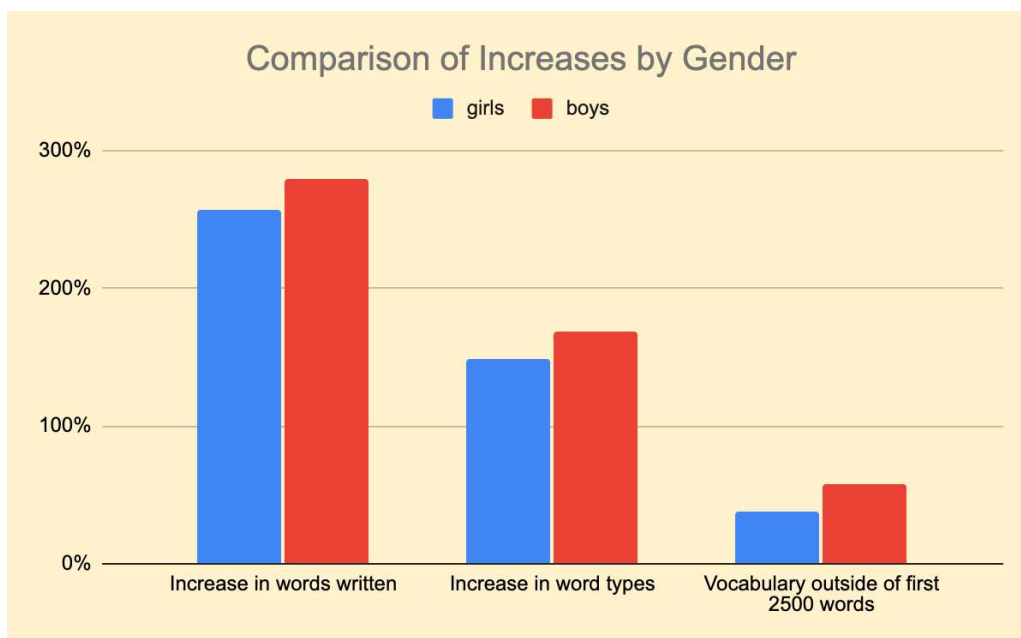
Examples of [topic-specific vocabulary recorded by Student 11](#) who wrote a persuasive argument about violent video games included: committing, suicide, stress, dopamine, insert, conclusion, opinion, revolution, brutal. 22% of the vocabulary he used fell within the unknown category and were not included in the first 2,500 words learnt in English.

In the initial sample, 1.5% - 8.2 % of students' work contained words that are not found in the first 2,500 words in English. By sample 2, the percentage had grown substantially with 2.8% - 22.6% of words used appearing in the % unknown category. This shows an average 54% increase in the use of more complex, curriculum and academic-specific vocabulary.



Comparison by Gender

All students increased their word output and word types. What is interesting to note is that while there was a significant average increase in words written, word types and extended vocabulary, boys showed a 20% greater increase in all areas.



Actions that Impacted Achievement

- Whole staff professional learning in Semester One, emphasising the number of ELLs that were coming into our school and strategies to support language acquisition and scaffolding
- ESOL team identified English language learners needing additional support by analysing ELLP data provided by contributing schools and consulting with advisors and English teachers. These students were placed into the ELL classes with targeted programmes with a strong focus on oral language and vocabulary building
- Classes were kept small even though more students were identified for support:
 - Semester One: Year 7/8 class had 29 students and Year 9/10 had 16 students
 - Semester Two: TWO Year 7/8 classes, with 47 Year 7/8 students and 27 Year 9/10 students
- Class programmes reflective of a primary school programme, e.g. small reading group rotations between two teachers, daily quick-writes in exercise books, significant self and peer assessment based on learning intentions, many speaking and listening activities, multiple opportunities to engage with vocabulary in context
- ELLP Pathways document was used to support with planning and teaching in the ELL classes
- ILA placed into each ELL class to support with programmes
- Walled off space in Tunawhakapeke used for ELL classes, ideal for listening and speaking activities
- School-wide focus on Literacy Across the Curriculum benefited ELL students

Discussion About the Data

The tool used to analyse the data related to this target was able to look at vocabulary choices in very specific ways. The main areas explored were:

Output / the length of the piece of writing (words in text): There was a marked increase in the output from all students with the average increase being 182%. In both samples (February and November), students could self-select their topic. Most students chose to write about their school holidays in the February sample which contained very little structure and showed limited planning. The November sample differed vastly, with almost all students using the RJHS PEEL structure and many utilising formulaic sentence stems such as, “To conclude ...” or “The evidence recorded here shows that ...”. Explicit recent teaching of the persuasive writing genre in the ELL class and paragraph organisation taught across the school appears to have had a significant impact on the amount recorded and the student’s ability to generate ideas to record during the 30 minute session. Most students wrote for the full 30 minutes when completing the second sample while many were ‘finished’ early when completing the first.

The variety of language (word types): There was also a significant increase in the variety of language used by all students with the average increase being 151%. This is an encouraging result as this shows an increased complexity such as synonyms, e.g. instead of a sample using the words ‘said’, ‘said’, and ‘say’ (three words used but only one word type), the sample might use, ‘said’, ‘replied’, ‘responded’ and ‘repeated’ (four words used and four word types). This is a very clear indicator of increased vocabulary.

Language complexity / high interest words / words that do not appear in the first 2500 (% unknown): Finally, there was an average increase of 54% in the types of words that appeared in the % unknown category. The words in this category are not in the first 2500 words in English, meaning that these words are likely to be high interest words and academic vocabulary. When looking more closely at the data in this category, seven students made significant increases in their academic vocabulary while others showed small increases or decreases. This could be related to the genre or topic the individual students chose as loss of vocabulary over a year is extremely unlikely if not impossible.

Gender differences: This was an unexpected outcome given that boys are not achieving as well as girls in the 2022 RJHS English data. In the ELL data, boys performed 20% better than the girls in each category. It must be noted that many other factors could further impact on this data, e.g. home expectations and cultural differences. Within this sample, 83% of the boys were Chinese compared to 33% of girls. This may or may not have had an impact. Also, given the small sample size of students and the even smaller number of girls within this sample, the performance of one girl could skew that data. While the gender comparison is interesting, this validity of this data according to gender could be questioned.

Limitations

A major flaw in this targeted study is that no comparative data with our native English speakers or with ELLs in our normal school modules was collected. It is therefore difficult to ascertain whether the deliberate acts of teaching within the ELL class allowed the students to make accelerated progress or whether this would have occurred anyway given that they are immersed in an English speaking context during the school day.

Where to Next?

Tracking English Language Learners' progress is difficult given the tools that we use within the ELL space. Judgements have traditionally been made based on ELLP Stages. These Stages alone are problematic in the junior high years as Stage 3 of the ELLP matrices takes four years for a typical ELL student to work through. The ELLP framework works better as a funding mechanism than as a way to track progress. The ELLP Pathways document is a useful tool to record progress as specific indicators are highlighted as students achieve them. While helpful for planning and assessment of students who are new to English, the ELLP Pathways document is extraordinarily time consuming when used in large classes and cannot be converted into numerical form to support with tracking.

I believe that it would be useful for the ELL team to use Curriculum levels and sublevels to collect longitudinal data on our ELLs alongside the ELLP matrices which are used for ESOL funded students. Level 3 and 4 of the New Zealand Curriculum sit within Stage 3 of the English Language Learning Progressions. An ELL student may move three sublevels over a year but their ELLP stage cannot reflect this. Care would need to be taken to use this information to track progress not make judgements about the learner compared to cohort as many factors impact on the learners' English, e.g. how long a student has been learning English or been in an English-speaking country; whether they are NZ Born, migrant or refugee; or whether they have had targeted ELL support previously.

Recommendations:

- Continue to collect ELLP data for funded students to support funding
- Continue to formatively use the ELLP Pathways document to support with planning and teaching in the ELL classes
- Use the NZC English levels and sublevels for ELL students so that progress can be more closely monitored and tracked. Discussion would need to be had around reporting this information to whaanau as we may inadvertently label a student 'of concern' when they are simply a new learner of English.
- Continue to use 'good practice' with language acquisition and 'literacy across the curriculum' strategies while exposing students to age-appropriate materials with appropriate scaffolds and supports in relation to vocabulary growth, reading strategies and a variety of genre in regards to written language
- ELL teachers need to continue to attend English Seeds meetings to discuss ELLs in mainstream modules and moderate ELL's work against examples of work from 'native speakers'
- Look at replicating this target in 2023 but collect this data again with 15 ELL students from ELL class, 15 ELL students from mainstream English modules and 15 native speaking students so that comparisons can be made.

Target: Year 8 Literacy Learning Target Group

Goal

Accelerated progress in Literacy Across the Curriculum for 30 identified Year 8 students. The target is for these students to make at least 2 sub-levels of progress by the end of 2022.

Rationale

The identified students will be at least a sub-level below expectations for a Year 8 eg. Level 3 or below and will focus on Maori and Pasifika and disengaged learners (within this group, we expect boys to be a significant sub-group).

Evidence that support this target is:

- The 'Reading' achievement level of Year 8's is steadily declining: 80% of students were at or above the expected level in 2019 and it dropped to 77% in 2021. There is a pattern of Year 8 students dipping in reading achievement.
- Reading achievement for Year 8 Maori students is 54.3% at or above expected level.
- The number of boys achieving at or above in 'Reading' in Year 8 is 19% below that of girls.
- The 'Writing' achievement level of Year 8's is lower than reading overall. In semester 1, 2021 only 66% of Year 8's were at or above the expected level. That rose to 73% in Semester 2. And again, boys are 19% below that of girls.

