

Waitaki Boys High School

Annual Report 2018

WAITAKI BOYS HIGH SCHOOL

Annual Report - For the year ended 31 December 2018

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WAITAKI BOYS HIGH SCHOOL

Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees 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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Craig Maxwell Smith
Full Name of Board Chairperson

C Smith
Signature of Board Chairperson

27 May 2019
Date:

DARRYL WAYNE PATERSON
Full Name of Principal

DW Paterson
Signature of Principal

27/5/19
Date:

WAITAKI BOYS HIGH SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	5,027,444	4,816,607	4,834,942
Locally Raised Funds	3	492,439	103,500	504,444
Use of Land and Buildings Integrated		-	-	-
Interest Earned		24,918	10,040	44,226
Gain on Sale of Property, Plant and Equipment		13,174	-	705
Hostel	4	699,487	606,015	629,437
International Students	5	47,108	35,217	53,522
Other Revenue		-	-	-
		<u>6,304,570</u>	<u>5,571,379</u>	<u>6,067,276</u>
Expenses				
Locally Raised Funds	3	258,112	7,990	234,721
Hostel	4	633,505	679,853	657,308
International Students	5	19,156	19,000	22,709
Learning Resources	6	3,483,341	3,561,910	3,431,500
Administration	7	398,614	388,795	424,818
Finance		5,524	-	8,590
Property	8	1,195,521	987,478	1,086,867
Depreciation	9	360,744	252,000	337,173
		<u>6,354,517</u>	<u>5,897,026</u>	<u>6,203,686</u>
Net Surplus / (Deficit) for the year		(49,947)	(325,647)	(136,410)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(49,947)</u>	<u>(325,647)</u>	<u>(136,410)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



WAITAKI BOYS HIGH SCHOOL**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	2,001,004	1,864,264	2,137,414
Total comprehensive revenue and expense for the year	(49,947)	(325,647)	(136,410)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	1,951,057	1,538,617	2,001,004
Retained Earnings	1,951,057	1,538,617	2,001,004
Reserves	-	-	-
Equity at 31 December	1,951,057	1,538,617	2,001,004

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

WAITAKI BOYS HIGH SCHOOL
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	10	92,697	19,300	228,100
Accounts Receivable	11	247,946	379,632	361,359
GST Receivable		11,052	11,052	-
Prepayments		17,619	19,100	11,078
Inventories	12	29,364	1,120	1,120
Investments	13	325,185	118,000	123,000
Funds held for Capital Works Projects	21	14,914	-	-
		<u>738,777</u>	<u>548,204</u>	<u>724,657</u>
Current Liabilities				
GST Payable		11,345	28,000	26,422
Accounts Payable	15	486,770	698,289	609,804
Borrowings - Due in one year	16	70,000	-	-
Revenue Received in Advance	17	103,044	138,264	108,812
Provision for Cyclical Maintenance	18	16,329	15,000	16,177
Finance Lease Liability - Current Portion	19	47,110	46,867	46,867
Funds held in Trust	20	71,511	75,541	75,541
Funds held for Capital Works Projects	21	-	-	175,299
		<u>806,109</u>	<u>1,001,961</u>	<u>1,058,922</u>
Working Capital Surplus/(Deficit)		(67,332)	(453,757)	(334,265)
Non-current Assets				
Investments	13	161,500	400,000	446,347
Property, Plant and Equipment	14	1,962,440	1,684,374	2,020,252
		<u>2,123,940</u>	<u>2,084,374</u>	<u>2,466,599</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	18	79,091	87,000	78,352
Finance Lease Liability	19	26,460	5,000	52,978
		<u>105,551</u>	<u>92,000</u>	<u>131,330</u>
Net Assets		<u><u>1,951,057</u></u>	<u><u>1,538,617</u></u>	<u><u>2,001,004</u></u>
Equity		<u><u>1,951,057</u></u>	<u><u>1,538,617</u></u>	<u><u>2,001,004</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



WAITAKI BOYS HIGH SCHOOL

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		1,509,343	1,308,470	1,269,125
Locally Raised Funds		553,958	41,715	516,378
Hostel		682,152	604,097	629,696
International Students		46,437	66,587	55,819
Goods and Services Tax (net)		(26,129)	(9,474)	51,805
Payments to Employees		(1,102,054)	(961,379)	(1,054,106)
Payments to Suppliers		(1,457,189)	(1,045,936)	(1,319,358)
Cyclical Maintenance Payments in the year		(3,012)	1,471	(22,920)
Interest Paid		(5,524)	-	(8,590)
Interest Received		24,229	10,441	43,401
Net cash from / (to) the Operating Activities		222,211	15,992	161,250
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(7,318)	(80,393)	(23,535)
Purchase of PPE (and Intangibles)		(258,058)	83,878	(188,130)
Purchase of Investments		82,662	(5,000)	25,061
Proceeds from Sale of Investments		-	-	-
Net cash from / (to) the Investing Activities		(182,714)	(1,515)	(186,604)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	-
Finance Lease Payments		(50,657)	(47,978)	(33,812)
Loans Received/ Repayment of Loans		70,000	-	-
Funds Administered on Behalf of Third Parties		(4,030)	-	75,541
Funds Held for Capital Works Projects		(190,213)	(175,299)	145,159
Net cash from Financing Activities		(174,900)	(223,277)	186,888
Net increase/(decrease) in cash and cash equivalents		(135,403)	(208,800)	161,534
Cash and cash equivalents at the beginning of the year	10	228,100	228,100	66,566
Cash and cash equivalents at the end of the year	10	92,697	19,300	228,100

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 Cash Flow Statement should be read in conjunction with the accompanying notes.



WAITAKI BOYS HIGH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Waitaki Boys High School is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

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 Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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 14.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 19.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased

Assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	25 years
Furniture and equipment	6.67 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Textbooks	5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5 years

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 to but not yet taken at balance date.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international, hostel students and grants received 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.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

s) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

t) 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.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

v) Services received in-kind

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

2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	1,102,160	1,077,003	971,712
Teachers' salaries grants	2,830,309	3,000,000	2,783,600
Use of Land and Buildings grants	754,655	560,000	716,354
Resource teachers learning and behaviour grants	6,399	6,300	8,103
Other MoE Grants	260,818	96,544	273,041
Transport grants	-	-	-
Other government grants	73,103	76,780	83,132
	<u>5,027,444</u>	<u>4,816,607</u>	<u>4,834,942</u>

3. Locally Raised Funds

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

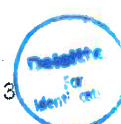
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	113,159	43,000	201,826
Bequests & Grants	-	-	-
Activities	226,762	-	210,830
Trading	67,654	8,000	30,198
Fundraising	60,163	42,500	37,035
Other Revenue	24,701	10,000	24,555
	<u>492,439</u>	<u>103,500</u>	<u>504,444</u>
Expenses			
Activities	222,082	-	210,074
Trading	36,030	7,990	24,582
Fundraising costs	-	-	-
Transport (local)	-	-	-
Other Expenses	-	-	65
	<u>258,112</u>	<u>7,990</u>	<u>234,721</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>234,327</u>	<u>95,510</u>	<u>269,723</u>

4. Hostel Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
<i>Hostel Financial Performance</i>			
Hostel Full Boarders	51	52	53
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<i>Revenue</i>			
Hostel Fees	521,862	530,000	567,955
Other Revenue	177,625	76,015	61,482
Student contributions	-	-	-
	699,487	606,015	629,437
<i>Expenses</i>			
Kitchen	276,523	314,604	307,418
Laundry	4,366	6,800	5,056
Welfare	7,294	6,500	6,938
Supervision	-	-	-
Extra curricular/activities	-	-	-
Administration	25,906	32,040	35,744
Property	122,513	129,720	121,312
Student supplies	-	-	-
Employee Benefit - Salaries	196,903	190,189	180,840
	633,505	679,853	657,308
<i>Surplus/ (Deficit) for the year Hostel</i>	65,982	(73,838)	(27,871)

5. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	4	3	5
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<i>Revenue</i>			
International student fees	47,108	35,217	53,522
<i>Expenses</i>			
Advertising	13,271	14,000	15,345
Commissions	3,111	2,500	2,676
Recruitment	-	-	-
International student levy	2,497	2,000	2,688
Employee Benefit - Salaries	-	500	2,000
Other Expenses	277	-	-
	19,156	19,000	22,709
<i>Surplus/ (Deficit) for the year International Students'</i>	27,952	16,217	30,813



6. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	127,741	159,168	133,334
Equipment repairs	200	-	-
Information and communication technology	74,874	58,602	52,795
Extra-curricular activities	-	-	-
Library resources	3,737	12,550	4,557
Employee benefits - salaries	3,256,366	3,313,590	3,226,425
Staff development	20,423	18,000	14,389
	<u>3,483,341</u>	<u>3,561,910</u>	<u>3,431,500</u>

7. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,407	8,000	7,341
Board of Trustees Fees	48,900	-	66,863
Board of Trustees Expenses	17,547	17,200	5,035
Communication	21,967	28,300	24,468
Consumables	792	21,200	8,076
Operating Lease	-	-	-
Legal Fees	115	-	-
Other	48,479	59,950	44,430
Employee Benefits - Salaries	245,576	248,145	244,493
Insurance	7,831	6,000	24,112
Service Providers, Contractors and Consultancy	-	-	-
	<u>398,614</u>	<u>388,795</u>	<u>424,818</u>

8. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	8,637	10,000	11,504
Consultancy and Contract Services	-	-	-
Cyclical Maintenance Expense	3,903	6,000	(68,571)
Grounds	35,818	33,000	38,270
Heat, Light and Water	95,654	94,000	88,666
Rates	7,072	6,816	7,020
Repairs and Maintenance	56,498	60,000	79,630
Use of Land and Buildings	754,655	560,000	716,354
Security	-	-	-
Employee Benefits - Salaries	233,286	217,662	214,994
	<u>1,195,521</u>	<u>987,478</u>	<u>1,086,867</u>

The use of land and buildings figure represents 8% 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.

9. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	116,128	57,000	109,439
Building Improvements	28,932	110,000	30,403
Furniture and Equipment	76,301	48,000	71,005
Information and Communication Technology	76,822	27,000	71,508
Motor Vehicles	6,251	4,000	3,994
Textbooks	-	-	-
Leased Assets	49,352	-	43,329
Library Resources	6,958	6,000	7,495
	<u>360,744</u>	<u>252,000</u>	<u>337,173</u>

10. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	213	500	458
Bank Current Account	52,827	18,500	155,138
Bank Call Account	1,346	300	72,504
Short-term Bank Deposits	38,311	-	-
Bank Overdraft	-	-	-
Cash and cash equivalents for Cash Flow Statement	<u>92,697</u>	<u>19,300</u>	<u>228,100</u>

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

Of the \$92,697 Cash and Cash Equivalents, \$10,800 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

11. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	129,502	259,632	199,128
Receivables from the Ministry of Education	-	15,000	66,863
Provision for Uncollectibility	(80,936)	(100,000)	(101,281)
Interest Receivable	6,090	5,000	5,401
Teacher Salaries Grant Receivable	193,290	200,000	191,248
	<u>247,946</u>	<u>379,632</u>	<u>361,359</u>
Receivables from Exchange Transactions	54,656	164,632	103,248
Receivables from Non-Exchange Transactions	193,290	215,000	258,111
	<u>247,946</u>	<u>379,632</u>	<u>361,359</u>

12. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	1,120	1,120	1,120
School Uniforms	-	-	-
Livestock	28,244	-	-
	<u>29,364</u>	<u>1,120</u>	<u>1,120</u>

Livestock is held on school property and are used as part of the schools curriculum delivery.

13. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset Short-term Bank Deposits	325,185	118,000	123,000
Non-current Asset Long-term Bank Deposits	161,500	400,000	446,347

14. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Land	416,290				-	416,290
Buildings	860,272	125,920	-	-	(116,128)	870,064
Building Improvements	227,194	-	-	-	(28,932)	198,263
Furniture and Equipment	199,780	97,553	-	-	(76,301)	221,032
Information and Communication Technology	182,881	19,082	-	-	(76,822)	125,141
Motor Vehicles	14,355	33,000	-	-	(6,251)	41,104
Textbooks	-	-	-	-	-	-
Leased Assets	90,437	24,382	-	-	(49,352)	65,467
Library Resources	23,930	8,107	-	-	(6,958)	25,079
Capital Work in Progress	5,113		(5,113)		-	-
Balance at 31 December 2018	<u>2,020,252</u>	<u>308,044</u>	<u>(5,113)</u>	<u>-</u>	<u>(360,744)</u>	<u>1,962,440</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	416,290	-	416,290
Buildings	2,950,767	(2,080,703)	870,064
Building Improvements	734,922	(536,659)	198,263
Furniture and Equipment	1,349,415	(1,128,383)	221,032
Information and Communication Technology	469,978	(344,837)	125,141
Motor Vehicles	110,567	(69,463)	41,104
Textbooks	-	-	-
Leased Assets	160,006	(94,539)	65,467
Library Resources	75,012	(49,933)	25,079
Balance at 31 December 2018	6,266,957	(4,304,517)	1,962,440

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	416,290	-	-	-	-	416,290
Buildings	884,797	84,914	-	-	(109,439)	860,272
Building Improvements	257,598	-	-	-	(30,403)	227,194
Furniture and Equipment	232,419	38,434	(68)	-	(71,005)	199,780
Information and Communication Technology	188,832	65,557	-	-	(71,508)	182,881
Motor Vehicles	3,919	14,430	-	-	(3,994)	14,355
Textbooks	-	-	-	-	-	-
Leased Assets	123,695	10,071	-	-	(43,329)	90,437
Library Resources	27,435	3,990	-	-	(7,495)	23,930
Capital Work in Progress	-	5,113	-	-	-	5,113
Balance at 31 December 2017	2,134,985	222,509	(68)	-	(337,173)	2,020,252

The net carrying value of equipment held under a finance lease is \$65,467 (2017: \$90,437)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	416,290	-	416,290
Buildings	2,824,846	(1,964,574)	860,272
Building Improvements	734,922	(507,728)	227,194
Furniture and Equipment	1,253,867	(1,054,087)	199,780
Information and Communication Technology	450,896	(268,015)	182,881
Motor Vehicles	103,059	(88,704)	14,355
Textbooks	27,736	(27,736)	-
Leased Assets	135,624	(45,187)	90,437
Library Resources	66,904	(42,974)	23,930
Capital Work in Progress	5,113	-	5,113
Balance at 31 December 2017	6,019,257	(3,999,005)	2,020,252

15. Accounts Payable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	99,632	160,000	123,148
Accruals	113,498	249,000	214,826
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	249,989	220,000	219,588
Employee Entitlements - leave accrual	23,651	69,289	52,242
	<u>486,770</u>	<u>698,289</u>	<u>609,804</u>
Payables for Exchange Transactions	236,781	478,289	390,216
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	249,989	220,000	219,588
	<u>486,770</u>	<u>698,289</u>	<u>609,804</u>

The carrying value of payables approximates their fair value.

16. Borrowings

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Due in One Year	70,000	-	-
Due Beyond One Year	-	-	-
	<u>70,000</u>	<u>-</u>	<u>-</u>

The school has borrowings at 31 December 2018 of \$70,000 (31 December 2017 \$0). This loan is from the Ministry of Education for the purpose of allowing the school to meet its operating requirements. The loan is unsecured, interest is 0% per annum and the loan is payable with interest in equal instalments of \$17,500.

17. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants In Advance - Ministry of Education	-	-	-
International Student Fees	42,959	75,000	43,630
Hostel Fees	47,847	63,264	65,182
Other	12,238	-	-
	<u>103,044</u>	<u>138,264</u>	<u>108,812</u>

18. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	94,529	94,529	186,020
Increase/ (decrease) to the Provision During the Year	(12,347)	6,000	(68,571)
Use of the Provision During the Year	13,238	1,471	(22,920)
Provision at the End of the Year	<u>95,420</u>	<u>102,000</u>	<u>94,529</u>
Cyclical Maintenance - Current	16,329	15,000	16,177
Cyclical Maintenance - Term	79,091	87,000	78,352
	<u>95,420</u>	<u>102,000</u>	<u>94,529</u>

19. Finance Lease Liability

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	14,919	2,050	46,861
Later than One Year and no Later than Five Years	18,523	3,250	52,978
Later than Five Years	-	-	-
	<u>33,442</u>	<u>5,300</u>	<u>99,839</u>

20. Funds held in Trust

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	71,511	75,541	75,541
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>71,511</u>	<u>75,541</u>	<u>75,541</u>

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

21. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Science & Art	<i>completed</i>	205,450	257,962	463,579	167	-
Special Needs Block F	<i>in progress</i>	-	269,673	261,169	-	8,504
Boiler Remedial	<i>in progress</i>	-	-	15,761	-	(15,761)
Boiler	<i>in progress</i>	(1,322)	-	1,135	-	(2,457)
Electrical	<i>in progress</i>	-	-	5,200	-	(5,200)
Louvers in Maths Block	<i>Completed</i>	(11,900)	69,270	57,370	-	-
Office Roof Replacement	<i>Completed</i>	(10,618)	66,408	55,790	-	-
July Holiday Projects	<i>Completed</i>	-	43,079	43,079	-	-
Floor Coverings	<i>Completed</i>	(3,948)	3,948	-	-	-
Lighting Project	<i>Completed</i>	(2,363)	3,103	740	-	-
Totals		175,299	713,443	903,823	167	(14,914)

Represented by:

Funds Held on Behalf of the Ministry of Education

8,504

Funds Due from the Ministry of Education

(23,418)

(14,914)

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Science & Art	<i>in progress</i>	18,339	791,560	604,449	-	205,450
Louvers in Maths Block	<i>in progress</i>	-	-	11,900	-	(11,900)
Office Roof Replacement	<i>in progress</i>	-	-	10,618	-	(10,618)
Floor Coverings	<i>in progress</i>	-	29,643	33,591	-	(3,948)
Boiler	<i>in progress</i>	-	-	1,322	-	(1,322)
Lighting Project	<i>in progress</i>	-	27,927	30,290	-	(2,363)
Totals		18,339	849,130	692,170	-	175,299

22. 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.

23. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	48,900	66,863
Full-time equivalent members	0.21	0.24
<i>Leadership Team</i>		
Remuneration	894,004	877,834
Full-time equivalent members	9	9
Total key management personnel remuneration	942,904	944,697
Total full-time equivalent personnel	9.21	9.24

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100-110	0.00	1.00
110-120	1.00	0.00
	1.00	1.00

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

24. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-

25. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

26. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of a Van;

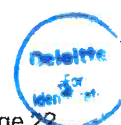
	2018 Actual \$	2017 Actual \$
No later than One Year	1,585	9,516
Later than One Year and No Later than Five Years	-	1,585
Later than Five Years	-	-
	<u>1,585</u>	<u>11,101</u>

(b) operating lease of a Photocopier;

	2018 Actual \$	2017 Actual \$
No later than One Year	1,585	9,000
Later than One Year and No Later than Five Years	-	49,231
Later than Five Years	-	-
	<u>1,585</u>	<u>58,231</u>

27. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.



28. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	92,697	19,300	228,100
Receivables	247,946	379,632	361,359
Investments - Term Deposits	486,685	518,000	569,347
Total Loans and Receivables	827,328	916,932	1,158,806

Financial liabilities measured at amortised cost

Payables	486,770	698,289	609,804
Borrowings - Loans	70,000	-	-
Finance Leases	73,570	51,867	99,845
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	630,340	750,156	709,649

29. Events After Balance Date

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

30. Financial Difficulties

The School is experiencing financial difficulties, at balance date the School has a working capital deficit of \$67,332 and equity of \$1,951,057. The financial difficulties have arisen mainly because the School has incurred several deficits over recent years. The School is managing this by tighter budgetary control to reduce future deficits.

These financial statements are prepared on a going concern basis. The going concern assumption is dependent on the continuing support from the Ministry of Education. The Ministry of Education has confirmed it will continue to provide the School with resources, so it may meet its obligations as they fall due.



BOT

Governance

Please note: the Board of Trustees was disbanded in October 2014, replaced by a Commissioner:

Mr Craig Smith, Lawyer.

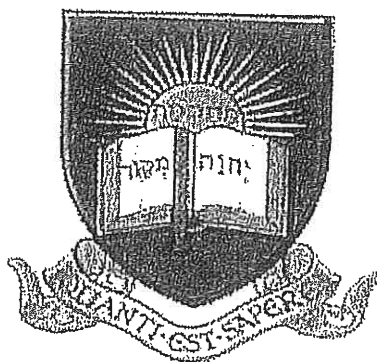
Mr Smith's tenure as Commissioner started January 2017

Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$9713.49 (excluding GST). The funding was spent on funding a Sports Co-ordinator.

Analysis of Variance

See Charter Document attached



WAITAKI BOYS' HIGH SCHOOL CHARTER

2019



Vision

The “all-round Waitakian” strives to be their best academically, culturally, socially, in sport and in character development.

Mission

To provide an environment that will encourage and enable every student to achieve his full potential to become an “all-round Waitakian”.

WAITAKI BOYS' HIGH SCHOOL

1 FEBRUARY 2018

Email: admin@waitakibhs.school.nz

Web: www.waitakibhs.school.nz

(03) 437 0529

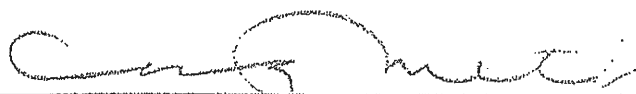
Private Bag 50057

Qamru 9444

Rectors Signature



Commissioners Signature



Date Submitted to the Ministry

4/4/19

VALUES

RESPECT

Caring for yourselves and others.

RESILIENCE

The ability to recover quickly from difficulty.

MOTIVATED

Someone who is eager to accomplish a goal.

THE WAITAKI STUDENT

The "all-round Waitakian" strives to be their best, academically, culturally, socially, in sport and in character development.

To achieve academically, a Waitakian:

- Sets realistic goals and works towards achieving the highest possible level of attainment in NCEA for himself
- Has independent work habits
- Develops transferable learning skills

To achieve culturally, a Waitakian:

- Participates in at least one cultural activity each year
- Is confident and enthusiastic in performance
- Is reliable and committed to both practice and performance

To achieve socially, a Waitakian:

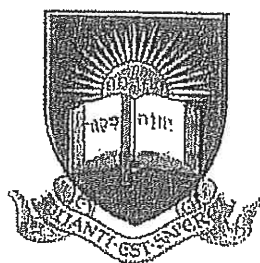
- Has a wide range of healthy friendships
- Respects the rights of others
- Is tolerant of difference
- Is well-groomed, articulate, confident and personable

To achieve in sport, a Waitakian:

- Participates in at least one team sport or sporting activity each year
- Plays fair and respects the competition
- Is reliable and committed to both practice and competition
- Shows good team spirit

To achieve in character development, a Waitakian:

- Demonstrates the value of respect, motivation, resilience and integrity



"How valuable is wisdom"

Waitaki Boys' High School

- A Decile 6 Year 9 to 13 Boys' School, situated on Oamaru, North Otago. A School with a very proud history, founded in 1883, we have a number of historic buildings built with local Oamaru Stone and a well-used Hall of Memories dedicated to those students and Old Boys who lost their lives in the Great War. We also have a number of more modern amenities such as the Learning Support Centre and Auditorium.
- The smallest state boys school in New Zealand with a roll of 418 students.
- A Boarding school with a boarding establishment situated on the school grounds called Don House. Don House presently has 43 students.
- The 2019 student roll is made up of 14% Maori, 8% Pacific Island, 73% New Zealand European, 4% Asian and 1% (other). This cultural diversity is further enhanced by the 4 International students who currently attend the School.
- The School is situated amidst park like grounds with a small farmlet – Fraser Farm - also part of the School's property. Fraser Farm is used as an extension of the classroom – providing hands-on learning experiences for students of agriculture and science in particular. The Sports Fields – including Don and Milner (which are both named after former Rectors of our school) - are well utilised by the school and the wider community.
- Our School is well supported by the Old Boys' Association of proud "Waitakians" which has national and international branches, the Community Association, a great number of Waitaki area businesses and many who value the role of the school in the community.

Cultural Diversity

Waitaki Boys' High School recognises the diverse ethnic and cultural heritage of New Zealand people and acknowledges the unique position of Maori and the principles and spirit of Te Tiriti o Waitangi.

All staff members are expected to develop an awareness of Tikanga Maori (Maori culture and protocol) and Te Reo Maori (Maori language) and incorporate these into the daily life of the School.

