

NAPIER BOYS' HIGH SCHOOL

GROUP ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 0216
Principal: Jarred Williams
School Address: 31 Chambers St, NAPIER 4110
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Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
James MEAR	Presiding Member	Elected September 2022	September 2025
Jarred WILLIAMS	Principal ex Officio	Appointed July 2021	
Brad TATERE	Deputy Presiding Member	Elected September 2022	September 2025
Dr Stephan FRUEDENBERG	Parent Representative	Re-Elected September 2022	September 2025
Maree MACLACHAN	Parent Representative	Elected September 2022	September 2025
Libby BROWN	Parent Representative	Elected September 2022	September 2025
Campbell FURLONG	Parent Representative	Elected September 2022	September 2025
Richard TOWNLEY	Staff Representative	Elected September 2022	September 2025
Gabriel Khozai	Student Rep	Elected August 2023	August 2024

Accountant / Service Provider: In house



NAPIER BOYS' HIGH SCHOOL

Group Annual Report - For the year ended 31 December 2023

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Napier Boys' High School

Statement of Responsibility

For the year ended 31 December 2023

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

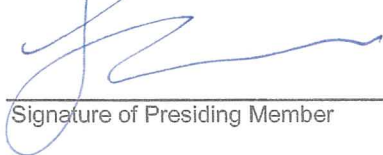
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the group.

The Group's 2023 consolidated financial statements are authorised for issue by the Board.

James Gavin Mear

Full Name of Presiding Member



Signature of Presiding Member

31 May 2024

Date:

David Leslie Russell

Full Name of Acting Principal



Signature of Acting Principal

31 May 2024

Date:



Napier Boys' High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Revenue							
Government Grants	2	12,089,268	11,907,163	10,800,723	12,089,268	11,907,163	10,800,723
Locally Raised Funds	3	1,843,946	845,464	1,345,549	1,843,946	845,464	1,345,549
Interest Earned		30,345	2,116	13,423	48,037	2,116	29,399
Gain on Sale of Property, Plant and Equipment		391	-	4,047	391	-	4,047
Hostel	4	2,783,060	2,520,636	2,368,273	2,783,060	2,520,636	2,368,273
Other Revenue		-	-	30,944	49,746	-	79,936
<i>Total revenue</i>		<u>16,747,010</u>	<u>15,275,379</u>	<u>14,562,959</u>	<u>16,814,448</u>	<u>15,275,379</u>	<u>14,627,927</u>
Expenses							
Locally Raised Funds	3	1,600,898	813,846	1,229,399	1,603,898	813,846	1,247,399
Hostel	4	2,435,033	2,624,631	2,127,029	2,435,033	2,624,631	2,127,029
Learning Resources	5	9,669,951	9,473,516	9,146,188	9,669,951	9,473,516	9,146,188
Administration	6	1,265,257	1,226,223	1,304,267	1,274,144	1,226,223	1,306,070
Finance		7,065	5,000	55,670	7,065	5,000	61,995
Property	7	1,838,753	1,653,170	1,814,122	1,838,753	1,653,170	1,814,122
<i>Total expenses</i>		<u>16,816,957</u>	<u>15,796,386</u>	<u>15,676,675</u>	<u>16,828,844</u>	<u>15,796,386</u>	<u>15,702,803</u>
Net Surplus / (Deficit) for the year		<u>(69,947)</u>	<u>(521,007)</u>	<u>(1,113,716)</u>	<u>(14,396)</u>	<u>(521,007)</u>	<u>(1,074,876)</u>
Other Comprehensive Revenue and Expenses							
Gain (Loss) on Property & Investment Revaluation		-	-	-	92,702	-	(216,362)
<i>Total other comprehensive revenue and expense</i>		<u>-</u>	<u>-</u>	<u>-</u>	<u>92,702</u>	<u>-</u>	<u>(216,362)</u>
Total Comprehensive Revenue and Expense for the Year		<u><u>(69,947)</u></u>	<u><u>(521,007)</u></u>	<u><u>(1,113,716)</u></u>	<u><u>78,306</u></u>	<u><u>(521,007)</u></u>	<u><u>(1,291,238)</u></u>

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



Napier Boys' High School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023	School	2022	2023	Group	2022
	Actual	2023	Actual	Actual	2023	Actual
	\$	Budget (Unaudited) \$	\$	\$	Budget (Unaudited) \$	\$
Equity at 1 January	6,034,846	6,079,501	7,099,233	8,341,053	8,341,053	9,582,952
Total comprehensive revenue and expense for the year	(69,947)	(521,007)	(1,113,716)	78,306	(521,007)	(1,291,238)
Board Contribution			-			
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	86,626	-	49,329	86,626	-	49,339
Equity at 31 December	6,051,525	5,558,494	6,034,846	8,505,985	7,820,046	8,341,053
Retained Earnings	6,051,525	5,558,494	6,034,846	8,505,985	7,820,046	8,341,053
Equity at 31 December	6,051,525	5,558,494	6,034,846	8,505,985	7,820,046	8,341,053
Reserve Movements Analysis						
Accumulated surplus/(deficit)						
Balance at 1 January	6,034,846	6,079,501	7,099,233	8,341,053	8,341,053	9,582,962
Napier High Schools Land Endowment Trust - Land Revaluation		-	-	92,702	-	(216,362)
Board Contribution						
Furniture & Equipment grant	86,626	-	49,329	86,626	-	49,329
Surplus/(deficit) for the year	(69,947)	(521,007)	(1,113,716)	(14,396)	(521,007)	(1,074,876)
Balance 31 December	6,051,525	5,558,494	6,034,846	8,505,985	7,820,046	8,341,053
Total equity	6,051,525	5,558,494	6,034,846	8,505,985	7,820,046	8,341,053