We focused on 30 students across three Year 8 sets:

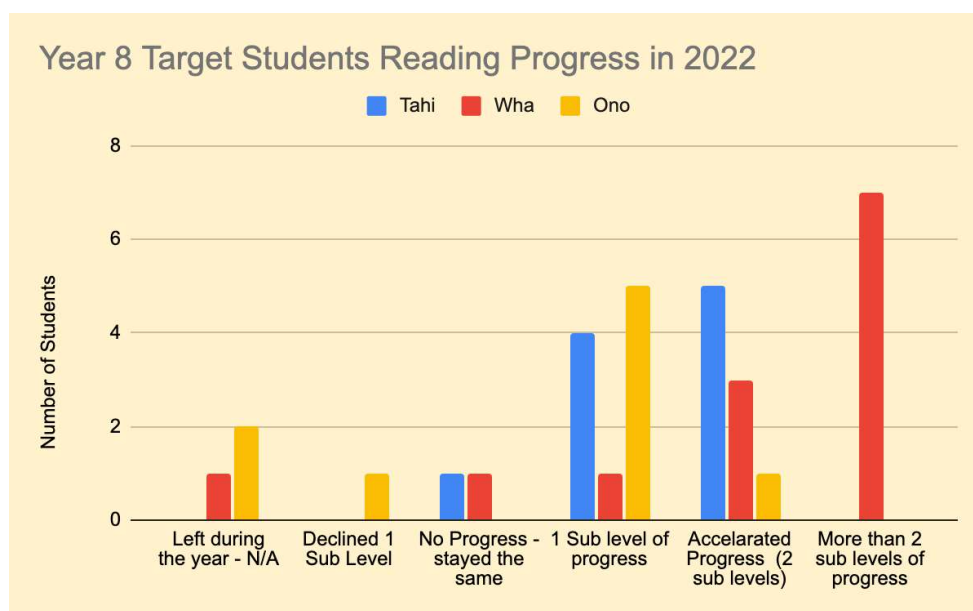
- Tahi - had one Te Reo Māori module (paired with Art in Semester 1), nothing in Semester 2.
- Whā - students were in Te Kai ā Te Rangatira (a programme with a specific Te Ao Māori and Te Reo focus)
- Ono - No Te Reo Maori in modules.

End of Year Achievement

Reading Achievement Information

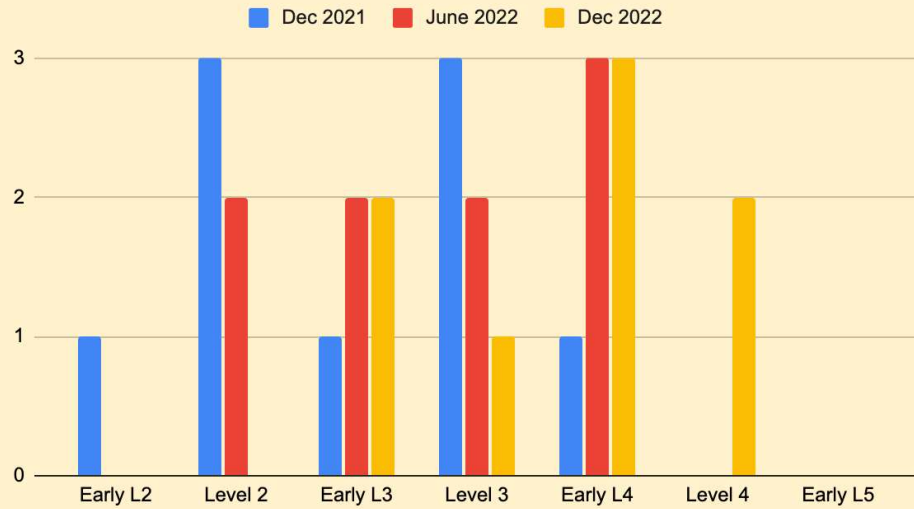
In our target group 33% made accelerated progress in Reading. 86% of students in the group made progress. At the end of 2021, 58 students were well-below or below in Year 7. At the end of Semester 2, 2022 there were only 36 students.

- 86% of Year 8's in 2022 are at or above for Reading

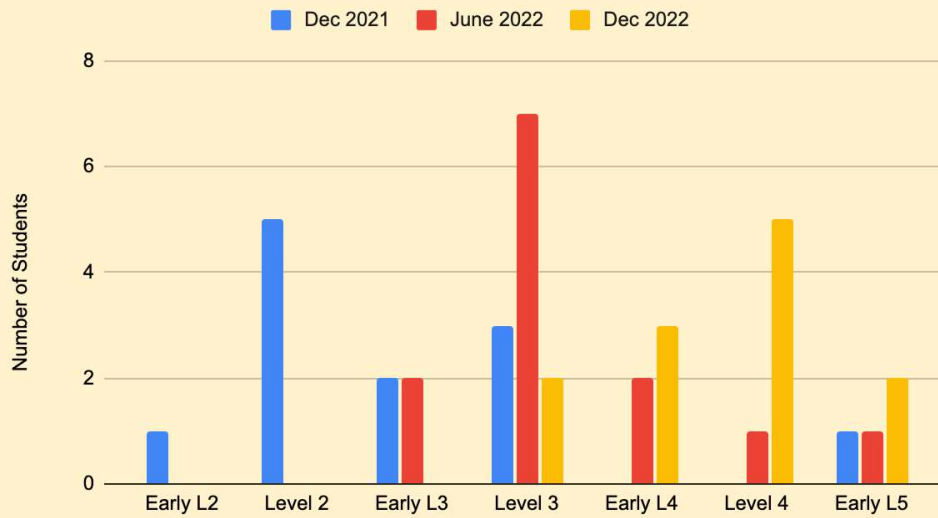


- 10 students who made accelerated progress in Reading (2 or more sub-levels) were Māori.
- 11 other Māori students made progress (1 sub-level)

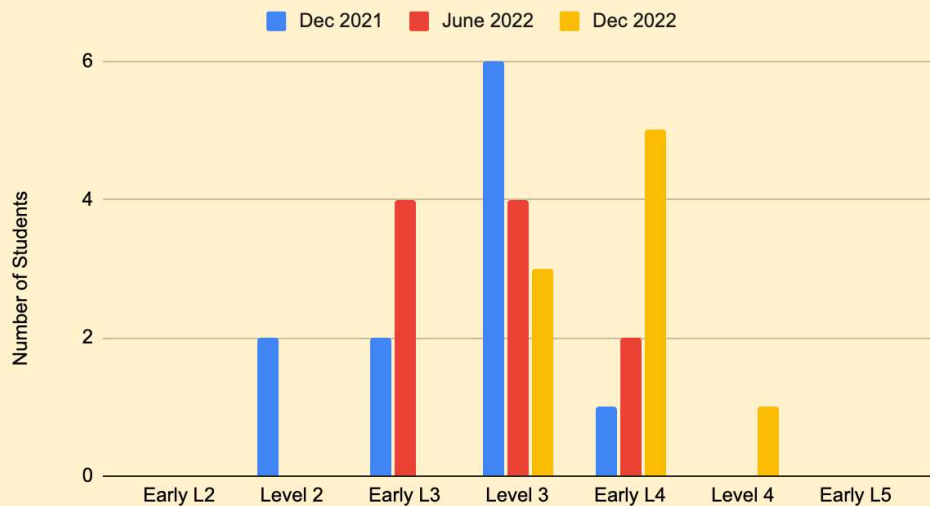
Year 8 Reading (Set Tahī - Te Reo Module)



Year 8 Reading (Set Whā - Te Kai a Te Rangatira Module)



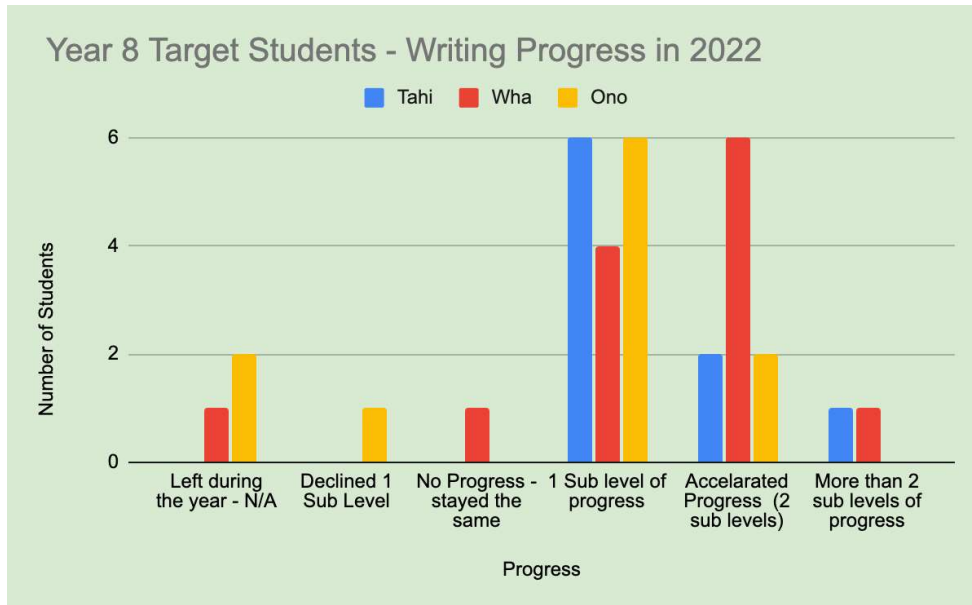
Year 8 Reading (Set Ono - No Te Reo)