All practicable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents ask for it. The School has introduced a Maori studies class for all Year 10 students and will be offering a Level 1 Te Reo Maori course in 2020.

The School has engaged with the local Runaka and wider Maori community to help implement cultural initiatives at Waitaki Boys' High School including Tuakana/Teina team building, Whanau nights, Kapa Haka and He Kaitiaki.

Pasifika culture is an emerging influence on the culture of the School and has been supported through the Supporting Pasifika Success Talanoa Project and most recently the "power up" programme. Pasifika students are also actively engaged in the School's Kapa Haka group which has been developed to both celebrate the culture of Maori and Pasifika and to celebrate Maori and Pasifika achievement at School assemblies and prize-givings.

The school has appointed a Maori and Pasifika Dean with specific responsibility for the development and implementation of Maori and Pasifika strategic plans.

The School engages regularly with Te Runaka Moeraki to inform the development of policies for the School that reflect New Zealand's cultural diversity and the unique position of Maori.

We believe in

- Our Vision “The all-round Waitakian strives to be their best academically, culturally, socially, in sport and in character development”.
- Our Mission “To provide an environment that will encourage and enable every student to achieve his full potential to become an all-round Waitakian”.
- Our school motto “Quanti est Sapere” mean “How valuable is wisdom”. To understand the importance of wisdom to which will enable them to choose the right pathways in life.
- Our school crest with the..... Focuses on the qualities which help provide guidance and purpose for all students and staff.
- “The Milner ethos” of developing the “all-round” young man.

We have

- Facilities that effectively meet the diverse and changing learning needs of our students through renovations and additions funded by the Board of Trustees or the Ministry of Education.
- A site which currently includes spacious grounds, a working farm – Fraser farm, playing fields and a 33m swimming pool and diving well.
- A well-resourced e-learning environment.
- Specialist, fit for purpose, well-equipped room for...
- A Learning Support Centre designed to cater for students with...
- A flexible, broad curriculum which provides a wide range of courses and specific programmes to ensure the needs of all students are met.

National Education Priorities

Waitaki Boys' High School recognises the Government's National Educational Priorities:

- Success for all.
- A safe learning environment.
- Improving literacy and numeracy.
- Better use of student achievement information.
- Improving outcomes for students at risk.
- Improving Maori and Pasifika student outcomes.
- Providing career guidance.
- Reporting.

The school integrates the National Educational Goals, National Administrative Guidelines and National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments or school class programmes.

Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes.

Career education is provided by the career programmes and addressed by individual staff, integrated into programmes of all forms through the mentoring programme and NZQA courses in the senior school.

Strategic Goals 2018 – 2020

These are reflected in the Annual Plan goals to improve student engagement, learning, progress and achievement, Annual Plan goals will be adjusted according to progress made against each of these aims.

There are the four foundations in our Strategic Plan:

A. Foundation 1: Student Achievement

Goals – To improve student achievement through student engagement, teaching and learning, sense of belonging and community.

Aims –

At Waitaki Boys' accelerating student achievement – looks like

- Year 9 and 10 students are achieving “at or above” their expected curriculum level.
- NCEA pass rates are above the national average for Decile 6 boys schools.
- NCEA endorsement rates are above the national average for Decile 6 boys schools.
- The achievement of priority learners will be indistinguishable when compared to the whole school.

To achieve this we will:

- Have high expectations for all students and staff to continually improve their performance.
- Promote learning and excellence in academic activities.
- Provide effective programmes that engage the students.
- Raise the awareness and support for priority learners.
- Provide co-ordinated and appropriate learning programmes for those students with special needs.
- Develop self-directed, collaborative and engaged lifelong learners.
- Provide a curriculum that is accessible to each student so that it prepares them for successful transition beyond school.
- Use effective assessment to report student progress and achievement.
- Expect teachers to continually analyse and use achievement information to identify trends and patterns of student progress and achievement, to improve programmes, teaching practices and outcomes for students.

- Expect high professional standards from all staff and assist them as individuals to maintain those standards.
- Continue to develop an appraisal system that effectively promotes high quality teaching practice with an emphasis on teaching as inquiry.
- Support the development of high quality teaching through effective professional development that promotes collaborative and culturally responsive practices.
- Ensure high quality teaching practices by developing a learning culture that integrates literacy strategies and digital technologies into the school curriculum, teaching programmes and administrative systems.
- Develop and implement specific strategies to promote the progress and achievement of Maori and Pasifika students.
- Provide career education plan that will enable students to make sound decisions about their futures.
- Develop learning partnership with parents, the community and other education providers, particularly schools which are part of our Kahui Aro to improve student achievement.

Foundation 2: School Culture

Goals – To maintain and develop a positive school culture that promotes a sense of belonging and reflects the school values that underpin the Waitaki vision.

Aims -

At Waitaki Boys' a positive school culture looks like –

- Maori and Pasifika students can achieve success as Maori and Pasifika learners.
- A values programme students are provided with.
- An inclusive community that celebrates diversity.
- Students have a physically and emotionally safe environment in which to learn.
- Hostel students have a physically and emotionally safe environment to thrive.
- Appropriate celebration of success.
- Staff well-being is fostered and enhanced.
- The school acts as a good employer.
- A schoolwide positive engagement in learning approach that maximises students opportunities to learn and achieve.
- A Behaviour Management system that supports the school values and vision.
- Students are provided with a wide range of quality extra-curricular opportunities.
- Students are provided with a wide range of quality leadership opportunities.

To achieve this we will:

- Continually build up and maintain a school culture that reflects the values underpinning the Waitaki vision so that it is inherent in the way the staff and students think and act as individuals and in their relationship with others.

- Provide a learning, focussed, safe and positive (physically, emotionally and culturally) school environment which focusses on positive behaviours that enhance well-being and learning.
- Provide effective targeted advice, guidance and support for individual students who are at risk.
- Provide an inclusive environment which recognises and celebrates all cultures.
- Follow robust employment procedures to select high quality, improvement focused staff who will provide a safe but challenging learning environment so that all students can experience success.
- Provide an attractive, well-resourced and collegial working environment that fosters and rewards excellence and promotes positive communication between staff at all levels of the school.
- Develop the leadership capacity of staff.
- Provide our students with a wide-range of co-curricular opportunities and experiences.
- Regularly monitor staff and students well-being and take appropriate action to ensure they feel safe and valued.
- Recognise and celebrate progress, achievement and involvement.

Foundation 3: Community

Goals – To maintain and foster positive relationships by engaging with the local, national and international community to enhance the quality and reputation of the schools learning environment and educational opportunities.

Aims –

At Waitaki Boys' positive relationships (by engaging) with the local, national and international community looks like –

- Our school communicates and consults effectively with family and whanau.
 - The school engages with the Fraser farm to enhance the quality and reputation of the schools learning environment.
 - The school engages with the Old boys' Association to enhance the relationship between the school and it's old boys.
 - The school engages with the School Foundation to enhance the relationship between the school and the Foundation.
 - The school engages with the Community Association to enhance the relationship between the school and the Community Association.
 - The school facilitates a successful International student's programme.
 - A transparent transition programme between 'feeder schools' and WBHS.
 - The school reports to the Maori Community on Maori student achievements.
 - Our students are able to maximise opportunities in the community.
 - Our school engages, where appropriate, with other educational institutions.
- Our school develops strong working relationships with schools which are part of our Kahui Ako to improve the outcomes recognised by the achievement challenges of the Kahui Ako.
- Our school builds strong links with the community to extend educational opportunities.

To achieve this we will:

- Develop and maintain relationship with parents / whanau and the community that help promote the Waitaki vision and improve outcomes for our students.
- Effectively promote the worth of the schools learning environment and programmes and the achievement of the students in local, national and international settings.
- Maintain collaborative relationships with our main contributing schools in our Kahui Ako, local secondary, tertiary and other educational institutions, international organisations and employment providers.
- Promote and foster a positive working relationship with family / whanau, including actively encouraging parent involvement in the Board, Community Association and other community groups which support the school and the sporting, cultural, social and recreational activities of the school.
- Regularly seek the opinions of our community and provide feedback to it on matters important to the school.
- Provide learning and recreational opportunities for the community.