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Napier Boys' High School
Statement of Financial Position
As at 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets							
Cash and Cash Equivalents	8	1,865,375	1,077,738	1,150,585	1,938,821	1,077,738	1,219,492
Accounts Receivable	9	796,580	800,000	784,493	800,510	800,000	787,143
GST Receivable		109,504	100,000	127,192	109,504	100,000	127,192
Prepayments		186,604	120,000	121,873	186,604	120,000	121,873
Inventories	10	243,559	250,000	242,908	243,559	250,000	242,908
		<u>3,201,622</u>	<u>2,347,738</u>	<u>2,427,051</u>	<u>3,278,998</u>	<u>2,347,738</u>	<u>2,498,608</u>
Current Liabilities							
Accounts Payable	13	1,086,044	1,000,000	913,158	1,094,566	1,000,000	930,214
Borrowings	14	63,773	55,776	58,734	63,773	55,776	58,734
Revenue Received in Advance	16	592,121	440,000	604,960	592,121	440,000	604,960
Provision for Cyclical Maintenance	17	332,631	280,980	156,899	332,631	280,980	156,899
Finance Lease Liability	18	44,035	20,000	20,151	44,035	20,000	20,151
Funds held in Trust	19	510,544	400,000	409,931	510,544	400,000	409,931
Funds held for Capital Works Projects	20	171,672	-	(90,891)	171,672	-	(90,891)
		<u>2,800,820</u>	<u>2,196,756</u>	<u>2,072,942</u>	<u>2,809,342</u>	<u>2,196,756</u>	<u>2,089,998</u>
Working Capital Surplus/(Deficit)		400,802	150,982	354,109	469,656	150,982	408,610
Non-current Assets							
Loan Receivable	15	150,000	150,000	150,000	-	-	-
Investments	11	-	-	-	2,385,606	2,261,552	2,251,706
Property, Plant and Equipment	12	7,480,786	7,079,065	7,507,480	7,480,786	7,079,065	7,507,480
		<u>7,630,786</u>	<u>7,229,065</u>	<u>7,657,480</u>	<u>9,866,392</u>	<u>9,340,617</u>	<u>9,759,186</u>
Non-current Liabilities							
Loan Payable	15	150,000	150,000	150,000	-	-	-
Borrowings	14	1,142,793	1,113,553	1,198,328	1,142,793	1,113,553	1,198,328
Provision for Cyclical Maintenance	17	524,543	500,000	570,713	524,543	500,000	570,713
Finance Lease Liability	18	119,727	15,000	14,702	119,727	15,000	14,702
Funds held in Trust	19	43,000	43,000	43,000	43,000	43,000	43,000
		<u>1,980,063</u>	<u>1,821,553</u>	<u>1,976,743</u>	<u>1,830,063</u>	<u>1,671,553</u>	<u>1,826,743</u>
Net Assets		<u>6,051,525</u>	<u>5,558,494</u>	<u>6,034,846</u>	<u>8,505,985</u>	<u>7,820,046</u>	<u>8,341,053</u>
Equity:							
Accumulated surplus/deficit		6,051,525	5,558,494	6,034,846	8,505,985	7,820,046	8,341,053
Total equity		<u>6,051,525</u>	<u>5,558,494</u>	<u>6,034,846</u>	<u>8,505,985</u>	<u>7,820,046</u>	<u>8,341,053</u>

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



Napier Boys' High School
Statement of Cash Flows
For the year ended 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities							
Government Grants		3,378,490	3,201,300	3,734,595	3,378,490	3,201,300	3,734,595
Locally Raised Funds		1,407,804	520,978	1,244,220	1,407,805	520,978	1,244,219
Hostel		2,783,506	2,514,652	2,368,273	2,783,506	2,514,652	2,368,273
International Students		(274,768)	312,482	234,235	(274,768)	312,482	234,235
Goods and Services Tax (net)		19,212	81,548	(10,738)	19,212	81,548	(10,738)
Payments to Employees		(1,791,811)	(2,569,416)	(2,642,614)	(1,791,811)	(2,569,416)	(2,642,614)
Payments to Suppliers		(4,622,312)	(3,586,890)	(4,904,117)	(4,490,957)	(3,657,797)	(4,877,318)
Interest Paid		(7,065)	(90,116)	(50,561)	(7,065)	(90,116)	(56,059)
Interest Received		11,415	8,059	13,423	48,038	8,059	29,399
Net cash from / (to) the Operating Activities		904,471	392,597	(13,284)	1,072,450	321,690	23,992
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-	-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(691,162)	(364,667)	(659,657)	(691,162)	(364,667)	(659,657)
Purchase of Investments		29,540	-	-	(133,900)	-	(155,998)
Proceeds from Sale of Investments		-	-	-	-	-	99,914
Proceeds from loan borrowed from other parties		-	-	-	-	-	-
Net cash from / (to) the Investing Activities		(661,622)	(364,667)	(659,657)	(825,062)	(364,667)	(715,741)
Cash flows from Financing Activities							
Furniture and Equipment Grant		86,626	-	49,339	86,626	-	49,339
Finance Lease Payments		149,359	(45,000)	-	149,359	(45,000)	-
Funds Held for Capital Works		(76,724)	-	(634,133)	-	-	(634,133)
MOE contributions		-	-	-	(76,724)	-	-
Loans Received/ Repayment of Loans		(50,496)	(55,776)	(56,491)	(50,496)	(55,776)	(56,491)
Funds Administered on Behalf of Third Parties		363,176	-	390,214	363,176	-	390,214
Net cash from / (to) Financing Activities		471,941	(100,776)	(251,071)	471,941	(100,776)	(251,071)
Net increase/(decrease) in cash and cash equivalents		714,790	(72,846)	(924,012)	719,329	(143,753)	(942,820)
Cash and cash equivalents at the beginning of the year	8	1,150,585	1,150,585	2,074,597	1,219,492	1,219,492	2,162,312
Cash and cash equivalents at the end of the year	8	1,865,375	1,077,739	1,150,585	1,938,821	1,075,739	1,219,492

The Consolidated 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 omitted.

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



Napier Boys' High School

Notes to the Group Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Napier Boys High School is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Napier Boys High School Group (the 'Group') consists of Napier Boys High School and its subsidiary trust. The subsidiary is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Basis of Consolidation

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The consolidated 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 Group 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 Group qualifies for Tier 2 as the group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These consolidated 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 consolidated financial statements are set out below.

Critical Accounting Estimates And Assumptions



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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 17.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 28.

c) Revenue Recognition

Government Grants

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group and are paid directly to teachers by the Ministry of Education. The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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



Other Grants

Other grants are recorded as revenue when the Group 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 Group.

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial



position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

Computer software acquired by the Group are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Consolidated Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Consolidated Statement of Comprehensive Revenue and Expense.

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

The Group 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 Group 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, and also annual leave earned, by non teaching staff, 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 Group to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.



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

p) Funds Held in Trust

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Revenue and Expense.

The Group holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of participating schools as agreed with the Ministry of Education. These funds are outside of the Group's control. These amounts are not recorded in the Statement of Revenue and Expense. The Group holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the Group 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 Group sites in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the Group, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

The Group's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The Group'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.

t) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) Goods and Services Tax (GST)

The consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Operational Grants	3,139,482	2,992,836	3,041,764	3,139,482	2,992,836	3,041,764
Teachers' Salaries Grants	8,058,375	8,058,375	7,230,604	8,058,375	8,058,375	7,230,604
Use of Land and Buildings Grants	647,488	647,488	477,495	647,488	647,488	477,495
Other Government Grants	243,923	208,464	50,860	243,923	208,464	50,860
	<u>12,089,268</u>	<u>11,907,163</u>	<u>10,800,723</u>	<u>12,089,268</u>	<u>11,907,163</u>	<u>10,800,723</u>

The school has opted in to the donations scheme for this year. Total amount received was \$183,865 and form part of the Operational Grant.