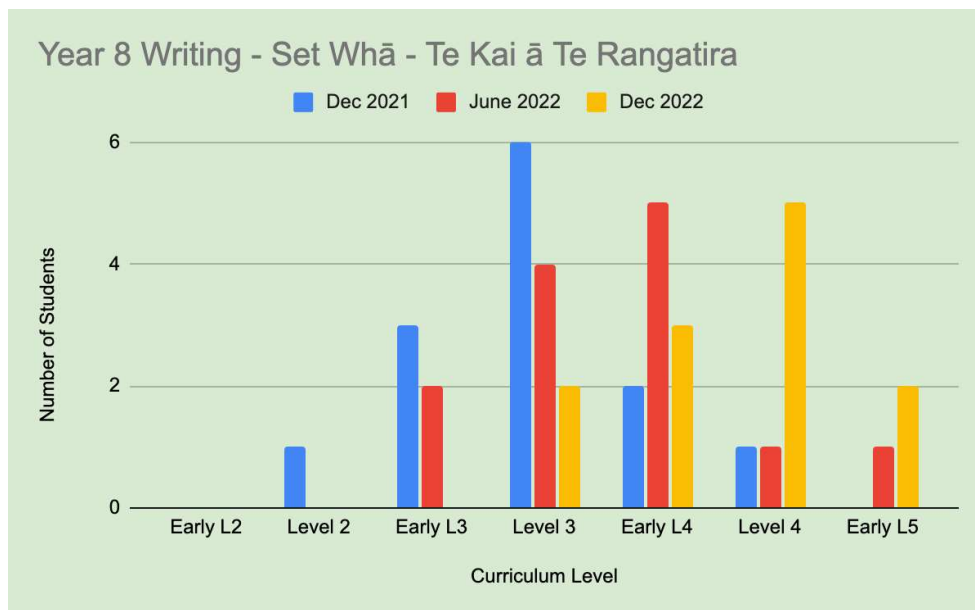
Writing Achievement Information

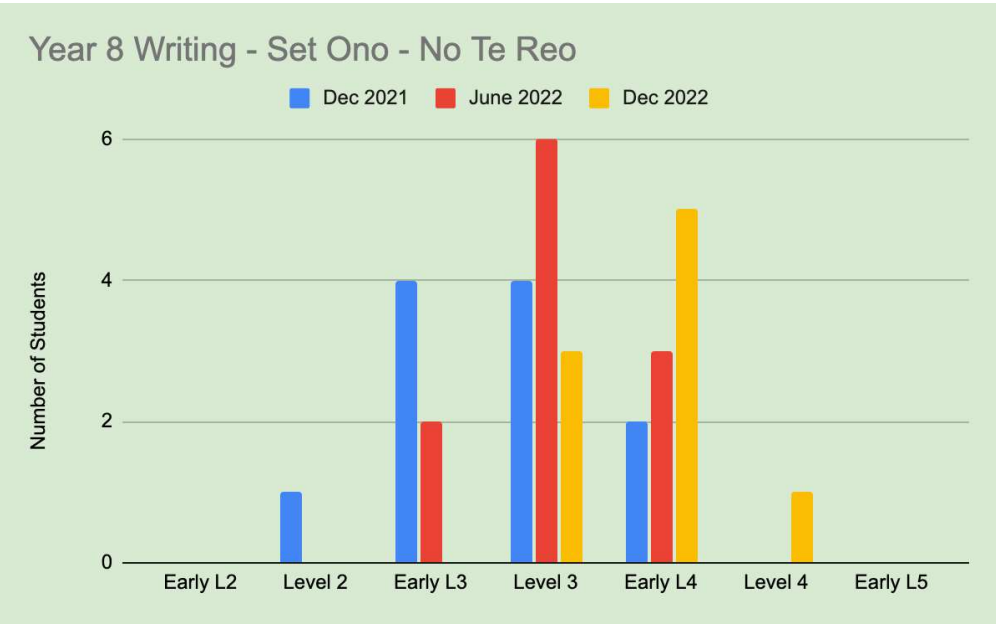
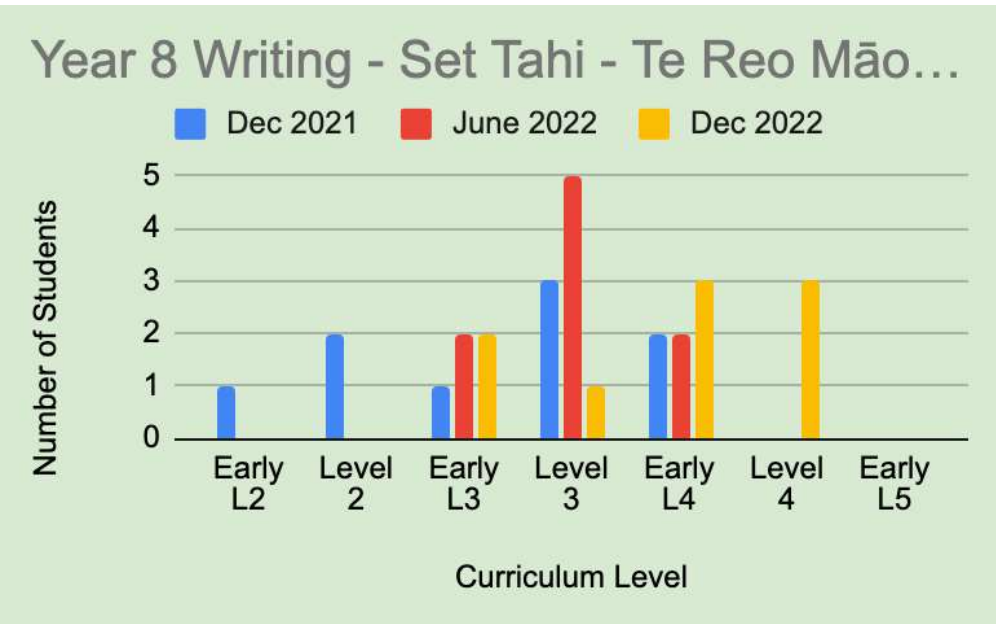
In our target group 23% made accelerated progress in Writing, 85% of students in the group made progress. At the end of 2021, 63 students were well-below or below in Year 7. At the end of Semester 2, 2022 there were only 46 students.

- 83% of Year 8's in 2022 are at or above for Writing



- 9 students who made accelerated progress in Writing (2 or more sub-levels) were Māori.
- 13 other Māori students made progress (1 sub-level)





Actions that Impacted Achievement

We started the year with the COL Literacy team walk-through's with Alana Madgwick (Our professional learning and development provider) to identify areas to focus our Literacy professional learning and development (PLD) on for 2022. These included interviewing students and teachers and general observations of classroom practice.

Literacy PLD with all staff was carried out throughout 2022, with a particular focus on reading and writing strategies that can be used in any curriculum area. We ran PLD for all Curriculum leaders to support them with developing literacy strategies in their own curriculum areas and PLD with all staff about dispositional literacy (eg. that teaching literacy in Science looks different to teaching literacy in Technology).

We were able to place an Inclusive Learning Assistant to support each of the Year 8 sets in our target group in every module - Tahī, Whā and Ono. The ILA's were responsible for organising supplementary resources and running small groups of students, with a particular focus on supporting their literacy. The Year 8 students in Tahī had a Te Reo module in Semester 1 and their English and Social Science teachers had a strong focus on Te Ao Māori and literature with a Māori focus. The Te Kai ā Te Rangatira module had a mixture of had a focus on Māori achieving success as Māori, with a variety of written, practical and oral language opportunities for students.

Discussion About the Data

The progress of students in Te Kai a te Rangatira is significantly better than students in the other 2 sets. Anecdotally, the students in this set have a strong sense of self and supportive whānau who value their child achieving success as Māori.

The progress of students in the Ono set was disappointing, particularly in the second semester. These students made the least amount of progress and still have the largest number of students who are well-below and below.

While 33% of the target group have made accelerated progress, only 4 students have moved from 'well-below' to 'At'. The rest are still below. But, if we continue on the path of accelerated progress, they will be 'At' the expected level by the end of 2023.

Overall, students in our target group have not made as much progress in writing as in reading.

The data shows that when students are engaged and can connect with the learning, and there is deliberate literacy instruction in all modules, this has a significant impact on student achievement.

Limitations

A flaw in this inquiry is that ILA support in 3 modules is not sustainable. While we have seen the significant impact of having a third 'teacher' in each of these sets, there were 3 other Year 8 sets who did not have ILA support. Upskilling teachers on effective literacy practices continues to be a high priority, particularly our secondary trained specialists.

Where to Next

- Target Year 7's with a module focused on literacy with deliberate reading and writing time in each lesson, taught by both teachers.
- Review and analysis of end of semester 2, 2022 achievement data in Reading and Writing to identify target cohorts for 2023.
- All other learning areas will consider literacy achievement alongside the achievement in their learning area and identify specific literacy strategies to implement to encourage further literacy progress and achievement.
- Continue to use ILA's to support Year 8 modules.
- More focus on Literacy in 2023 English Curriculum Framework.
- Focus on our RJHS Literacy Strategy Board.
- Preparing students for the Literacy Co-Requisite, particularly exam conditions, reading a variety of short texts and writing accurately for a purpose.
- COL teachers to focus on curriculum areas in 2023. Social Science, Science and Maths have made a good start to implementing literacy strategies into their teaching practices. Now, we need to support the Arts, Technology and PE to see the value in having regular teacher led reading and writing opportunities in every lesson, that have clear expectations about quantity and quality appropriate to the year level.



Rototuna Senior High School: Analysis of Variance 2022

Part 1 - Overview of analysis and Goals for 2023

Part 2 - 2022 Goal Review (Annual Focus 2022, Annual Focus 2021)

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

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

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

Part 3 - Target Review

[Part 1 – Overview of key information from the analysis](#)

[RSHS Goals for 2023](#)

[Part 2 - Goal Review for 2022](#)

[Review of GOAL 1](#)

[Review of GOAL 1](#)

[1 - Establishing quality practices that support deep learning](#)

[Review of GOAL 1](#)

[1 - Establishing quality practices that support deep 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 2023](#)

[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 2022 there were two overarching goals established maintaining 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

After an audit across different users to identify the challenges using Kamar across two schools with different timetable structures, as well as the challenges and unintended consequences of splitting the system. We also had an external expert review the constraints of sharing a system to make a recommendation. Based on these reviews we are going to work with JH to move to split the system. We believe it will give us further functionality to personalise the way we report, timetable and enable us to keep accurate attendance records that we can then use more effectively to monitor student engagement at school.

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

RSHS Goals for 2023

Continue to focus on developing thinking for deep learning - "Teaching students HOW to think"

Goal 1 - We want to make deep learning happen

As a school we are working to:

- Develop set of beliefs at our school about learning
- Investigate what principles and practices support these beliefs
- Agree on shared approaches to lesson planning that will enable learning to happen.