Foundation 4: Sustainability

Goals – To ensure that the financial future of the school is secure for the generations of Waitakians to follow, through astute and proactive financial initiatives.

Aims -

At Waitaki Boys' ensuring that the financial future of the school is secure looks like –

- An effective Property plan which delivers a healthy environment to reflect the needs of the school.
- A robust policies and procedures framework.
- The WBHS Commissioner/Board supports all staff as a good employer.
- An effective Health and Safety programme.
- Following astute and proactive financial management.
- Supporting the WBHS Foundation and other fund management.
- Increasing revenue through new financial initiatives and sponsorship.
- Increasing the number of 'local' students attracted to WBHS.
- Increase the number of international students currently attending WBHS.
- Increase the number of boarding students currently attending Don House.

To achieve this we will:

- In conjunction with the Ministry of Education and Project manager effectively implement the 10YPP and 5YA.
- Continue to review and develop policies and procedures.
- Ensure that all reasonable measures are taken to mitigate health and safety risk to student and staff welfare.

- Monitor financial systems daily through the Executive Officer, monthly by the Commissioner/Board and annually by the Auditors.
- Meet regularly with the Foundation and other benefactors to maximise the growth of their financial portfolio and how it can best benefit the school.
- Develop a proactive and detailed marketing plan to market the school effectively.
- Employ a Business/Marketing director.
- Improve the reputation of the school.
- Improve marketing in overseas markets and develop relationships with schools particularly in Thailand and Japan and enhance relationships with targeted overseas agents.
- Employ a Director of International students.
- Develop a detailed marketing plan to market Don House effectively.
- Develop a strategic plan for Don House to focus on improving pastoral care, personnel, facilities, communications, services and finances.

ANNUAL PLAN 2019

Foundation 1: Teaching and Learning/Student Engagement

Strategic Goal – Through quality teaching and learning we will improve student engagement.

Goal	Actions	Responsibility	Results/ outcome	Progress Term		Comment	Final
Through quality teaching and learning we will improve student engagement.	1.To ensure effective Teaching and Learning strategies.			1	2		
	* Teachers ensure learning is relevant and engaging for all students.	All staff	*All teachers have an inquiry in their subject area to improve their teaching practice. The 2019 Kahui Ako inquiries and staff performance management documentation, will show that teachers are reflecting on and changing their practice in response to student needs.				
	* Teachers take a reflective inquiry approach to their practice. (Teaching as Inquiry focus on small groups of Year 9 and 10 "at-risk" of not achieving their curriculum level)	All staff					
	*Teachers ensure learning outcomes are clear	All staff					

Through quality teaching and learning we will improve student engagement.	<p>* Teachers integrating IT into teaching and learning</p> <p>* Teachers ensure students have clear expectations</p>	<p>All staff</p> <p>All staff</p> <p>Year 9 Dean/Pe/Ff</p>	<p>*Clarity in the classroom. SLO and SC are written on the board and are repeatedly referred to in class during lessons.</p> <p>*Introduction of mandatory BYOD for all Year 9 and 10 students</p> <p>*Teachers receive PD opportunities to 'upskill' in IT</p> <p>*IT resources are improved within the school.</p> <p>*The BMS is applied consistently by all staff.</p> <p>*Teachers receive PD opportunities and support from management in applying the BMS</p> <p>*Classroom behaviour expectations are clearly outlined at the start of each term.</p> <p>*NZQA guidelines are clearly outlined to NCEA students</p>			
		Deans/HODs/SLT				

<p>Through quality teaching and learning we will improve student engagement.</p>	<p>2. Data collection and analysis.</p> <p>* Teachers use quality data to respond to individual needs</p> <p>* E-astle testing for reading, and Maths completed at start and end of year.</p>	<p>AR (T&L) Curriculum Committee</p>	<p>*Teaching is better targeted to meet the learning needs of "at risk" students through - the effective use of transition, assessment and other survey data to inform planning and assessment. - the use of unit plans and junior class action plans to identify at-risk students and student skill deficiencies to inform teaching in the next unit.</p>			
	<p>3. Planning and reporting.</p> <p>*Live' reporting (end of topic feedback) to be introduced via Kamar in 2019 to replace mid-year and end of year reports</p> <p>* Students are given (wherever possible) appropriate courses to meet their academic ability</p>	<p>Literacy co-ordinator/AR (T&L)</p> <p>Deans/all staff</p> <p>Maori/Pasifika Dean</p> <p>RTL/B/Senco/AR (Student welfare)</p> <p>AR (T&L)</p>	<p>*There is effective reporting of progress through the kamar portal.</p>			

<p>Through quality teaching and learning we will improve student engagement.</p>	<p>4. Curriculum review *Review of curriculum to look at whether current curriculum is accommodating student needs / interest / learning experiences.</p> <p>5. Development and implementation of support programmes. * Literacy programme (see Literacy plan over)</p> <p>*Introduce a peer reading programme for "at-risk" students</p> <p>*Embed Homework diary system in the junior school.</p> <p>*Reintroduction of Tuakana – Teina programme. Senior student mentors will be trialled for some of these students.</p> <p>*RTL and SENCO to support teachers to improve teaching and learning outcomes for "at-risk" students To include IEPs for identified "at-risk" students</p> <p>*Development of an accelerated learning pathway. AR (Teaching and Learning) to work alongside HODs in</p>	<p>HODs</p> <p>House group teachers</p> <p>All staff</p> <p>AR (Student Welfare)/Deans/SMT/All staff</p> <p>All staff</p> <p>AR (student welfare)/John Taylor/He Ara Tika Committee</p>	<p>*Students in senior courses meet prerequisites (wherever possible). *Ensure students are given suitable access to standards that provide them with their literacy and numeracy requirements at level 1 and UE.</p> <p>*New courses are introduced and/or old courses are eliminated where appropriate. *There is a systematic review of each subject area regards standards and credits offered.</p> <p>*See Literacy Plan for desired outcomes. **"At risk" students improve their reading through support from senior students. *Homework diaries being used by junior students.</p>		
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Through quality teaching and learning we will improve student engagement.	<p>developing programmes for 'targeted' gifted academic students.</p> <p>*Senior "mentoring" programme begun in 2017 is continued and improved. In 2019 this is to be facilitated by house group teachers and extended to the junior school.</p> <p>*A 'Study Skills' programme is introduced.</p> <p>*Focus on improving attendance and streamline attendance 'tracking' systems</p> <p>*Teachers consistently apply behaviour management system in 2019.</p> <p>*Whole staff PD around 'restorative practice'.</p>	<p>*Tuakana-Teina programme reintroduced, senior mentors introduced</p> <p>*Targeted "at risk" students have IEP's which reflect a meaningful learning programme and they show "sufficiency of progress".</p> <p>*"Targeted" gifted students are accelerated.</p> <p>*Mentoring system for senior students embedded and introduced to junior students to improve student outcomes.</p> <p>*Study skills programme is introduced through the mentoring programme and also incorporated into values and well-being programmes .</p> <p>*Attendance (85%+ at all year levels)</p> <p>*Retention (70% of students entering at</p>				
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Foundation 2: School Culture and well-being.

Strategic Goal – To enhance school culture through a sense of belonging and well-being.

Goal	Actions	Responsibility	Results/outcome	Progress Term	Comment	Final
To enhance school culture through a sense of belonging and well-being.	<p>1. The school as a learning community is culturally responsive to all students.</p> <ul style="list-style-type: none"> * Build a connection with Moeraki Marae * Embed Tuakana Teina in the peer support programme 	<p>Maori Dean Moeraki Runanga</p>	<ul style="list-style-type: none"> * All Maori students and staff take part in cultural experience at the Marae. * Most identified Maori students involved in Tuakana Teina programme. * Kapa haka team performs at local and regional competition 	1		
				2		
	<ul style="list-style-type: none"> * Maintain and enhance the polyfest programme * Promote Maori / Tongan language weeks. * Increased Pasifika signage around the school. * Introduce a buddy system for all new international students. * Establish an orientation programme for international students * Introduce an International "week" to celebrate all cultures. Recognise diversity through cultural events. 	<p>Pasifika Dean Associated staff</p>	<ul style="list-style-type: none"> * Maori/Tongan language weeks are celebrated across the school * All new students have a "buddy" * International student evening held. * Positive responses from exit surveys. 			