3. Locally Raised Funds

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

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Revenue						
Donations and Bequests	99,144	-	26,115	99,144	-	26,115
Curriculum related activities - Purchase of goods and services	105,914	-	62,564	105,914	-	62,564
Other Revenue	69,598	97,782	1,674	69,599	97,782	1,674
Trading	521,144	423,200	419,534	521,144	423,200	419,534
Fees for Extra Curricular Activities	584,386	12,000	601,427	584,386	12,000	601,427
International Student Fees	463,759	312,482	234,235	463,759	312,482	234,235
	<u>1,843,946</u>	<u>845,464</u>	<u>1,345,549</u>	<u>1,843,946</u>	<u>845,464</u>	<u>1,345,549</u>
Expenses						
Extra Curricular Activities costs	757,976	192,075	641,575	757,976	192,075	641,575
Trading	475,228	411,322	392,714	475,228	411,322	410,714
Other Locally Raised Funds Expenditure	2,870	19,825	-	5,870	19,825	-
International Student Expenses	364,823	190,624	195,110	364,823	190,624	195,110
	<u>1,600,898</u>	<u>813,846</u>	<u>1,229,399</u>	<u>1,603,898</u>	<u>813,846</u>	<u>1,247,399</u>
Surplus for the year Locally raised funds	<u>243,048</u>	<u>31,618</u>	<u>116,150</u>	<u>240,049</u>	<u>31,618</u>	<u>98,150</u>

During the year the School hosted 38 international students (2022: 14).

4. Hostel Revenue and Expenses

	2023 Actual Number	School 2023 Budget (Unaudited) Number	2022 Actual Number	2023 Actual Number	Group 2023 Budget (Unaudited) Number	2022 Actual Number
Hostel Financial Performance						
Hostel Full Boarders	38	25	31	38	25	31
Hostel Weekly Boarders	151	160	153	151	160	153

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Revenue						
Hostel Fees	2,193,235	2,163,615	1,976,521	2,193,235	2,163,615	1,976,521
Other Revenue	589,825	357,021	391,752	589,825	357,021	391,752
	<u>2,783,060</u>	<u>2,520,636</u>	<u>2,368,273</u>	<u>2,783,060</u>	<u>2,520,636</u>	<u>2,368,273</u>
Expenses						
Other Hostel Expenses	757,120	774,687	481,097	757,120	774,687	481,097
Administration	222,379	318,700	97,662	222,379	318,700	97,662
Property	416,964	400,000	448,122	416,964	400,000	448,122
Employee Benefit - Salaries	1,038,570	1,131,244	1,100,148	1,038,570	1,131,244	1,100,148
	<u>2,435,033</u>	<u>2,624,631</u>	<u>2,127,029</u>	<u>2,435,033</u>	<u>2,624,631</u>	<u>2,127,029</u>
Surplus/ (Deficit) for the year Hostel	<u>348,027</u>	<u>(103,995)</u>	<u>241,244</u>	<u>348,027</u>	<u>(103,995)</u>	<u>241,244</u>



5. Learning Resources

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	354,744	310,045	432,996	354,744	310,045	432,996
Equipment Repairs	36,492	25,300	47,972	36,492	25,300	47,972
Information and Communication Technology	76,238	98,380	-	76,238	98,380	-
Library Resources	4631	19,130	6,330	4630.55	19,130	6,330
Employee Benefits - Salaries	8,709,777	8,457,848	7,833,203	8,709,777	8,457,848	7,833,203
Staff Development	32,405	36,000	42,473	32,405	36,000	42,473
Depreciation	455,665	526,813	783,214	455,665	526,813	783,214
	<u>9,669,951</u>	<u>9,473,516</u>	<u>9,146,188</u>	<u>9,669,951</u>	<u>9,473,516</u>	<u>9,146,188</u>

6. Administration

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	9,958	7,000	11,979	9,958	7,000	11,979
Board Fees	4,340	7,500	6,800	4,340	7,500	6,800
Board Expenses	17,833	19,500	27,886	17,833	19,500	27,886
Communication	51,284	51,736	60,118	51,284	51,736	60,118
Consumables	122,246	153,578	101,028	122,246	153,578	101,028
Operating Lease	(3,703)	48,700	(7,404)	(3,703)	48,700	(7,404)
Legal Fees	51,512	4,000	-	51,512	4,000	-
Other	37,510	37,396	68,294	46,397	37,396	70,097
Employee Benefits - Salaries	773,962	702,196	862,919	773,962	702,196	862,919
Insurance	77,791	68,617	55,265	77,791	68,617	55,265
Service Providers, Contractors and Consultancy	122,524	126,000	117,382	122,524	126,000	117,382
	<u>1,265,257</u>	<u>1,226,223</u>	<u>1,304,267</u>	<u>1,274,144</u>	<u>1,226,223</u>	<u>1,306,070</u>

7. Property

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	224,347	221,682	201,909	224,347	221,682	201,909
Consultancy and Contract Services	-	-	-	-	-	-
Cyclical Maintenance Provision	196,323	106,500	186,179	196,323	106,500	186,179
Grounds	165,410	141,500	385,031	165,410	141,500	385,031
Heat, Light and Water	151,502	127,100	124,722	151,502	127,100	124,722
Rates	8,784	-	6,050	8,784	-	6,050
Repairs and Maintenance	87,269	87,300	109,571	87,269	87,300	109,571
Use of Land and Buildings	647,488	647,488	477,495	647,488	647,488	477,495
Security	62,484	48,600	69,671	62,484	48,600	69,671
Employee Benefits - Salaries	295,147	273,000	253,494	295,147	273,000	253,494
	<u>1,838,753</u>	<u>1,653,170</u>	<u>1,814,122</u>	<u>1,838,753</u>	<u>1,653,170</u>	<u>1,814,122</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2022, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	765,375	1,077,738	550,585	838,821	1,077,738	619,492
Short-term Bank Deposits	1,100,000	-	600,000	1,100,000	-	600,000
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	<u>1,865,375</u>	<u>1,077,738</u>	<u>1,150,585</u>	<u>1,938,821</u>	<u>1,077,738</u>	<u>1,219,492</u>

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

Of the \$1,865,375 Cash and Cash Equivalents, \$156,671 is held by the Group on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned Group buildings. The school currently has five credit card facilities namely Napier Boys High School \$19,000 and Napier Community High School \$2,000.