To teach for deep learning we are working to:

- Identify and explicitly teach metacognitive skills and dispositions in the context of your subject/curriculum.
- We know if deep learning is happening by checking if students learned what we had planned they would learn.

To embed our systems to respond to and monitor student learning we are continuing to:

- Split Kamar
- Embed formative and summative reporting systems to share data
- Develop our response strategy that coordinates effective communication across layers within the school to support student learning and progress (Te Kupenga)
- Regularly use Te Kupenga data to respond to groups of students and individual's aspirations.
- Use attendance data to monitor attendance against targets and engagement on Wednesday 70% target

Professional Growth we are growing our effectiveness as a teachers by:

- Developing systems (lesson studies) to work regularly with teachers to know deep learning is happening

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

- Regularly collect student voice from our Māori students experiences in lessons
- Identify our Māori learners using Te Kupenga and check information
- Work alongside the within school leaders to collaborate with staff in ways that build their capabilities to accelerate and deepen success for targeted learners
- Identify systems that have been effective for Māori achieving success as Māori in other schools
- Work with Māori ākonga through cultural council to identify ways we can celebrate ongoing successes

Part 2 - Goal Review for 2022



Review of GOAL 1

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

Streamlining systems to ensure quality information is available for decision making

Simplify the following systems:

1. 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.

Intended Outcomes

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

Actions taken (by whom and when)

1 - Kamar Split

Audit of the current situation for SH using a shared SMS (Term 1)

Consulting with stakeholders across RHS regarding the possible impact of separating Kamar (Term1)

Seeking external advice (Term2)

Plan how a stand alone platform can be organised to maximise sharing key information across curriculum strands, learning support and Kahui Rangatahi to follow the learner to maximise our responsivity

Have made the decision to split the platform

2. 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

Students are tracked more carefully
We are able to identify students who need support and intervene.

2 - Sharing evidence of learning

Gap analysis carried out of PDSM data (MIM with SLT)

Formative reports designed, timetabled and initial formative report sent at end of term 1 (HEM and STH)

Planning for formative learning data to be used by Kaiarahi for PDSM tracking term 1 (SLT, NAM and MBA)

Ongoing work developing PDSM (NAM) and regular use in whaanau.

Term 4 - Establishment of Te Kupenga (wrap around services) to coordinate interventions (NAM STH)

3. 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.

A clear progression of levels and coherence to enable cohesive course design planning

3 - Three year progression of Learning

Planning 18 month strategy (SLT)

OVERVIEW YR 11-13			
Year 11	Wānanga Ako Modules L1 Foundational Skills: LITENUM Focused 20 Credits (10 x 1, 10 x 1)	Wānanga Ako Modules L2: Expert Transference 20 Credits (2 x 8, 10 Credits)	L2 Specialisation >30 Credits (3 x 8-10 credits)
	START OF RSHS NOVICE JOURNEY = 18months (in total)		
Year 12	Wānanga Ako Modules L2: Expert Transference 20 Credits (2 x 8-10 Credits)	Pathways et al. Wānanga Ako Modules L3 Foundational Skills 20 Credits (2 x 8, 10 Credits)	L2 Specialisation - Consolidation >30 Credits (3 x 8-10 credits)
	FINISH NOVICE JOURNEY		
Year 13	University Wānanga Ako Modules L3: Expert Transference 14 Credits Per UE Subject	University Wānanga Ako Modules L3: Expert Transference 14 Credits Per UE Subject	L3 Specialisation - Consolidation 14 Credits Per UE Subject
	FINISH OF EXPERT JOURNEY		

Refocus of course design - L3 foundation modules (STH and Poutiaki)

4. Develop a pathway strategy that aligns to the progression map for groups of students and responds to an individual's aspirations.

Pathway can target support and opportunities to different groups of students depending on destination goals

4 - Pathway alignment to progressions

PDSM was used in term 4 by the Pathways team, with Kaiarahi adding destination information with whānau.

Recommendations

- Refine progression plans, a schoolwide strategy, so this works with NCEA standard review and consider how scholarship or extension opportunities deliberately connect with the progression plan.
- Develop oversight and monitoring of courses by Poutiaki that meet overall objectives: deep learning, quality over quantity, do not exceed limits and strategies for acceleration within these spaces that enhances progression but does not leave students in limbo in year 13. (The need to have continued purpose)
- Develop a strategy around module pairings and allocation, so that niche subjects are absorbed in these areas and opportunities are spread.
- Make decisions about number of classes, spread and limits as students progress



Review of GOAL 1

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

Context

1 - Establishing quality practices that support deep learning

Know our Learners:

5. 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.

6. Refine the systems of support to respond to student learning needs as they arise.

Intended Outcomes

Kaiarahi use achievement data as part of their academic coaching and tracking conversations

Intention was to know how each student was progressing and to intervene in time.

Actions taken (by whom and when)

Whānau curriculum is structured so that evidence informed conversations happen weekly. Academic tracking conversations across the whānau occurs individually every three weeks.

Formative reports are being used for PDSM (Te Kupenga) and to inform learning conversations (3 weekly)

Timely interventions
Kaiako supported to restore learning relationships and respond to individual students learning needs when they are struggling, poipoi

Develop a way to interface the care and support framework with support in the classroom to build capabilities the kaiako may need. This is likely to involve Poutiaki support

Recommendations


- Information was captured about how students are progressing twice a term
- Kaiarahi had accurate up to date data about how their students were tracking, if they had achieved goals or if they had lost access
- Continue to streamline and integrate our database with kamar so that we reduce different input points and are able to produce timely data that is useful for conversations about learners needs/informs next steps
- Consider how to use Te Kupenga to inform conversations in Whānau time to support student reflections on progress for conferences with parents



Review of GOAL 1

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

Goal	1 - Establishing quality practices that support deep learning				
Intended Actions	<p>7. Develop ways of using assessment to open up learning in ways that promote and explicitly teach metacognitive skills and dispositions</p>	Intended Outcomes	<p>Assessment to open learning</p> <p>Use assessment to identify thinking skills that are required Explicitly outline what these skills are and plan how to teach these</p> <p>Use AFL to help make decisions, align and tighten requirements for planning. Make decisions about how other initiatives fit (or not) with this work. Make conscious decisions about what we may need to let go of.</p>	Actions taken (by whom and when)	<ul style="list-style-type: none"> - Meetings coordinated with Janet and Poutiaki to begin conversations around teaching and learning values - Pouhere meeting facilitated by STH to establish teaching and learning values across the school - Beginning to explore AFL within a RSHS context - overlaying the concepts into a Secondary school ILE environment - Beginning to establish the process for lesson study including intentional planning deliberate acts of teaching teacher reflection and student voice - Connect with other schools using similar process to compare and contrast / evaluate change model processes - Janet McCarroll worked with pouarataki to see how AFL maps onto this curriculum space especially with regards to deliberate acts of teaching
<p>8. Work with teachers to find ways that empower students to review their learning and refine the quality of their thinking (Assessment for learning).</p>	<p>Assessment for Learning</p> <p>Shift language from an assessment credit driven focus to a deep thinking focus</p> <p>Create rubrics that use student speak and enable self and peer feedback to help identify next steps in how to develop/deepen thinking</p>		<p>Introduce and refresh AFL to staff (ToD term 2 with evaluation associates - Janet McCarroll)</p>		
<p>9. Continue to embed Professional Inquiry as a way of making evidence-based decisions to hone quality practice.</p>	Intended Outcomes	<p>Professional Growth</p> <p>Progress professional inquiry into effective teaching practice (perhaps focussing on effective formative feedback?)</p>	Actions taken (by whom and when)	<p>Regular sessions were held with staff, organised and delivered within school leads to support progressing professional inquiry into the impact of teaching on learning.</p> <p>At the end of the year teachers shared what they had learned and how shifts in practice impacted learning.</p>	
<p>10. Pouhere identify goals specific to their curriculum strand for deepening learning and work with teams towards realising these goals</p>		<p>Deep Learning in curriculum strands</p> <p>Department goals identify and work to overcome the main barrier to deep learning identified by the department.</p> <p>Department plans are regularly worked through at senior level and with teams.</p>		<ul style="list-style-type: none"> - Poutiaki engaged with complex problem solving and evaluation processes - Problem solving process was used with Learning areas to identify work ons based on data 2021 - Learning areas goals were set based against school goal of deep learning with the intention to lift student achievement across depts - The outcomes of these goals were reported to the BOT at the end of 2022 	
<p>11. Build staff capability using our Learning Management System (LMS) consistently to teach more effectively in an online environment.</p>	Intended Outcomes	<p>Simplifying and standardising the use of Schoology</p>	Actions taken (by whom and when)	<p>BEV designed outlines and practices to support staff in setting up and setting out Schoology pages. Investigated a new LMS but decision was made to continue to align with Junior High system</p>	
<p>Recommendations</p> <ul style="list-style-type: none"> • 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 • Continue on our journey to develop a coherence across our systems involving our school values, quality teaching for deep learning, • Move Professional Growth model to one that focuses more on impact of teaching intentions on what students actually learned (lesson studies) <p>(We find that people tend to spend a long time in the focusing and hunch phases, whereas we want to move more quickly into considering practice in the classroom and its impact)</p>					