To enhance school culture through a sense of belonging and well-being.	<p>*Recognise and inclusion of sexual diversity.</p> <p>*Provide whole staff PD around cultural responses (Tataiako)</p>	All staff	<p>*All students regardless of sexuality/gender feel recognised and included.</p> <p>*Staff reference Tataiako in PM documentation</p>			
2. Recognition of the unique culture and traditions of the school.	<p>*Redevelopment of school website to include Old Boy's Association/Foundation/History focus</p>	<p>Rectors PA, Rector Rector,SMT Property,</p>	<p>*Website is updated to link our literary and cultural history to the community</p> <p>*Improved visibility/recognition of Old Boy's/Foundation/History.</p>			
<p>3. All students feel as if they have a voice in the direction of the school.</p> <p>* Well being committee and student council seek feedback from all students on important issues.</p> <p>* Effective classroom feedback.</p>	<p>AR (Student Welfare) Deans All staff</p>	<p>*Positive feedback from 'me and my school' Pisa survey.</p> <p>*Minutes of school council meetings taken and circulated to staff and prefects.</p> <p>*End of unit/term class feedback completed by all students; Lesson observations completed.</p>	<p>*Increased numbers involved in activities such as</p>			
4. All students participate in a range of opportunities and experiences	<p>* Embed and enhance the values programme</p>	All Period Z staff				

To enhance school culture through a sense of belonging and well-being.	<p>* Provide quality EOTC. 5. All students enjoy positive relationships with teachers</p> <p>* Teachers interact with students in an extra-curricular setting outside the classroom.</p> <p>* Staff focus on building relationships in the classroom</p> <p>* Kamar input.</p>	Bw, camp staff etc	<p>Scrano, School production etc</p> <p>* Year 9 and 10 camps Duke of Edinburgh etc</p> <p>* Teacher participation in co-curricular events stays above the Otago and national average (NZSSC census)</p> <p>* Positive student survey feedback - "Me and My School", Pisa etc</p> <p>* Discipline and referral data shows a reduction in issues.</p> <p>* Increase in number of positive interactions on Kamar ie He Ara Tika, Fortnightly reports.</p>			
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To enhance school culture through a sense of belonging and well-being.	<p>6. To foster and enhance staff well-being</p> <p>*Staff well-being programme is fully established.</p> <p>• Staff leave "bank" becomes fully embedded.</p>	<p>All staff</p> <p>AR (Welfare)</p> <p>Staff well-being team</p> <p>SMT</p> <p>Social committee</p> <p>Deputy Rector</p>	<p>*Staff well-being programme is established in Term 1.</p> <p>*Regular staff "events" are held.</p> <p>*Staff well-being team in place with regular meetings held.</p> <p>*Staff noticeboard established and online.</p> <p>*Well-being as a personal goal.</p> <p>*Annual staff survey shows improved "sense of belonging" data from 2018.</p> <p>*ERO report indicates an improvement in staff well-being from last report.</p> <p>*On-going recognition of staff well-being. Well-being conversations with appraiser/mentor.</p> <p>*Effective communication and recording of staff leave "banked" hours.</p>			
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Foundation 3: Community

Strategic Goal – To maintain and foster positive relationships by engaging the local and international community to enhance the quality and reputation of the schools learning environment and educational opportunities.

Goal	Actions	Responsibility	Results/outcome	Progress Term	Comment	Final
To promote and foster a positive working relationship with parents/whanau and the community	<p>*The school uses a variety of strategies to communicate effectively and consult with the whanau/community - NCEA information meetings, parent interviews, mentoring, transition evenings, open day, website, Facebook.</p> <p>*The school reports effectively to parents/whanau on student achievement/progress - mentoring, progress reports, fortnightly reports, real-time reporting 2019.</p>	<p>Commissioner Rector SMT All staff Commissioner Rector</p> <p>All staff</p>	<p>*Improved feedback from 2018. Community survey in comparison to 2018 data *Share data with community *Increased internet traffic on all forms of communication *Yr 9 Family night and Yr 8 Orientation bbq *Rector's meetings with new students; Deans meetings with parents; Liaison meetings with staff *Effectively promote the worth of the school's learning environment and programmes and the achievements of its students.</p> <p>*Whanau feel they are consistently well-informed about their son's academic achievement and progress. *Page in the Oamaru Mail each term; consistent</p>	1		
				2		

<p>To promote and foster a positive working relationship with parents /whanau and the community</p>	<p>*Widen the interaction with employers and businesses *Attend meetings with educational support (Lit NO, Salvation Army), welfare and community organisations. *Promote and foster whanau involvement in the sporting, cultural, social and recreational activities of the school *Promote learning and recreational opportunities for the community *The school reports to the Maori community on Maori student achievement, centered around the School Whare and Moeraki marae</p>	<p>SLT, Pathways co-ordinator Rector, SLT. Relevant staff Maori Dean</p>	<p>fortnightly reports; effective, accurate and consistent reporting on student achievement and progress; schools website and face-book page are relevant and up to date; relationships with fellow schools, other educational stakeholders are positive. *Whanau/parents of Maori students feel they are well informed about their son's progress.</p>				
	<p>*Successful implementation of the Waifaki Ara Kahui Ako (CoL) in 2019</p>	<p>Se, Cn, Ct, Ln And all staff</p>	<p>*Achievement challenges and relevant enquiries are being actioned by the end of 2019. *Focus on 1. Increase engagement of all stakeholders. 2. Effective Transition 3. Raise student achievement. *See Achievement Plan for more detail.</p>				

Foundation 4: Sustainability

Strategic Goal – To ensure that the financial future of the school is secure for the generations of Waitakians to follow, through astute and proactive financial initiatives.

Goal	Actions	Responsibility	Results/Outcomes	Progress Term		Comment	Final
To ensure that the financial future of the school is secure for the generations of Waitakians to follow.	* New strategic plan prepared during the year and presented to the new Board before consultation with the community.	All staff, new board, community.	*A new strategic plan is completed by the end of 2019 to be presented to the Ministry in 2020.	1	2		
	*Prudent fiscal management of the school and hostel.	EO, Rector, Commissioner, Auditors.	*Financial systems continue to be monitored daily by Graham Mills the schools EO, monthly by the Rector and Commissioner and annually by the Auditors. *Increasing revenue through new financial initiatives and sponsorship. *School budget operates at an improved level from 2018.				

To ensure that the financial future of the school is secure for the generations of Waitakians to follow	*Implement the 10YPP and 5YA.	Rector, Property Manager, Project Manager, relevant staff.	*An effective Property plan which delivers a healthy environment to reflect the needs of the school.			
	*Review of policies and procedures.	Rector, Deputy Rector and relevant staff	*A robust policies and procedures framework which ensures policies and procedures are updated in the Staff and Student handbooks where necessary.			
	*Update all employment agreements.	Rector and relevant staff	*All personnel have their employment agreements updated by the end of 2019.			
	*An effective Health and Safety programme.	Deputy Rector and relevant staff.	*Reasonable measures are taken to mitigate health and safety risk to student and staff welfare. Health and Safety awareness is developed throughout all sectors of the school environment.			
	*Active involvement in the development of the Waitaki Initiative for Living Learning.	Rector, vB, relevant staff.	*The development of an Outdoor pursuits course/framework to attract schools/groups to WBHS.			
	*Develop a proactive and detailed marketing plan to market the school effectively in the 'local' area.	Rector and relevant staff	*Increasing the number of 'local' students (365) attracted to WBHS.			