9. Accounts Receivable

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	114,399	120,000	167,297	118,329	120,000	169,947
Teacher Salaries Grant Receivable	682,181	680,000	617,196	682,181	680,000	617,196
	<u>796,580</u>	<u>800,000</u>	<u>784,493</u>	<u>800,510</u>	<u>800,000</u>	<u>787,143</u>
Receivables from Exchange Transactions	114,399	120,000	167,297	118,329	120,000	169,947
Receivables from Non-Exchange Transactions	682,181	680,000	617,196	682,181	680,000	617,196
	<u>796,580</u>	<u>800,000</u>	<u>784,493</u>	<u>800,510</u>	<u>800,000</u>	<u>787,143</u>

10. Inventories

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	16,927	18,000	17,277	16,927	18,000	17,277
School Uniforms	214,471	222,000	216,631	214,471	222,000	216,631
Canteen	4,310	3,000	2,590	4,310	3,000	2,590
School Property	2,306	2,000	2,156	2,306	2,000	2,156
Hostel Provisions	5,545	5,000	4,254	5,545	5,000	4,254
	<u>243,559</u>	<u>250,000</u>	<u>242,908</u>	<u>243,559</u>	<u>250,000</u>	<u>242,908</u>



11. Investments

The Group and School's investments are classified as follows:

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset						
Short-term Bank Deposits	-	-	-	-	-	-
Non-current Asset						
Long-term Bank Deposits		-	-	452,670	400,000	400,595
Equity Investments				997,251	850,000	838,702
Endowment Trust 1/3 share				935,685	1,011,552	1,012,409
	-	-	-	2,385,606	2,261,552	2,251,706
Total Investments	-	-	-	2,385,606	2,261,552	2,251,706

Valuation of the 1/3 share in the Land Endowment Trust is based on Quotable Valuation as at 1 July 2021.

12. Property, Plant and Equipment

PARENT & GROUP

2023	Opening Balance (Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	77,690	-			-	77,690
Buildings	5,091,938	43,902			258,235	4,877,606
Furniture and Equipment	1,452,532	296,651			206,077	1,543,107
Information and Communication Technology	670,754	97,302			169,653	598,404
Motor Vehicles	77,524	55,013			24,678	107,859
Textbooks	46,218	-			6,558	39,661
Leased Assets	27,029	184,727	84,825		44,277	167,072
Library Resources	63,794	13,568			7,974	69,388
					-	
Balance at 31 December 2023	7,507,480	691,163	84,825	-	717,450	7,480,786

GROUP

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Land	77,690	-	77,690	77,690	-	77,690
Buildings	9,733,216	(4,855,610)	4,877,605	9,689,314	(4,597,376)	5,091,938
Furniture and Equipment	4,660,586	(3,117,479)	1,543,107	4,363,935	(2,911,402)	1,452,533
Information and Communication Technology	3,736,612	(3,138,208)	598,404	3,639,310	(2,968,555)	670,755
Motor Vehicles	518,394	(410,535)	107,859	463,381	(385,858)	77,523
Textbooks	411,584	(371,923)	39,660	411,584	(365,366)	46,218
Leased Assets	215,641	(48,501)	167,072	115,738	(88,709)	27,029
Library Resources	230,793	(161,405)	69,388	217,225	(153,431)	63,794
Balance at 31 December	19,584,516	(12,103,661)	7,480,785	18,978,177	(11,470,697)	7,507,480

SCHOOL

2023	Opening Balance (Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	77,690	-			-	77,690
Buildings	5,091,938	43,902			258,235	4,877,606
Furniture and Equipment	1,452,532	296,651			206,077	1,543,107
Information and Communication Technology	670,754	97,302			169,653	598,404
Motor Vehicles	77,524	55,013			24,678	107,859
Textbooks	46,218	-			6,558	39,661
Leased Assets	27,029	184,727	84,825		44,277	167,072
Library Resources	63,794	13,568			7,974	69,388
					-	
Balance at 31 December 2023	7,507,480	691,163	84,825	-	717,450	7,480,786



Accumulated Depreciation

SCHOOL	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Land	77,690	-	77,690	77,690	-	77,690
Buildings	9,733,216	(4,855,610)	4,877,606	9,689,314	(4,597,376)	5,091,938
Furniture and Equipment	4,660,586	(3,117,479)	1,543,107	4,363,935	(2,911,402)	1,452,533
Information and Communication Technology	3,736,612	(3,138,208)	598,404	3,639,310	(2,968,555)	670,755
Motor Vehicles	518,394	(410,535)	107,859	463,381	(385,858)	77,523
Textbooks	411,584	(371,923)	39,661	411,584	(365,366)	46,218
Leased Assets	215,641	(48,501)	167,140	115,738	(88,709)	27,029
Library Resources	230,793	(161,405)	69,388	217,225	(153,431)	63,794
Balance at 31 December	19,584,516	(12,103,661)	7,480,855	18,978,177	(11,470,697)	7,507,480

The net carrying value of equipment held under a finance lease is \$167,072 as at 31.12.23 (2022 : \$27,028).

13. Accounts Payable

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	326,554	400,000	240,023	335,076	400,000	257,079
Employee Entitlements - Salaries	682,180	600,000	617,196	682,180	600,000	617,196
Employee Entitlements - Leave Accrual	77,310	-	55,939	77,310	-	55,939
	1,086,044	1,000,000	913,158	1,094,566	1,000,000	930,214
Payables for Exchange Transactions	1,086,044	1,000,000	913,158	1,094,566	1,000,000	930,214
	1,086,044	1,000,000	913,158	1,094,566	1,000,000	930,214

The carrying value of payables approximates their fair value.



14. Borrowings

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Loans due in one year	63,773	55,776	58,734	63,773	55,776	58,734
Loans due after one year	1,142,793	1,113,553	1,198,328	1,142,793	1,113,553	1,198,328
	<u>1,206,566</u>	<u>1,169,329</u>	<u>1,257,062</u>	<u>1,206,566</u>	<u>1,169,329</u>	<u>1,257,062</u>

The Group has borrowings at 31 December 2023 of \$1.21 million (31 December 2022 \$ 1.26 million). This loan is from the ASB Bank for the purpose of funding the construction of a hostel dorm. The loan is unsecured, interest is 8.39% per annum and the loan is payable with interest in equal instalments each month (typically \$10,909 each month).

15. Loan Receivable and Loan Payable

In 2022 Napier Boys High School Hostel advanced Napier Boys High School \$150,000. The loan receivable to the hostel and payable by the school is interest free and repayable at a point to be determined in the future.