 Review of GOAL 2 <i>We want to engage our Māori students' in learning experiences that deepen their understanding in Year 11 and 12</i>					
Intended Actions	Know who our Māori learners are	Intended Outcomes	<p>Identify all target learners (year 11 and 12 Māori students) within advisory time and in all modules.</p> <p>Beginning of year- Identified (Kaiarahi lens)</p> <p>Kaiako/ Dept- compulsory inclusion in course tacking/ moderation sheets</p>	Actions taken (by whom and when)	<p>Kaitohutohu</p> <p>Term One Actions:</p> <ul style="list-style-type: none"> All kaiarahi were notified regarding who their Māori students were Kaiarahi checked Kamar registered ethnicities at whanau conferences, to update and ensure accurate records for Māori students. Kaiako to identify on their class trackers who their Māori students were.
	Know our Māori learners goals and the steps needed to achieve these	<p>Kararahi meet with each student and whānau and record their personal and academic goals</p> <p>Checking cohort progress twice a term, feeding back to Kaiarahi/Kaihautu/SLT</p> <p>Lack of PDSM completion by kaiarahi has meant pathways are not able to offer targeted opportunities.</p> <p>Looking at withdrawal numbers and attendance.</p>	<p>Term One Actions:</p> <ul style="list-style-type: none"> Kaiarahi speaks with each of their Māori learners to record their goals, whanau expectations, support needed etc. This qualitative data was sat alongside past information to identify patterns. Data was used to identify: <ul style="list-style-type: none"> Year 13's returnings with NCEA Level Two Students' looking to transition May/June 2022 Year 13's aiming for University Entrance Year 12's and Year 13's who were not achieving Merit or Excellence credits. <p>Term Two Actions:</p> <ul style="list-style-type: none"> Qualitative data about pathway goals to align opportunities for students recorded on Te Kupenga <ul style="list-style-type: none"> Finding and enrolling 12 Māori and Pacifica in a STEM Careers Exploration Day Helped connect students to AUT and Waikato University's specific Māori opportunities <p>Term Three Actions:</p> <ul style="list-style-type: none"> Investigated accuracy of Māori NCEA achievement data <p>Term Four Actions:</p> <ul style="list-style-type: none"> Interventions ran for students to gain numeracy, literacy and UE literacy through 2023 selections using a custom selection sheet that highlighted their gaps. Developed Board Report reviewing the goal to make effective actions and plans for 2023 		
	Regularly work with whānau to celebrate successes and collaborate on interventions	<p>Explore opportunities of supporting our Māori students to succeed as Māori.</p> <p>Seek opportunities to share and celebrate Māori students progress is shared and celebrated with staff, students and whānau</p> <ul style="list-style-type: none"> Year 10 Transition Support course selection Pathways support Targeted kaiarahi support around Numeracy 	<p>Term Three Actions:</p> <ul style="list-style-type: none"> Supported the school's newly established Cultural Council to run a successful Te wiki o Te Reo Māori (Maori Language week). <p>Term Four Actions:</p> <ul style="list-style-type: none"> Prizegiving celebrated Maori Outstanding Excellence Award 2022 Senior Prize Giving. <ul style="list-style-type: none"> Teina Faire - Excellence Endorsement at L1, L2 & L3 going on to study Human Performance and Psychology at Waikato University. 		
Coordinate efforts across kaiako to mirror approaches that work for individual students across classes	<p>Track target learners across all modules and organise PLPs with teaching staff to coordinate teaching responses to support success</p> <ul style="list-style-type: none"> Profiles 	<p>Term Two:</p> <ul style="list-style-type: none"> Read and attended Niho Taniwha presentation on culturally responsive teaching and learning in New Zealand Completed the Poutama Pounamu course run by Nicola Foote and Waikato University. Attended the Kahui Ako course alongside the whole staff. 			
Recommendations					
<ul style="list-style-type: none"> Increase the visibility across all curriculum areas about monitoring and intervening to support the progress of our Māori rangatahi Identify where there might be pockets of underperformance or excellent performance in learning areas Actively seek and respond to Māori rangatahi voice regarding lesson experiences 					

Part 3 - Achievement Targets 2023

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 four year 13 cohorts graduate from the school since its establishment in 2016.

Last year the steady growth of achievement across level 2 dipped to 80% and the level 3 results were down slightly (Figure 1). Comparing our achievement to other similar schools (Figure 2) shows that Rototuna is performing well across Level 2, 3 and UE.

As a school we have the second highest rates of achievement across the four schools for Level 2 and 3.

We have also improved our UE results, improving by 8% which is a strong result across the comparison schools.

The continuing stress of responding to COVID by moving to distance learning may have impacted students' finish to the year. Anecdotally, teachers reported students were fatigued and just wanted to get through and finish, "achieved was good enough". Overall attainment at level 3 and UE will continue to be a focus in 2023 as we try to move closer to the decile 8-10 targets.

Figure 1

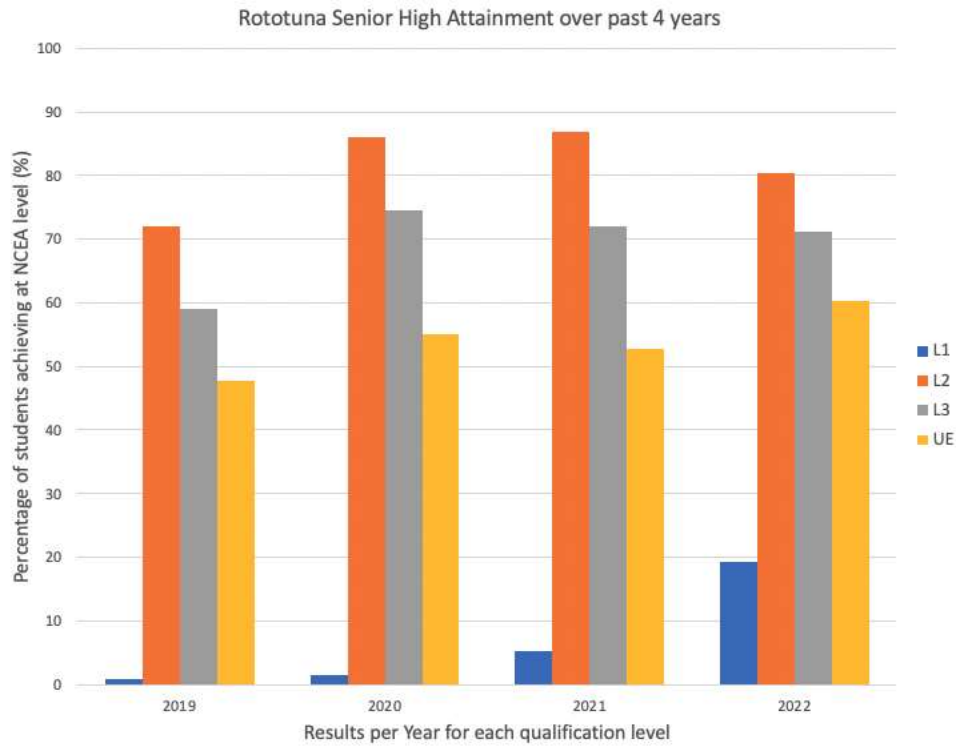
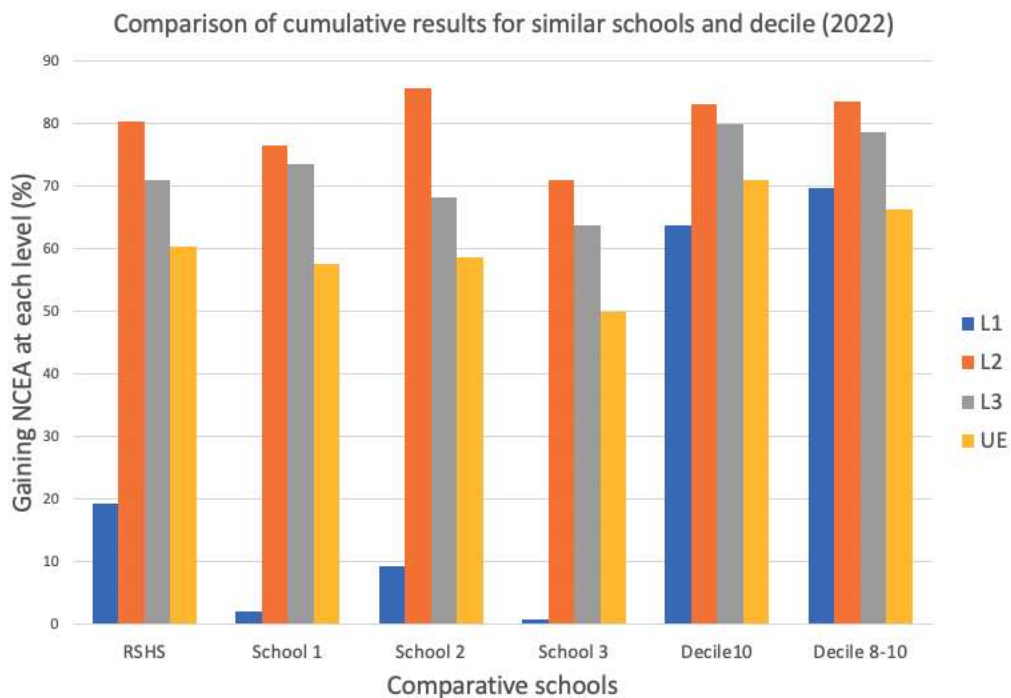


Figure 2



Year 11 Progress

Literacy and Numeracy

In 2022 we continued to bring our new year 11 students into foundation modules focused on developing the skills they needed for Level 2 as well as gaining Level 1 numeracy and literacy corequisites.

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.

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 2022 at year 11 the number of **students achieving literacy was 82%** (Table 1). A slight drop from 2021, but small fluctuations year to year are to be expected.

In 2022 at year 11 the number of **students achieving numeracy was 79%** (Table 2). Again a slight drop, but we are maintaining the large gains made in 2021.

In 2022 we gave students choice about the modules they joined (which was not the case in 2021). We did this because we believed that this would support engagement. Moving forward in 2023 we are trialling numeracy and literacy corequisites in year 11 foundation modules. This will not affect the current opportunities to gain literacy and numeracy, but give students and staff experience with the new standards from the NCEA review. We are one of a handful of schools that has been able to trial these new standards using our integrated modules. This is important to understand the potential impact on our course design moving forward.

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)						
	2022			2021	2020	2019	Dec 8-10
	TOTAL	%	NUMBER	%	%	%	%
Female	150	85.2	127	89.4	81.4	87.8	
Male	157	79	124	89.7%	80.3	73.9	
Cohort	307	82	251	89.5%	81	80.8	86

Table 2
Year 11

	NCEA Numeracy (End of Year 11)						
	2022			2021	2020	2019	Dec 8-10
	TOTAL	%	NUMBER	%	%	%	%
Female	150	80.5	120	81.2	23.6	62.6	91.5
Male	157	77.7	122	83.1	16.2	63.0	84.9
Cohort	307	79.1	242	82	30.4	62.8	87.8

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 **98.1% of our students leave with literacy** (Table 3) and **96.1% of our students leave with numeracy** (Table 4).