<p>To ensure that the financial future of the school is secure for the generations of Waitakians to follow</p>	<p>*Appointment of Sherilyn Helliier from WGHS as International Students marketing representative. *Rector marketing trip to Thailand in 2019.</p>	<p>Rector, Director of Boarding, relevant staff.</p>	<p>*Retain students at a rate of better than 70% (at Year 13) of the original Year 9 intake. Using July 1 data. *Improve marketing in overseas markets and develop relationships with schools particularly in Thailand and Japan and enhance relationships with targeted overseas agents. *Increase the number of international students (4) currently attending WBHS. * To be compliant with Code of Practice.</p>	<p>*Increase the number of boarding students currently attending Don House (43). *Reduce the hostel budget deficit from 2018.</p>	
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ANALYSIS OF VARIANCE REPORT

<p>Lifting Achievement Levels – All students</p> <p>All staff</p>	<p>Goal for 2018</p> <p>The goal for 2018 at Level 1 was a 75% pass rate (or above national average) and any improvement on 2017 endorsement rate through improved student engagement, improved tracking, and mentoring programme.</p>	<p>Outcome</p> <p>Level 1 results 2018 – 61.2% pass rate with 40% achieving merit/excellence endorsements.</p>	<p>Analysis</p> <p>Very disappointing pass rate again but pleasing overall endorsement rate. The pass rate was affected by the new enrolment based cumulative data. This data does not reflect the 10 out of 88 students who were either in learning support or special education programmes for whom Level 1 was not a realistic target. Despite that a number of boys did underperform and the results compared to ourselves were the lowest in 5 years.</p>	<p>Next Steps</p> <p>In 2019 the goal is to exceed the national boys average (currently 66.1%) and maintaining our endorsement rate (40%) from 2018. This can be achieved through improved student engagement, improved tracking, an improved mentoring programme and the introduction of a study programme.</p>
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	<p>The goal for 2018 at Level 2 was an 85% pass rate and an increased endorsement rate to over 30% through improved student engagement, improved tracking, and mentoring programme and continue successful vocational pathway programmes.</p>	<p>Level 2 results 2018 – 83.3% pass rate with 20% achieving merit/excellence endorsements.</p>	<p>Very pleasing pass rate (this cohort had a 70% pass rate at Level 1 in 2017) which was still above the national average but a disappointing decrease in merit/excellence endorsements. Once again a number of students in Learning Support/Special Education were not realistically looking to achieve Level 2 in 2018. The successful pass rate can be largely attributed to a number of successful vocational pathway programmes.</p>	<p>In 2019 the goal is to maintain the 2018 pass rate of 83.3% and also improve on the 2018 endorsement rate of 20% This will be achieved to through improved student engagement, improved tracking, an improved mentoring programme, the implementation of a study programme and the continuation of successful vocational pathway programmes.</p>
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	<p>The goal for 2018 at Level 3 was a 60% pass rate (or above national average) and the same endorsement rate as in 2017 through improved student engagement, improved tracking, and mentoring programme and continue successful vocational pathway programmes.</p>	<p>Level 3 results 2018 – 55.9%pass rate with 31.6% achieving merit/excellence endorsements</p>	<p>A pleasing pass rate - our best in the past 5 years at Level 3 but still well below the national average. The endorsement rate was also the best in the last 5 years. The pass rate was lower than expected due to a number of boys leaving throughout the year -- many to take up apprenticeships and meaningful employment. The pleasing pass rate was mainly due to a particularly hard working Dean who tracked the boys closely and a core group of talented academics.</p> <p>Very disappointing University Entrance result well below the national average. This can be attributed to the fact that of the Year 13 cohort only one third are realistically looking to go on to tertiary study.</p>	<p>In 2019 the goal is to improve on the 2018 pass rate of 55.9% , if not exceed the national boy's average of 59.3% and also improve on the 2018 endorsement rate of 31.5%. This will be achieved to through improved student engagement, improved tracking, an improved mentoring programme, the implementation of a study programme and the continuation of successful vocational pathway programmes.</p>
	<p>The goal for 2018 at University Entrance was a 40% (or above the national average) pass rate through improved coursing, improved student engagement, improved tracking, and mentoring programme.</p>	<p>2018 University Entrance – 33.8%</p>		<p>In 2019 the goal is to improve on the 2018 UE pass rate of 33.8% at least and get closer to the national boy's average of 40.6%. This will be achieved to through improved student engagement, improved tracking, an improved mentoring programme, the implementation of a study programme and the continuation of successful vocational pathway programmes.</p>