16. Revenue Received in Advance

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Grants in advance - Ministry of Education	6,000	-	-	6,000	-	-
International Student Fees in Advance	449,795	400,000	440,346	449,795	400,000	440,346
Hostel Fees in Advance	39,807	40,000	39,361	39,807	40,000	39,361
Other revenue in Advance	96,519	-	125,253	96,519	-	125,253
	<u>592,121</u>	<u>440,000</u>	<u>604,960</u>	<u>592,121</u>	<u>440,000</u>	<u>604,960</u>

17. Provision for Cyclical Maintenance

	2023 Actual \$	School and Group 2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	727,612	727,612	507,215
Increase/ (decrease) to the Provision During the Year	129,562	53,368	220,397
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>857,174</u>	<u>780,980</u>	<u>727,612</u>
Cyclical Maintenance - Current	332,631	280,980	156,899
Cyclical Maintenance - Term	524,543	500,000	570,713
	<u>857,174</u>	<u>780,980</u>	<u>727,612</u>

18. Finance Lease Liability

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

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	44,035	20,000	20,151	44,035	20,000	20,151
Later than One Year and no Later than Five Years	119,727	15,000	14,702	119,727	15,000	14,702
	<u>163,762</u>	<u>35,000</u>	<u>34,853</u>	<u>163,762</u>	<u>35,000</u>	<u>34,853</u>
Represented by						
Finance lease liability - Current	44,035	20,000	20,151	44,035	20,000	20,151
Finance lease liability - Term	119,727	15,000	14,702	119,727	15,000	14,702
	<u>163,762</u>	<u>35,000</u>	<u>34,853</u>	<u>163,762</u>	<u>35,000</u>	<u>34,853</u>

19. Funds held in Trust

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	510,544	400,000	409,931	510,544	400,000	409,931
Funds Held in Trust on Behalf of Third Parties - Non-current	43,000	43,000	43,000	43,000	43,000	43,000
	<u>553,544</u>	<u>443,000</u>	<u>452,931</u>	<u>553,544</u>	<u>443,000</u>	<u>452,931</u>

These funds relate to arrangements where the school is acting as agent and therefore these are not included in the Consolidated Statement of Comprehensive Revenue and Expense.



20. Funds Held for Capital Works Projects

During the year the School and Group received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under receivables from the Ministry in account receivable note 9:

School and GROUP

	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution	Closing Balances \$
NCCHS Fence Project		(20,483)				(20,483)
NCCHS Driveway/Stormwater drainage		-	62,505			62,505
NCCHS Heatpump Block C		-	3,351	(2,566)		785
NBHS Pool Project		18,981				18,981
NBHS Pool Pump Room Project		(23,466)				(23,466)
NBHS Administration Block Project		(273)				(273)
NBHS J Aq Workshop Roof		(2,655)				(2,655)
NBHS P Block Conversion		(71,576)		(105,516)		(177,092)
NBHS Library Project		8,078	148,140	(21,853)		134,365
NBHS Gym Block G and F Reroof		2,977				2,977
NBHS Block B Headmasters Office		(2,472)				(2,472)
NBHS F Block carpet Project		-	52,956	(48,315)		4,641
NBHS RM/UNC cyclone event project		-	9,800			9,800
NBHS Admin Block Project		-	-	(30,634)		(30,634)
NBHS AMS PA Home Economics Internal Upgrade		-	20,000	(1,187)		18,813
NBHS B AC		-	26,682	-		26,682
NBHS PA Hall Flooring		-	55,246	(39,189)		16,057
NBHS PA Home Economics Reroof		-	118,544	(2,313)		116,231
NBHS PA LED Lighting		-	-	(313)		(313)
NBHS PL replace Failed Head Pump		-	-	(5,943)		(5,943)
NBHS Site Fire Alarm System Upgrade		-	17,693	(19,226)		(1,533)
NBHS Music Suite Project		-	30,182	(29,394)		788
NBHS J1 Insulated Roof Wall Electrical		-	59,416	(35,506)		23,910
Totals		(90,889)	604,515	(341,955)	-	171,671
Represented by:						
Funds Held on Behalf of the Ministry of Education						433,558
Funds Due from the Ministry of Education						(261,887)

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution \$	Closing Balances \$
NCCHS Fence Project		31,825	6,408	(58,716)		(20,483)
NBHS Pool Project		-	23,648	(4,667)		18,981
NBHS Pool Pump Room Project		(23,466)	-	-		(23,466)
NBHS Administration B Block Project		(27,374)	48,829	(21,728)		(273)
NBHS J Aq Workshop Roof		(6,006)	6,006	(2,655)		(2,655)
NBHS P Block Conversion		187,234	49,288	(308,098)		(71,576)
NBHS Library Project		378,752	175,483	(546,157)		8,078
NBHS Gym Block G and F Reroof		38,505	15,000	(50,528)		2,977
NBHS Block B Headmasters Office		(2,472)	-	-		(2,472)
Totals		576,998	324,662	(992,549)	-	(90,889)
Represented by:						
Funds Held on Behalf of the Ministry of Education						27,059
Funds Due from the Ministry of Education						(117,948)

21. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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.

Ten staff rent hostel properties for \$415 to \$800 per fortnight.

22. Remuneration

Key management personnel compensation (School and Group)

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

	2023 Actual \$	2022 Actual \$
Board Members - School Remuneration	4,340	6,800
Leadership Team Remuneration	4,389,037	3,720,193
Full-time equivalent members	38.00	34.00
Total key management personnel remuneration	4,393,377	3,726,993
Total full-time equivalent members	38.08	34.07

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (2 members) that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	200 210
Benefits and Other Emoluments	20 - 30	4 - 5

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
220 - 230	1	0
210 - 220	0	0
200 - 210	1	1
190 - 200	0	0
180 - 190	0	0
170 - 180	0	0
160 - 170	0	0
150 - 160	2	0
140 - 150	2	2
130 - 140	3	3
120 - 130	7	3
110 - 120	12	7
100 - 110	21	16
	<u>49.00</u>	<u>32.00</u>

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

23. Compensation and Other Benefits Upon Leaving

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

School and GROUP	2023 Actual \$0	2022 Actual \$0
Total Number of People	0	0

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – schools payroll

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

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

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



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

25. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$2,370,418 (2022:\$120,710) as a result of entering the following contracts:

Contract Name	Contract Amount \$	Spend To Date \$	Remaining Capital Commitment \$
NCHS Fence Project	50,605	-	50,605
NCHS Driveway/Stormwater drainage	77,247	20,483	56,764
NCHS Heatpump Block C	12,602	2,566	10,036
NBHS Pool Project	153,179	-	153,179
NBHS Administration Block Project	28,000	273	27,727
NBHS J AG Workshop Roof	37,665	2,655	35,010
NBHS P Block Conversion	412,022	87,449	324,573
NBHS Library Project	719,956	21,853	698,103
NBHS Gym Block G and F Reroof	61,466	12,023	49,443
NBHS Block B Headmasters Office	49,957	2,473	47,484
NBHS F Block carpet Project	66,916	48,315	18,601
NBHS RMIUNC cyclone event project	18,001	-	18,001
NBHS Admin Block Project	31,446	30,634	812
NBHS AMS PA Home Economics Internal Upgrade	200,000	1,188	198,813
NBHS PA Hall Flooring	67,738	39,189	28,549
NBHS PA Home Economics Reroof	132,087	2,313	129,775
NBHS PA LED Lighting	65,200	313	64,888
NBHS PL replace Failed Head Pump	6,603	5,943	660
NBHS Site Fire Alarm System Upgrade	159,000	19,226	139,774
NBHS Music Suite Project	35,361	29,394	5,967
NBHS J1 Insulated Roof Wall Electrical	347,162	35,507	311,655
Total	2,732,212	361,795	2,370,418