Table 3
Year 13

	NCEA Literacy					
	2022			2021	2020	Decile 8-10
	TOTAL	%	NUMBER	%	%	%
Female	102	97.6	100	98.1		
Male	59	97.8	58	99		
Cohort	161	98.1	158	98.5	96.3	95.4

Table 4
Year 13

	NCEA Numeracy					
	2022			2021	2020	Decile 8-10
	TOTAL	%	NUMBER	%	%	%
Female	121	97.8	118	97.1		
Male	80	97.8	78	97.9		
Cohort	203	96.1	196	97.5	98.1	94.7

Progress towards attaining level 2 NCEA credits @ Year 11

At the end of last year (2022) we set new expectations for student achievement, 30c @ Level 2 at the end of year 11.

The information in table 5 shows the percentage of year 11 students who have already achieved 30 or more level 2 credits.

Note that this is different to previous years where the percentage that was reported reflected students who had achieved 20+ credits **towards** level 2 that included up to 20 level 1 credits. One important impact and focus for 2023 will be the access to credits - slowing this down to manage the qualification over 18 months and ensuring quality

Table 5

	30+ CREDITS @ L2						
	2022			(20+ Credits Towards L2)			
	30C+ @L2			2021	2020	2019	2018
	TOTAL	%	NUMBER	%	%	%	
Female				48	89.4	92.2	88.6
Male				46	99.1	88.2	87.2
Cohort	307	65.9	202	47	90.3	90.2	87.9

Year 12 Progress

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

RSHS Actual (2022) Y12 = 80.3%

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 the school meeting the target, 80% gaining Level 2, despite the continued disruptions and COVID upheavals affecting teaching and learning.

Figure 2 - Overall NCEA level 2 for Rototuna (2018-2022) compared to national and decile 10 performance.

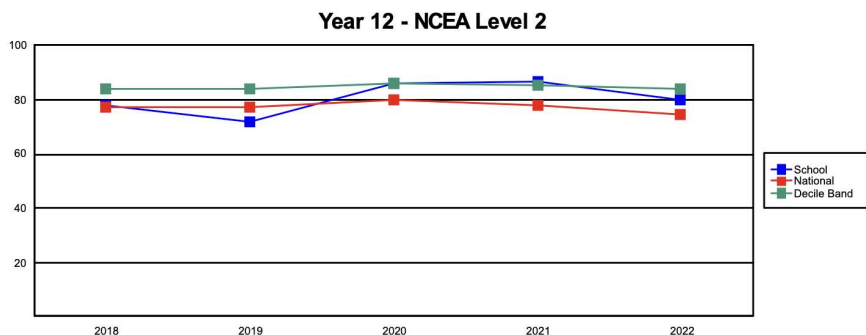


Table 6
Year 12

	NCEA L2 Certificate (inc COVID credits)							
	2022			Decile 8-10	2021	2020	2019	2018
	TOTAL	%	NUMBER	%	%	%	%	
Female	161	80.7	130	83.5	87.2	84.5	72.2	78.2
Male	133	79.7	106		85.8			
Cohort	294	80.3	236		86.6			

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						
	2022			Decile 8-10	2021	2020	2019
	TOTAL	%	NUMBER	%	%	%	%
Female	121	95.9	116	93.6	96.2%	93.8	91.7
Male	83	92.8	77	89.7	97.9%	94.4	94.7
Cohort	204	94.6	193	91.7	97%	94.1	93.2

Achievement trends for year 12 males and females achieving NCEA level two at Rototuna Senior High School for the past 5 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

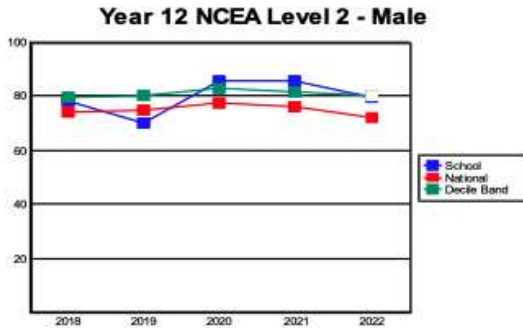
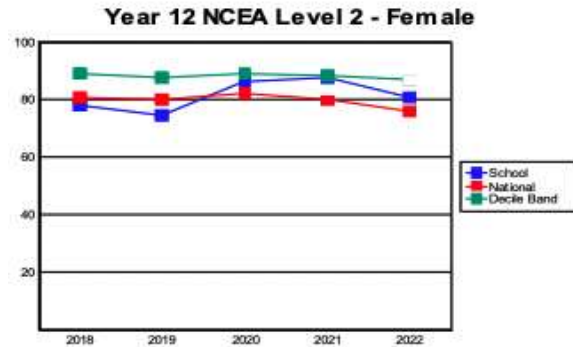


Figure 4



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

Figure 5

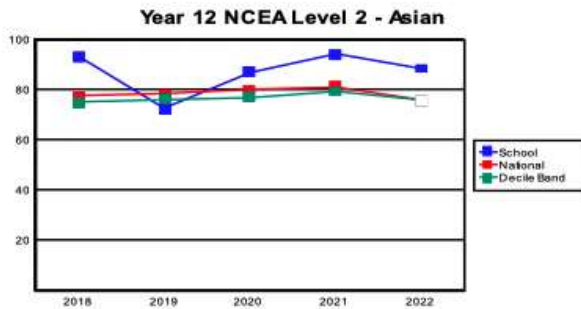


Figure 6

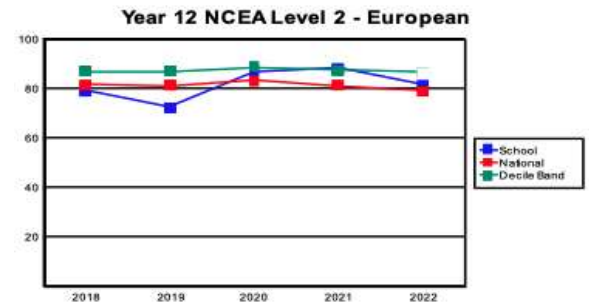


Figure 7

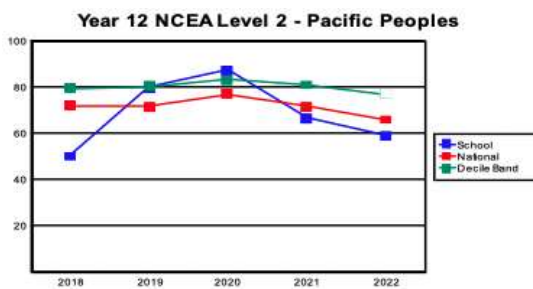
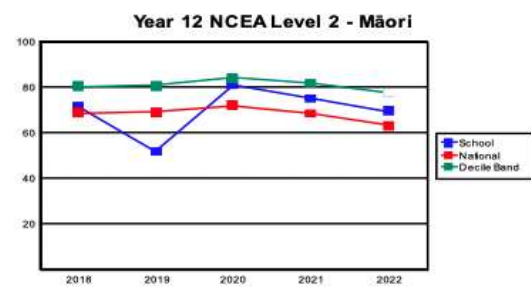


Figure 8



Quality Credits at Level 2

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

**Actual (2022) Merit 23.8%
Excellence 13.2%**

Although overall levels of NCEA achievement are high for our Year 12 students (80%) the attainment of quality credits are lower than we would expect (see figure 9 and 10). The percentage of endorsements gained at Level 2 merit and excellence is slightly below national averages, and below the decile 8-10 averages in both cases.

The gains we made in 2021 for students achieving NCEA Level 2 with excellence endorsement has dropped back 5% only maintaining part of the increase we had attained (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.

The annual plan will continue to focus on promoting deep learning with a renewed lens through developing teacher capabilities

Figure 9

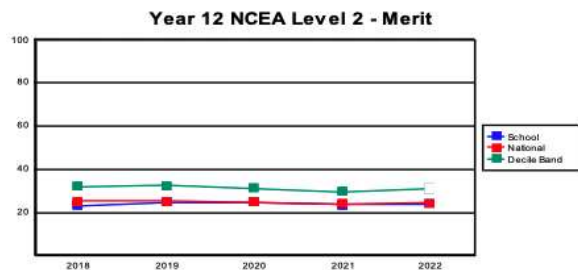


Figure 10

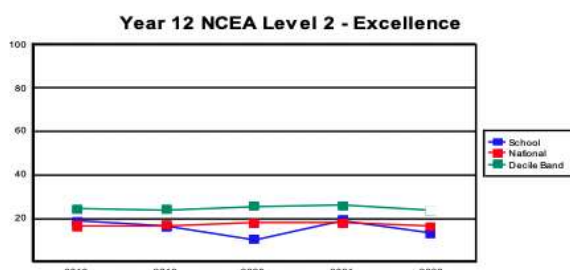


Table 8
Year 12

	Level 2 Endorsed Merit (inc COVID credits)						
	2022			Decile 8-10	2021	2020	2019
	TOTAL	%	NUMBER	%	%	%	%
Female	130	28.5	37	32.8			
Male	106	18	19	29.3			
Cohort	236	23.8	56	31	24.1	24.6	24.8

Table 9
Year 12

	Level 2 Endorsed Excellence (inc COVID credits)						
	2022			Decile 8-10	2021	2020	2019
	TOTAL	%	NUMBER	%	%	%	%
Female	129	14	18	33.4			
Male	108	12	13	17.7			
Cohort	237	13.2	31	24	18.5	10.3	16.3

Table 9
Year 13

	Level 2 Endorsed Merit (inc COVID credits)						
	2022			Decile 8-10	2021	2020	2019
	TOTAL	%	NUMBER	%	%	%	%
Female	115	26	30				
Male	77	22	17				
Cohort	192	25	47	28.5	18	23	29