<p>Lifting Achievement Levels – Maori & Pasifika students</p> <p>Deans of Maori students and Pasifika students All Staff</p>	<p>The goal for 2018 was for a 60% Maori pass rate at Level 1 and 60% Pasifika at Level 1 through specific Maori and Pasifika Action plans.</p> <p>The goal for 2018 at Level 2 was for an improvement on 2017 pass rates (or above the national average) through specific Maori and Pasifika Action plans. These were 69.8% and 72.9% respectively</p>	<p>Level 1 results 2018 – Maori 50% (10 students); Pasifika 50% (6 students).</p> <p>Level 2 results 2018 – Maori 66.7% (11 students); Pasifika 85.7% (6 students).</p>	<p>Small cohorts but both very disappointing results as the support from the Maori and Pasifika Deans was very good. Unfortunately for the individuals who didn't pass attendance and disciplinary issues were a major barrier.</p> <p>Both showed pleasing improvement especially Pasifika . Some success due to targeted RTLB funding and effective tracking of students by the Deans and appropriate vocational programmes available at Level 2.</p>	<p>The goal in 2019 is to improve on the 2018 results of 50% respectively and push up to the national averages which are 55.8 and 59.4% respectively. This will be achieved through the individual mentoring programme, IEP's where necessary, support from Maori and Pasifika Deans, the "power up" pasifika programme and improved engagement with the Maori whanau in particular.</p> <p>The goal in 2019 is to once again be above the national average. (67 and 68% respectively) This will be achieved through the individual mentoring programme, IEP's where necessary, support from Maori and Pasifika Deans, the "power up" pasifika programme, improved engagement with the Maori whanau in particular, targeted RTLB support and appropriate vocational pathways including gateway, ready for work and ARA.</p>
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	<p>The goal for 2018 at Level 3 was for more boys to be entered with at least a 50% pass rate each.</p>	<p>Only 1 Maori student and no Pasifika students entered in Level 3 in 2017. Maori pass rate – 50% (6 students) and Pasifika pass rate – 28.6% (7 students)</p>	<p>Goal of more boys entering was achieved and achieved Maori pass rate but not Pasifika pass rate. Small Pasifika cohort (7) affected by 2 students leaving school and others with motivation issues. 1 Pasifika student gained endorsement.</p>	<p>The goal for 2019 is to improve on both our entry numbers (6 and 7 respectively) and achieve a 50% pass rate for both.</p> <p>This will be achieved through the individual mentoring programme, IEP's where necessary, support from Maori and Pasifika Deans, the "power up" pasifika programme, improved engagement with the Maori whanau in particular, targeted RTL B support and appropriate vocational pathways including gateway, ready for work and ARA.</p>
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<p>Literacy and Numeracy targets</p>	<p>The goals for 2018 were</p> <p>Level 1 Literacy: 90% + Numeracy: 94% +</p> <p>Level 2 Literacy: 96% + Numeracy: 96% +</p> <p>Level 3 Literacy: 99% + Numeracy: 100%</p>	<p>2018 results:</p> <p>Level 1 Literacy – 79.6% Level 1 Numeracy – 82.7%</p> <p>Level 2 Literacy – 94.4% Level 2 Numeracy – 97.2%</p> <p>Level 3 Literacy – 92.6% Level 3 Numeracy – 92.6%</p>	<p>Literacy results were thoroughly disappointing in 2018. The reasons being a dysfunctional year in the English department and the long term absence of the Literacy co-ordinator along with a lack of appropriate standards for “at risk” learners. The Level 1 cohort was also very challenging and difficult to motivate.</p> <p>Numeracy results were also disappointing with the exception of Level 2. As above the main issues being a challenging Level 1 cohort and a lack of appropriate standards for “at risk” students.</p>	<p>The goal for 2019 will be to simply improve on 2018 results. The mentoring programme improved in 2019 should allow house group teachers along with Deans and the AP’s to “track” individual literacy and numeracy credits. HODs and Deans have worked more closely together in late 2018 to ensure pathways for students are better suited to access the appropriate level of literacy and numeracy credits. At an HOD level “best practice” around specific literacy strategies will be shared and improving literacy should be a focus area for the inquiry process through the new CoL. “At risk” learners are being offered more appropriate literacy credits through a larger ready for work, SPEC programme and IEP’s programme co-ordinated by the RTLB and Deans.</p>
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	<p>The goal for 2018 was 85% retention of Maori students.</p> <p>The goal for 2018 was 100% Maori leavers attain Level 2 as a minimum qualification.</p>	<p>There were 69 Maori students in 2018, of those 69 students, 16 left during/end of year = 77% retention. In 2019 we have 67 Maori students.</p> <p>Of 12 Maori leavers who were Year 12 or above 7 left with Level 2, that is 58%.</p>	<p>Goal not achieved.</p> <p>Goal not achieved.</p>	<p>The goal for 2019 is 80% retention of all Maori students.</p> <p>The goal for 2019 is for the Maori Dean to continue to work with these boys and implement the Maori Education strategy developed in 2016. The re-establishment and/or embedding such as Tuakana/Teina, Whanau Nights, Kapa Haka group and re-engagement with the Moeraki marae. The new school wide my mahi mentoring programme. Also the continuing emergence of a school <i>whare</i>. Maori studies has been introduced into Year 10 with a view to offering Level 1 Te Reo in 2020. As part of our staff PD a focus is on embedding the cultural competencies from Tatalako into unit plans. Also whole staff PD once per term around teaching Maori students as Maori.</p> <p>The goal for 2019 is to improve on the 2018 result (58%). As above.</p>
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	<p>The goal for 2018 is 75% retention rate for Pasifika students.</p> <p>The goal for 2018 was 100% Pasifika leavers attain Level 2 as a minimum qualification.</p>	<p>There were 37 Pasifika students in 2018, of those, 13 left during/end of year = 65% retention. In 2019 we have 32 Pasifika students.</p> <p>Of 11 Pasifika leavers who were Year 12 or above, 7 left with Level 2, that is 58%</p>	<p>Goal not achieved</p> <p>Goal not achieved.</p>	<p>The goal for 2019 is 80% retention of Pasifika students. Goal for 2019 is to continue the great work in 2018 of the Pasifika Dean and his ongoing connection with the local Pasifika community through regular fono, the power up programme and individual mentoring of students through the new school wide my mahi mentoring programme but also be aware to improve on pass rates and retention from 2018 levels. Continue the Year 11+ RTLB programme for Pasifika and also whole staff PD once a term will be undertaken to treat Pasifika learners as Pasifika.</p> <p>The goal for 2019 is to improve on the 2018 result (58%). As above.</p>
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Retention Rates	The goal for 2019 was to build on the overall school roll (448) and push back up towards 500 with 100% retention rates from Years 9 to 10 and 10 to 11, maintain the year 11 to 12 retention rate at over 85% and improve the Year 12 to 13 retention rate to 80%.	Year 9 2019 – 75 Year 9 2018 – 110 Year 10 2019 – 105 (95%) Year 9 2017 – 86 Year 10 2018 – 89 Year 11 2019 – 84 (94%) (From Year 9 – 11 = 98%) Year 9 2016 - 102 Year 10 2017 – 98 Year 11 2018 – 102 Year 12 2019 – 85 (83%) (From Year 9 -12 = 83%) Year 9 2015 - 95 Year 10 2016 - 102 Year 11 2017 – 90 Year 12 2018 – 78 Year 13 2019 – 60 (77%) (From Year 9 – 13 = 63%)	Goal not met – Disappointingly we start the 2019 year with a March 1 roll of 407 students (down 41 students from 2018). The major contributing factor to this decrease is there being an incoming Year 8 cohort with 35 less boys than in 2018. Other factors are the continued inability to attract boarding and international students. This area is one of/if not the major challenge facing the school. It is my perception that the damaged reputation of the school, continued statutory management, quality of other boarding establishments, “lost” international connections, lack of a dedicated international co-ordinator are all contributing factors in this. Retention – Year 9 – 10 not achieved (95%) Year 10 – 11 not achieved (94%) Year 11 – 12 not achieved (83%) Year 12 – 13 not achieved (77%)	The goal for 2020 is to see an increase in the overall roll from 407 to at least 420, bearing in mind it is once again a small local contributing schools cohort, attract more than this years 6 boarders into Year 9, a goal will be 10 and increase the number of international students form the present 4, a goal will be 6. In terms of retention have 100% retention rates from Years 9 to 10 and 10 to 11, maintain the year 11 to 12 retention rate at over 83% and improve the Year 12 to 13 retention rate from 77% to 80%.
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Engagement Figures	Junior Classes				
	Goal for 2018 was unjustified absences below 4%. Goal for 2019 is the same.	2017: Yr 9 – 2.5% and Yr 10 – 6.4% 2018: Yr 9 – 3.0% and Yr 10 – 7.2%	Goal achieved for Year 9, Goal not achieved for Year 10.	A huge effort has to be made with the community to shift this culture of justified absence. This is a major challenge with increasing numbers of whanau/family taking vacation during school time. Our major focus is on increasing student engagement (see Annual Plan – Foundation 1) and with this improve attendance. Various strategies are outlined in the annual plan including more suitable coursing and improved quality teaching and learning. There are still some technical issues with inputting data and teachers need to be more vigilant around entering data and we are working on this.	
	Goal for 2018 was intermittent absences below 4%. Goal for 2019 is the same.	2017 : 2.3% and Yr 10 – 5.5% 2018: Yr 9 – 2.7% and Yr 10 – 6.1%	Goal achieved for Year 9, Goal not achieved for Year 10.		
	Goal for 2018 was justified absence below 5%. Goal for 2019 is below 7%.	2017: Yr 9 – 7.8%, Yr 10 – 7.8%. 2018: Yr 9 – 8.8%and Yr 10 – 8.5%	Goal not achieved for Year 9 or 10.		
	Senior Classes				
	Goal for 2018 was unjustified absences below 4%. Goal for 2019 is the same.	2017: Yr 11 – 3.5%, Yr 12 – 5.4%, Yr 13 – 3.4% 2018: Yr 11 – 4.6%; Yr 12 – 4.8% and Yr 13 – 3.5%	Goal not achieved for Year 11 and 12 but achieved for Year 13.		
	Goal for 2018 was intermittent absences below 4%. Goal for 2019 is below 5%.	2017: Yr 11 – 2.8%, Yr 12- 5.2%, Yr 13 – 7.7% 2018: Yr 11 – 5.8%; Yr 12 – 5.3% and Yr 13 – 8.9%	Goal not achieved for any Year group and especially disappointing for Year 13.		
	Goal for 2018 was justified absence below 5%. Goal for 2019 is below 8%.	2017: Yr 11 – 17.1%, Yr 12 – 16.9%, Yr 13 – 19.6%. 2018: Yr 11 – 8.9%; Yr 12 – 7.7% Yr 13 – 18.1%	Goal not achieved for any Year group but pleasing improvement at Year 12. Again especially disappointing for Year 13.		

Referral figures	<p>Goal for 2018 was an overall attendance rate of 85% or better</p> <p>Goals for 2018</p> <p>Year 9 – less than 120 referrals across the year.</p> <p>Year 10 – less than 120.</p> <p>Year 11 - less than 100.</p> <p>Year 12 - less than 100.</p> <p>Year 13 – less than 80.</p>	<p>(2016 -81.1%) (2017 – 79.1%) 2018 – 81.8%</p> <p>Year 9: Terms 1 – 4 (29, 60, 29, 38) Total = 156.</p> <p>Year 10: Terms 1 – 4 (24, 41, 24, 51) Total = 140.</p> <p>Year 11: Terms 1 – 4 (30, 42, 29, 13) Total = 114.</p> <p>Year 12: Terms 1 – 4 (14, 17, 7, 5) = 43.</p> <p>Year 13: Terms 1 – 4 = (6, 21, 8, 10) = 45.</p>	<p>Goal not achieved</p> <p>Goal not achieved</p> <p>Goal not achieved</p> <p>Goal achieved</p> <p>Goal achieved</p> <p>Goals for 2019</p> <p>Year 9 – less than 120 referrals across the year.</p> <p>Year 10 – less than 120.</p> <p>Year 11 - less than 100.</p> <p>Year 12 - less than 50.</p> <p>Year 13 – less than 50.</p>	<p>Overall attendance goal realistically should be 85% for 2019 based on historical data. It was 81.8 % in 2018.</p> <p>Disappointing that goals not achieved in junior school, but pleasing improvement in senior school. As students become familiar with the expectations of the new BMS and staff use more 'prior to referral' strategies and use more 'restorative' conversations along with a more consistent implementation of the BMS it is a realistic expectation that the number of referrals in 2019 will decrease. The Values programme (implemented in 2017) which includes the Rectors assembly, Year 9 Leadership class, Year 9 peer support programme, Year 10 "Rite Journey" programme, Year 11 "Kia Kaha" programme, Year 12 Leadership programme and Year 13 Community Service programme will continue.</p>
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