(b) Operating Commitments School and GROUP

As at 31 December 2023 the Board has entered into the following contracts:

(a) operating lease of a photocopier;

	2023 Actual \$	2022 Actual \$
No later than One Year	15,481	-
Later than One Year and No Later than Five Years	23,222	-
	<u>38,703</u>	<u>-</u>

26. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,865,375	1,077,738	1,150,585	1,938,821	1,077,738	1,219,492
Receivables	796,580	800,000	784,493	800,510	800,000	787,143
Loan Receivable	150,000	150,000	150,000	-	-	-
Investments Fixed Term Securities	-	-	-	452,670	-	400,595
Shares	-	-	-	997,251	-	838,702
Napier High Schools Endowment	-	-	-	935,685	-	1,012,409
Total Financial Assets Measured at Amortised Cost	2,811,955	2,027,738	2,085,078	5,124,937	1,877,738	4,258,341

Financial liabilities measured at amortised cost

Payables	1,086,044	1,000,000	913,158	1,094,566	1,000,000	930,214
Loan Payable	150,000	150,000	150,000	-	-	-
Borrowings - Loans	1,206,566	1,169,329	1,257,062	1,206,566	1,169,329	1,257,062
Finance Leases	163,761	35,000	34,853	163,771	35,000	34,853
Total Financial Liabilities Measured at Amortised Cost	2,606,371	2,354,329	2,355,073	2,464,903	2,204,329	2,222,129

Financial assets at fair value through other comprehensive revenue and expense

Equity Investments	-	-	-	935,685	1,011,552	1,012,409
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27. Events After Balance Date

Potential sale of school land

On 1 February 2024, the Board of Trustees have agreed to form a subcommittee to progress and facilitate the sale of school land. The subcommittee is currently investigating the process of the sale.



28. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the		Value of investment \$'000	
			2023	2022	2023	2022
NBHS Charitable Trust 2	Investment	Napier, New Zealand	100%	100%	2,385,606	2,251,706

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

29. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NAPIER BOYS HIGH SCHOOL'S GROUP FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Napier Boys High School (the School) and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, David Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the Group on his behalf.

Qualified Opinion

We have audited the financial statements of the Group on pages 2 to 20, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion except for the possible effects of the matter described in the Basis for our qualified opinion section of our report, the financial statements of the Group: the financial statements of the Group:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion - Fair value assessment of the Group's share in investment Properties

Napier Boys High School Charitable Trust, an entity controlled by the school and therefore a part of the Group, holds a one third interest in Napier High Schools Land Endowment Trusts (the Endowment Trust).

The Endowment Trust owns investment properties and uses the fair value model in accordance with PBE IPSAS 16 Investment Property to measure them. The investment properties were valued during the year using their respective quotable values, which is contrary to the requirement of PBE IPSAS 16 to reflect market conditions at the reporting date. The Group did not determine the difference between the quotable value and the current market value, which is expected to be material.

We did not determine the market value of the Group's share in these properties to determine the adjustments that may be required, because it was impracticable to do so.

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 25 to 55, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Napier Boys High School Annual Plan and Analysis of Variance 2023

OUR VISION: Students at Napier Boys' High School will develop into confident, innovative young men who will learn, strive and achieve in a traditional environment,

Justum perficito nihil timeto

Do right and fear nothing

Me tika te mahi, kia mataara

The Napier Boys' High School Community: Napier Boys' High School is a single sex state school catering for young men from Year 9 to Year 13 with a substantial boarding hostel - Scinde House. The Napier Boys' High School community has a wide range of socio-economic and ethnic groups contributing to a positive social diversity which enhances the character of the school. Students are drawn from all parts of Napier city and outlying areas. The school is inclusive and fosters a caring and safe learning environment for all **those who are enrolled according to the school's enrolment scheme. All boys will have a strong sense of attachment to the**

Apart from the students, other important members of the school community include:

- Staff and their families (present and past)
- The Old Boys of the school
- Parents of students (past and present)
- Friends of the school

All these groups have strong feelings for the school based on the common belief in the qualities and values that contribute to the special character of Napier Boys' High School. The community expects that the school maintains high standards and emphasises the pursuit of excellence in academic/vocational study, cultural, social and sporting activities. The school is responsive to change, yet delivers teaching and learning in a disciplined environment that develops inquiry, personal reflection, a

OUR VALUES:

- Honesty – trustworthy and decent in all actions
- Integrity – reliable and credible, “doing right and fearing nothing”
- Discipline – self-control in formal and informal settings
- Excellence – striving to exceed one's personal potential in all things
- Self-respect – pride and dignity
- Well-rounded – actively involved in a range of pursuits which encourage personal development
- Innovative – experiments and takes risks within a supportive environment
- Diligent – persistent, timely, organised work habits
- Confident - knowing one's strengths and limitations while pursuing goals