Table 9
Year 13

	Level 2 Endorsed Excellence (inc COVID credits)						
	2022			Decile 8-10	2021	2020	2019
	TOTAL	%	NUMBER	%	%	%	%
Female	116	23.3	27				
Male	80	19.5	15				
Cohort	196	22	42	27.4	13.8	14.2	15.7

Year 13 Progress

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

Actual (2022) Y13 = 71.1%

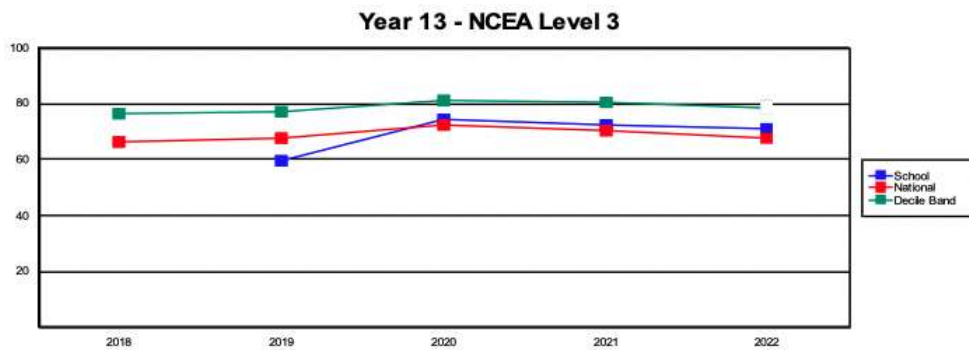
The overall results for level 3 dropped slightly by 0.5% from 2021 to 2022 (Table 10). These results continue to be slightly above the national average (Figure 11) but below the decile 8-10 results. Anecdotally, teachers shared that students were fatigued by the end of another COVID year and “just wanted to finish”.

Table 10

Year 13

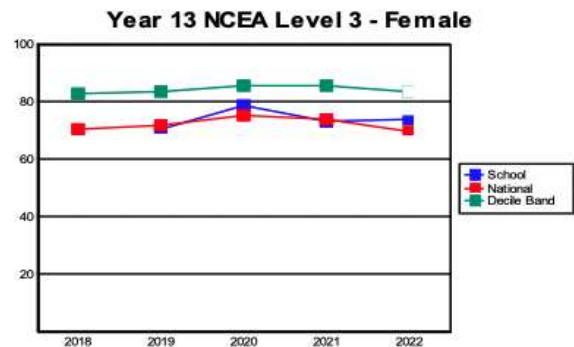
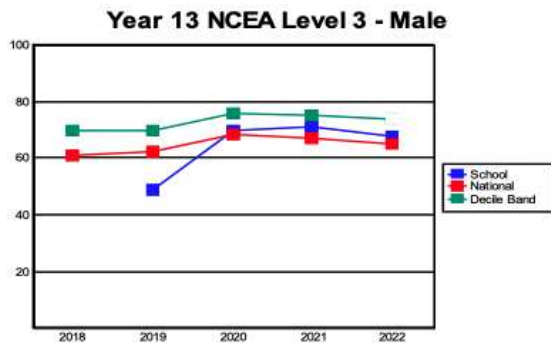
	NCEA L3 Certificate						
	2022			Decile 8-10	2021	2020	2019
	TOTAL	%	NUMBER	%	%	%	%
Female	121	73.6	89		73.1		
Male	83	67.5	56		70.1		
Cohort	203	71.1	145	78.7	71.6	74.5	59.3

Figure 11 Overall NCEA level 3 for Rototuna (2017 -2022) compared to national and decile 10 performance.



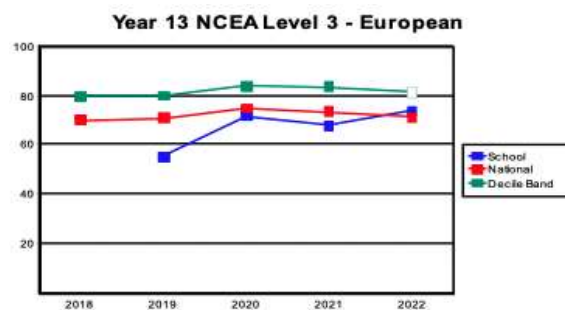
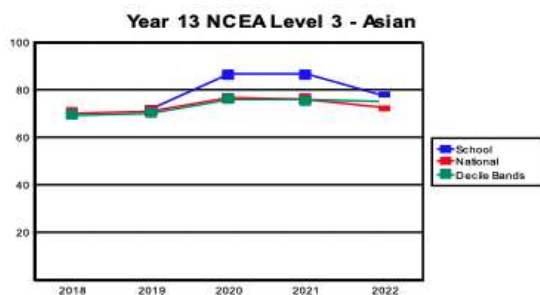
Achievement trends for year 13 males and females achieving NCEA level three at Rototuna Senior High School for the past 3 years:

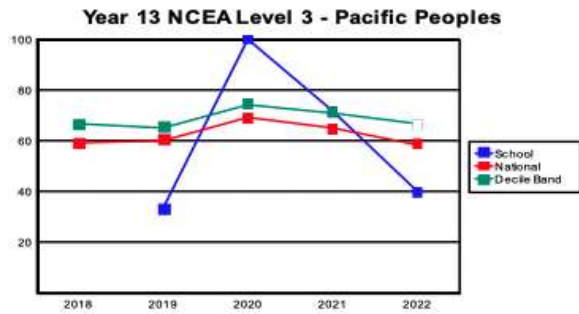
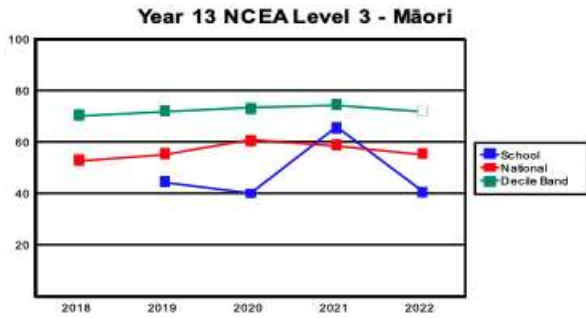
Nationally, male achievement at level 3 tracks slightly lower than female achievement by about 6%. Females at our school continued to achieve Level 3 at a similar rate to 2021, but overall the rate of Year 13 males achieving Level 3 declined by 6%. This is a trend to continue to watch to see if there is a pattern of decline in 2023.



Achievement trends by ethnicity for year 13 achieving NCEA level three at Rototuna Senior High School for the past 4 years.

In summary when the year 13 cohort is sorted into ethnicity the patterns revealed for 2022 show that both Asian and European students increased Level 3 achievement whereas Māori and Pasifika students' achievement in Level 3 declined. The large variations we see from year to year for our Māori and Pasifika students can in part be explained by their smaller cohort numbers. Individual shifts lead to large overall percentage changes.





University Entrance

TARGET Overall 60% of students in Year 13 achieve UE

Actual (2022) = 60.3%

The proportion of our students gaining UE continued to exceed national levels in 2022 and made significant improvement (increasing 8%) from 2021 (Figure 12). The proportion of males achieving UE increased by 5% in 2021 and this gain was maintained in 2022 with 53% of males gaining UE (Figure 13). Our strong female results recovered from the drop in 2021, increasing by 12%, which is really positive.

Figure 12

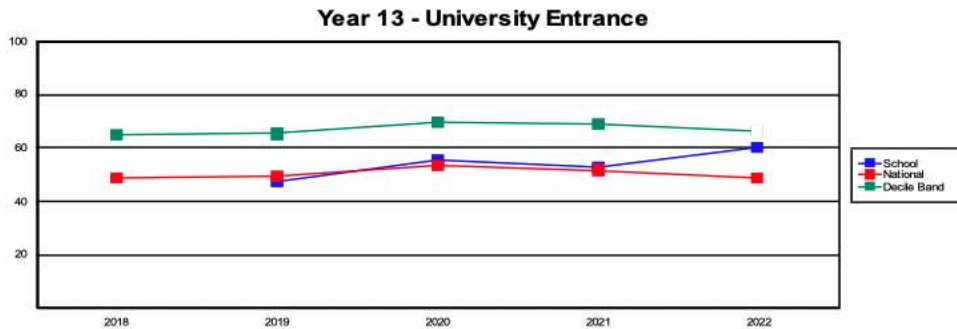


Figure 13

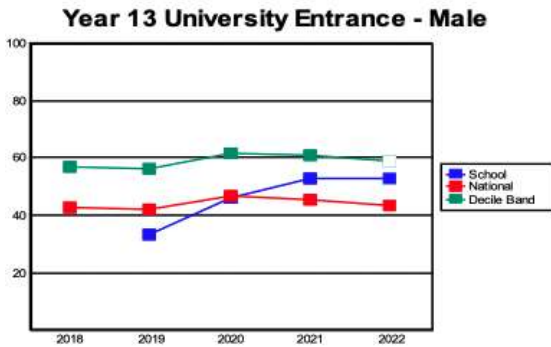
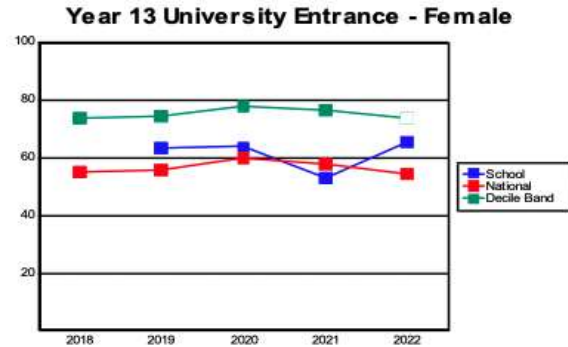


Figure 14



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.

We identified in 2022 that the factor that impacted our students' opportunity to gain UE was the 14 credits in a subject domain. Because we monitored this progress our students gaining access to UE improved by 8%. With further focus in this area, thinking carefully about course design, we do have the potential to improve access further.