Focus	Specific (SMART) Goals	Strategies	Resources	Timeline	2021	2022	2023	How will we know we are successful?
Strategic Goal 1 Meet vocational aspirations for all students Seamless Continuum for vocational pathways Align and Strengthen	1.1 Implement new/revise program of Learning Learning Support Pathways for at least 10 students at junior school	To accelerate the learning of targeted students at risk of not achieving basic literacy & numeracy skills to enable them to have meaningful learning pathways	Key Personnel to work with students Education Specialist SALT to work with students at risk of Literacy & Numeracy Coordinator Faculty of English & Media to work with students Faculty Literacy & Numeracy Coordinator	11	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	12	Key Personnel to work with students at risk of not achieving basic literacy & numeracy skills to enable them to have meaningful learning pathways	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.
	1.2 Address individual differences & implement a learning programme that is student centred	To respond to individual differences, and extend all students to ensure equity and excellence	COPI and new/revise Learning Learning Support Pathways Key Personnel to work with students Education Specialist SALT to work with students at risk of Literacy & Numeracy Coordinator Faculty of English & Media to work with students Faculty Literacy & Numeracy Coordinator	11	COPI and new/revise Learning Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	12	COPI and new/revise Learning Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.
	1.3 All students reach at least a minimum level to achieve NCEA or alternative qualifications	To support students in reaching their learning potential without learning expectations	Key Personnel to work with students Education Specialist SALT to work with students at risk of Literacy & Numeracy Coordinator Faculty of English & Media to work with students Faculty Literacy & Numeracy Coordinator	11	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	12	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.
	1.4 Redesign the Curriculum and timetable to reflect an innovative learning environment, which will offer equitable opportunities for all and enable collaborative learning, using technology, inquiry based approaches and community school partnerships	The school will use an inquiry based learning environment, which will offer equitable opportunities for all and enable collaborative learning, using technology, inquiry based approaches and community school partnerships	Key Personnel to work with students Education Specialist SALT to work with students at risk of Literacy & Numeracy Coordinator Faculty of English & Media to work with students Faculty Literacy & Numeracy Coordinator	11	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	12	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.
Strategic Goal 2 Meet Māori academic aspirations Improve Māori academic aspirations and outcomes Continue focus on culturally responsive and relational pedagogy	2.1 Enhance staff understanding of the CRR focus and CRR observations at MHS Teacher	To improve teaching practice. All staff have the same understanding and application to CRR. Culture reflected by teacher understanding and willingness to respond to all cultural needs	Key Personnel to work with students Education Specialist SALT to work with students at risk of Literacy & Numeracy Coordinator Faculty of English & Media to work with students Faculty Literacy & Numeracy Coordinator	11	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	12	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.
	2.2 Consolidate of student information uniform planning to respond effectively to student learning needs	Use data and stakeholder voice to help identify what is working and what is not working for all learners	Key Personnel to work with students Education Specialist SALT to work with students at risk of Literacy & Numeracy Coordinator Faculty of English & Media to work with students Faculty Literacy & Numeracy Coordinator	11	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	12	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.
Strategic Goal 2 Meet Māori academic aspirations Pathways from Y9-13 make all options viable	2.3 Review subject pathways	Subject entry requirements reviewed to remove barriers allowing students access senior and vocational courses. Transition through year levels about pathways for learning. Improve courses and pathways offered to ensure meaningful and robust learning programme for all	Key Personnel to work with students Education Specialist SALT to work with students at risk of Literacy & Numeracy Coordinator Faculty of English & Media to work with students Faculty Literacy & Numeracy Coordinator	11	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	12	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.
	2.4 Maximize use of all resources	A combination of staff professional development, review of resources, teaching and learning quality along Māori experiences reflected. Maximize use of all resources	Key Personnel to work with students Education Specialist SALT to work with students at risk of Literacy & Numeracy Coordinator Faculty of English & Media to work with students Faculty Literacy & Numeracy Coordinator	11	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	12	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.
Meet Māori academic aspirations Cross curricular involvement			Key Personnel to work with students Education Specialist SALT to work with students at risk of Literacy & Numeracy Coordinator Faculty of English & Media to work with students Faculty Literacy & Numeracy Coordinator	11	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	12	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.	Students placed in a small group setting. Learning Support Pathways are implemented for at least 10 students at junior school. Learning Support Pathways are implemented for at least 10 students at junior school.

Teaching standards template

Link to Strategic plan

	Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
Te Tiriti o Waitangi partnership	Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<p>Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori.</p>		
Professional Learning	Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.</p> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p>		
Professional relationships	Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.	<p>Engage in reciprocal, collaborative learning-focused relationships with: learners', family and whānau teaching colleagues, support staff and other professionals agencies, groups and individuals in the community.</p> <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p>		
Learning-focused culture	Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p>		
Design for learning	Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Informed by national policies and priorities.</p>		
Teaching	Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	<p>Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.</p> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p> <p>Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <p>Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</p> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p>		

Specific (SMART) Goals-examples		Planning and Implementation											
		2021				2022				2023			
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
1.1	Implement new/revised programmes of learning (Learning Support Pathways) for targeted students at junior school												
1.2	All teachers will design & implement a learning programme that is student-centred												
1.3	All students reach at least a minimum level to achieve NCEA or alternative qualifications												
1.4	Redesign the Curriculum and timetable to reflect an innovative learning environment, which will enable collaborative learning, using technology, inquiry-based approaches and community-school partnerships.												
1.5	Each faculty will explore models of innovative teaching & learning												
2.1	Enhance staff understanding of the appraisal CRRP tool kete and CRRP observation at NBHS Teacher												
2.2	Continued use of student information to inform planning to respond effectively to student learning needs												
2.3	Review subject pathways												
2.4	Mana ōrite mō te mātauranga Māori												
3.1	Enhance the role of the Tutor teacher												
3.2	Enhance staff, students, and community understanding of the Ladder to Manhood values												
3.3	To be responsive to the well-being needs of staff & students												
4.1	All faculty staff will participate in the school wide PLD programme												
4.2	Technology. To provide greater flexibility in the delivery of learning. Investigate blended learning												
4.3	Learning Support												

Implementation of the Statement of National Education and Learning Priorities (NELPs) in schools and kura

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

	Objective	Actions for schools and kura		
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	1.1 Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	1.2 Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	1.3 Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong
	2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	2.1 Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	2.2 Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	2.3 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māori medium learning
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	3.1 Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	3.2 Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	3.3 Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whānau
	4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	4.1 Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	4.2 Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	4.3 Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	5.1 Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	5.2 Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	5.3 Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement
	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	6.1 Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support	6.2 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	6.3 Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching
FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	7.1 Support learners/ākonga to see the connection between what they're learning and the world of work	7.2 Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	7.3 Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will

Focus	Guiding Statement	Strategic Intent (3 years)	NELP
Strategic Goal 1 Meet vocational aspirations for all students	Seamless curriculum for vocational pathways	Align and strengthen (Gateway/Trades Academy/STAR courses/NBHS-own Work Experience course/Sports careers. Seperate Strands	7
		- Learner Support line (Literacy/ Numeracy/2 other subjects (choice) + Gateway or Trades or WorkExperience)	4
Strategic Goal 2 Meet Māori academic aspirations	Improve Māori academic aspirations/connections	Pathways from year 9 - 13 make all post school options viable (lifting UE)	3
		Closing gaps earlier at year 9 and 10	3
		Cross Curricular oversight of Māori world view	5, 2
		Māori Identity on campus - buildings, signage, art	5
		Student voice and agency to inform curriculum	
		Continued focus on culturally responsive and relational pedagogy	5
Working closely with our feeder schools			
Strategic Goal 3 Excellence in wellbeing - A sense of belonging - Whanaungatanga	A sense of belonging - whanaungatanga	Student pastoral hub (counselling, health services, study centre)	1
		Student voice and agency supported through improved pastoral systems	
		Staff wellbeing - pride in working at NBHS, work valued	6
		Continued focus on culturally responsive and relational pedagogy	5
		Values reboot - Ladder to Manhood → Good man award → Year 11 → Year 12 peer support training days → Year 13 Tuakana Teina	2
Strategic Goal 4 Excellence in Teaching and Learning	Excellence and equity	Create opportunities for staff to be expert leaders in key areas of teaching practice	6
		Identification and implementation of the most successful classroom strategies, including digital, for boys' learning to support our academic goals	
		Key competencies of National Curriculum esp. Managing self, Relating to others and Participating and contributing are promoted through all teaching programs and extra curricular opportunities	6
School systems and policies responsive to student learning	Policies and practices will be reviewed and redesigned to maximise impact on learner success, including the removal of barriers for individuals or identified groups	Timetable must be flexible and fit for purpose to support the curriculum and desired pedagogical practice	1
		Ensure the school's digital learning infrastructure is fit for purpose	
		Ensure staff PLD and appraisal is focused on increasing staff capacity to deliver on the strategic plan	6