Table 12
Year 13

	University Entrance	UE Lit break down				
		UE Overall	Overall Lit	UE Lit R	UE Lit w	UE Num
		2022	60.3%	77.5(158)	87.7(179)	80.4(164)
2021	52.2%	72.6(146)	81.6(164)	76.6(154)	97.5(196)	
Decile 8-10	66.3%	80.9	86	83.7	96.9	

Quality Credits Level 3

TARGET Endorsements @ Level 3 meet or exceed Merit 30%

Excellence 20%

Actual (2022) Merit 22.1%

Excellence 21.4%

Year 13 endorsements for Level 3 were steady for merit endorsed and improved on the previous year by about 8% for excellence endorsed (Figure 14 and 15). It seems as though more students are being shifted from the merit to excellence range, but the same shift is not replicated from the achieved to merit range.

A significant difference seems to be the quality credits achieved between males and females. Typically at both merit and excellence the rates of endorsement drop by 10% for males in comparison to females. What is positive is that the rate of excellent endorsements achieved by males has increased by 10% in 2022 and has held relatively the same for merit endorsement from 2021-2022 (Table 13 and 14). This suggests that males are improving the depth of their learning. Females in comparison have made smaller gains of about 5% at both merit and excellence.

Working with students to ensure we are intentionally planning for deep learning experiences continues to be a focus for our kura moving forward.

Figure 14

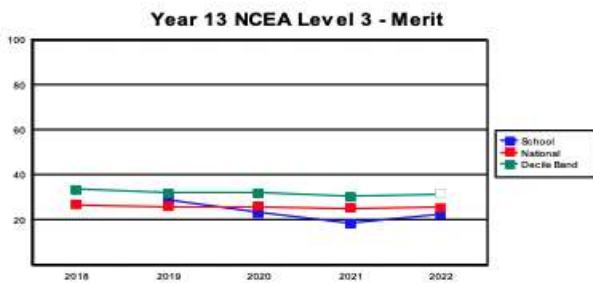


Figure 15

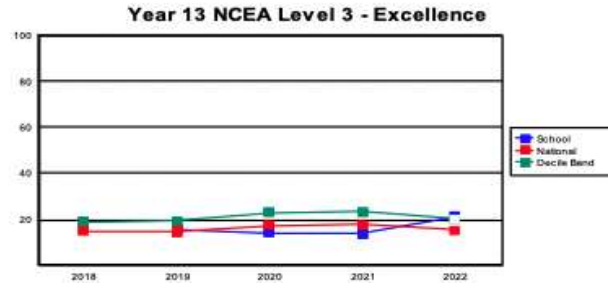


Table 13
Year 13

	Level 3 Endorsed Merit (inc COVID credits)						
	2022			Decile 8-10	2021	2020	2019
	TOTAL	%	NUMBER				
Female	89	25.8	23		21.1		
Male	56	16	9		15.9		
Cohort	145	22.1	32	31.5	23.6	24.6	29.4

Table 14
Year 13

	Level 3 Endorsed Excellence (inc COVID credits)						
	2022			Decile 8-10	2021	2020	2019
	TOTAL	%	NUMBER				
Female	89	25.8	23		21.1		
Male	56	14.3	8		5.8		
Cohort	145	21.4	31	20.3	13.8	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					
	2022 Māori students			Year 11 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Cohort	50	50	35	325	65.9	153

Table 2

	Year 11 NCEA Numeracy					
	2022 Māori students			Year 11 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Cohort	50	64	32	307	79.1	242

Table 3

	Year 11 NCEA Literacy					
	2022 Māori students			Year 11 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	19	73.7	14	150	85.2	127
Male	31	67.7	21	157	79	124
Cohort	50	70	35	307	82	251

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).

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% in 2021 and this improvement has been maintained in 2022.

The largest gap continues to be numeracy with a **difference of 15%** between our Māori students and the whole cohort. This gap is getting smaller, it was 20% between Māori and the rest of the cohort in 2021.

Literacy results improved from 61.9% in 2020 to 78.7% in 2021. The gain dropped to 70% for 2022.

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

The 2022 results, gaining Level 2 NCEA are following the national and decile trends, and have decreased from 2021 (see graph 1). This equates to 14 of our 46 Year 12 Māori students not achieving Level 2 (in table 4). In year 12 our Māori rangatahi do have high levels of literacy and numeracy, both close to 90% (table 5 and 6).

Graph 1

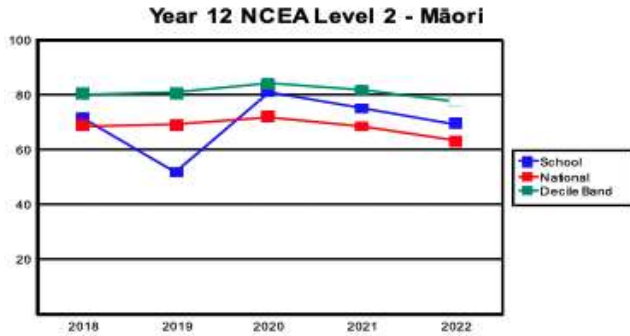


Table 4

	NCEA L2 Certificate (inc COVID credits)					
	2022 Māori students			Year 12 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	18	77.8	14	148		129
Male	28	64.3	18	120		103
Cohort	46	69.6	32	268	80.3	232

Table 5

	NCEA Literacy					
	2022 Māori students			Year 12 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	18	100	18	148	96.6	143
Male	24	85.7	15	120	96.7	116
Cohort	42	91.3	37	268	96.6	259

Table 6

	NCEA Numeracy					
	2022 Māori students			Year 12 Cohort		
	TOTAL	%	NUMBER	TOTAL	%	NUMBER
Female	18	100	18	148	92.6	137
Male	22	78.6	14	120	92.5	111
Cohort	40	87	32	268	92.5	248

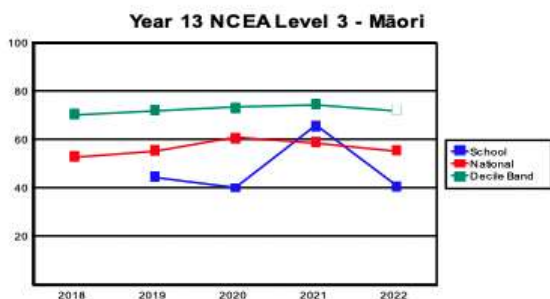
YEAR 13 Māori Student Outcomes Nationally

Overall from 2021 there have been some shifts for our Year 13 Māori students.

Over half our Māori students in year 13 did not achieve level 3, dropping below the national average (graph 2).

In comparison the UE results for our Māori students continued to improve and are now above the national average (refer to graph 3). We need to find out if there is a commonality, where students were let down. NCEA level 3 requires 60 credits, so the monitoring and completion of work is important. It may be that there was a high rate of success in some subjects compared to others for our Māori rangatahi that we need to identify. This will be work that the Kaitohutohu pick up.

Graph 2



Graph 3

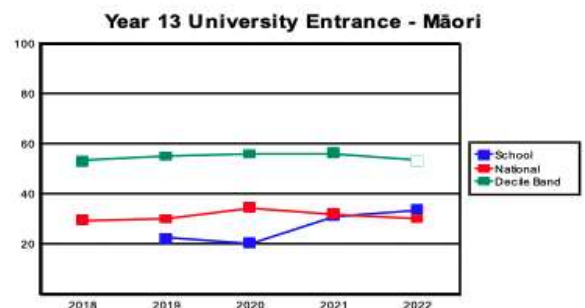


Table 7

NCEA L3 Certificate (inc COVID credits)							
	2022 Māori students			Māori	Year 13 Cohort		
	TOTAL	%	NUMBER	Decile 8-10	TOTAL	%	NUMBER
Female	14	35.7	5		104		76
Male	13	46.2	6		97		68
Cohort	27	40.5	11	79.6	194	70.1	144

Table 8
Year 13

University Entrance														
	2022 Māori students			UE break down Māori students				2022 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	14	28.6	4											
Male	13	38.5	5											
Cohort	27	33	9	55.2(16)	65.5(19)	58.6(17)	96.8(28)	199	60.3%	105	77.5(158)	87.7(179)	80.4(164)	96.1(196)

Our year 13 Māori rangatahi also are not accessing UE. The 14 credits for 3 subjects drops the potential UE (55% with Literacy and Numeracy UE) by 20%. 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 8
Year 12

Level 2 Endorsed Merit (inc COVID credits)							
	Maori 2022			Decile 8-10	Y12 Cohort		
	TOTAL	%	NUMBER	%	TOTAL	%	NUMBER
Female	11	14.3	2	32.8	28.5		37
Male	15	17	3	29.3	18		19
Cohort	26	15	5	31	23.8		

Table 9
Year 12

Level 2 Endorsed Excellence (inc COVID credits)							
	Maori 2022			Decile 8-10	Y12 Cohort		
	TOTAL	%	NUMBER	%	TOTAL	%	NUMBER
Female	12	7.1	1	33.4	14		18
Male	18	0	0	17.7	12		13
Cohort	30	4	0	21	13.2		

Table 10
Year 13

Level 3 Endorsed Merit (inc COVID credits)							
	Maori 2022			Decile 8-10	Y13 Cohort		
	TOTAL	%	NUMBER	%	TOTAL	%	NUMBER
Female	11	8.3	1		26		30
Male	12	0	0		22		17
Cohort	23	4	1		25		47

Table 11
Year 13

Level 3 Endorsed Excellence (inc COVID credits)							
	Maori 2022			Decile 8-10	Y13 Cohort		
	TOTAL	%	NUMBER	%	TOTAL	%	NUMBER
Female	12	0	0		23.3		27
Male	12	0	0		19		15
Cohort	24	0	0		22		42

Endorsed Certificates, Merit and Excellence for Māori at year 12-13 compared to cohort results the gap continues to grow.

Research the Kaitohutohu carried out showed that when Māori rangatahi found quality success earlier, this was a good indicator of higher levels of success in their journey throughout school. It is important that our year 11 rangatahi gain quality success as this will develop the types of thinking that is advantageous as our rangatahi move through year levels.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF *ROTOTUNA HIGH SCHOOLS'* FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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 16, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 17 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.



Chartered Accountants
& Business Advisers

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 17 to 49, 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