NELP check	Objective
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1.Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
	2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those
	4. Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	7. Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

2023 WORKING THROUGH STRATEGIC PRIORITIES

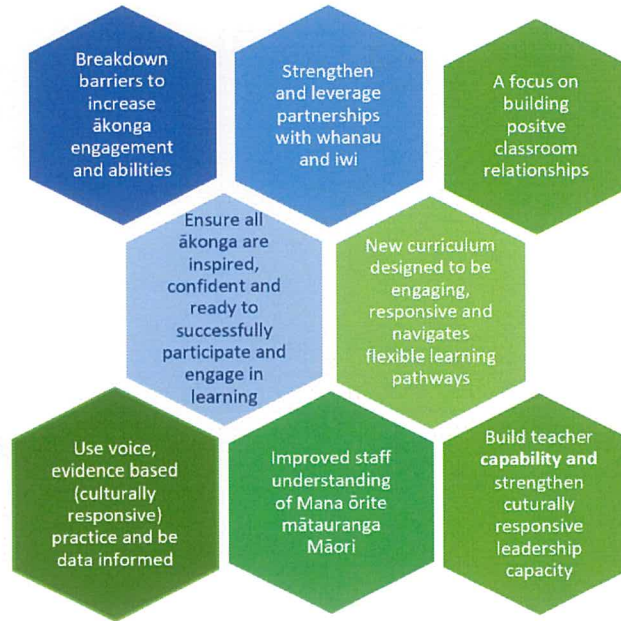
ACTIONS TO MEETING STRATEGIC PRIORITIES HOW WE WILL MEET STRATEGIC PRIORITIES	Description	Annual Goal
CLA -Curriculum Lead Advisory	Provide advice and ideas to the SMT to strengthen our curriculum and assessment to better meet the needs of the learners within our Kura	1, 2.3 and 2.4
SAP – STRATEGIC ALIGNMENT PROJECT	Strengthen and upskill leadership through review and evaluation. • Aligning staff and department review with school strategic direction	1.1, 1.2, 1.4, 2.3, 4.2
ERO	<p>Improve achievement & reduce disparity for Māori</p> <ul style="list-style-type: none"> • Increase engagement & retention for all learners in particular Māori. • Improve course pathways and opportunities <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Accelerate equity and inclusion -opening access and removing barriers. A responsive curriculum design. 2. Enhance teacher capability and capacity 3. Cultivate partnerships– We support Māori learners and their whānau to plan and pursue the education pathways that they aspire to. 4. Amplify voice and visibility <p>Improving achievement and reducing disparity.</p>	1.1, 1.3, 1.4, 2.1, 2.3, 3.1
RAS	<ul style="list-style-type: none"> • Preparation for TOD 5-8 • Focus on Numeracy & Literacy • Focus on Mana Ōrite Mōte Mātauranga Māori. Appointed an in school COL position with the inquiry focus being the implementation of Mātauranga Māori. • Discuss what L1 will look like for NBHS • A focus of CLA • Staff Consultation 	1.1, 1.3, 1.4, 1.6, 2.8
Implementation of BYOD	<ul style="list-style-type: none"> • BYOD Strategic direction/Plan <p>an in school position with the focus on developing a BYOD plan for the school student, staff, community voice</p> <ul style="list-style-type: none"> • Triangulated review • Analysis of data • Focus of CLA 	<ul style="list-style-type: none"> • Appointed • Collect <p>1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 4.3</p>
CURRICULUM SCOPING & MAPPING	<ul style="list-style-type: none"> • Have collected teacher voice through a staff survey on what a NBHS Graduate profile should look like and have also collected information on our likes and dislikes of NCEA Level 1 • Collect student voice 	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.4, 4.2
Amplify voice and visibility	<ul style="list-style-type: none"> • Have collected teacher voice through a staff survey on curriculum and will also do the same with parents. • Collect student voice • Staff survey BYOD 	

Strategic alignments to:

The Statement of National Education and Learning Priorities
NBHS Strategic Plan
Ka Hikitia | Ka Hāpaitia Strategy
Attendance and Engagement Strategy
Kahui Ako
Tertiary Education Strategy

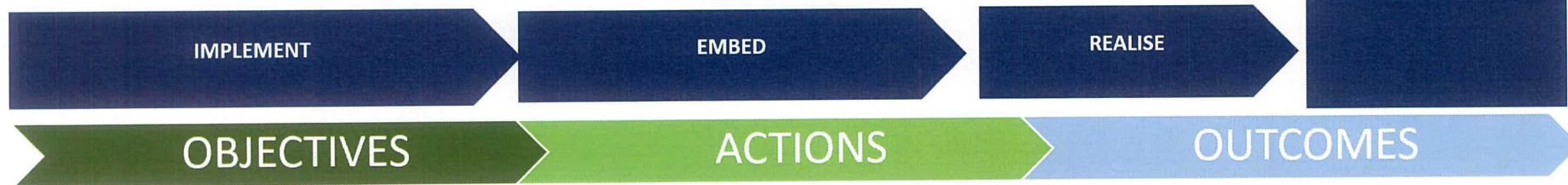
OBJECTIVES:

1. **Accelerate equity and inclusion** -opening access and removing barriers. A responsive curriculum design.
2. **Enhance teacher capability and capacity**
3. **Cultivate partnerships**– We support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.
4. **Amplify voice and visibility**
Improving achievement and reducing disparity.



Factors that strengthen Māori engagement and retention:

1. Effective use of data
2. Responsive curriculum design
3. Open access to quality curriculum delivery – greater choices and personalised learning with better access to tools, resources, and information
4. Access to credible and relevant qualifications (that improves future employability)
5. Work integrated learning opportunities
6. Culturally responsive practices – raise visibility of Māori and mātauranga Māori
7. Leadership and quality teacher PD
8. Quality teaching



Internal Evaluation – NBHS Māori Achievement 2022

Noticing – scanning, deliberate, intentional

- Disparity exists for Māori achievement. In NCEA data, attendance, subject choice, retention and transitioning into pathways
- From our tracking we understood that the disparity between Māori achievement and the rest of the school was not improving. Despite a PLD focus since 2018 on cultural response practices, participation in project initiatives and aligning goals in our annual plan to meet the needs of **all** learners. A shift in academic achievement and a reduction in disparity has not unfolded to the level we want
 - NCEA L1 2020 data
 - NCEA L3 2020 data
- Level 1 and UE Māori achievement of particular concern. L1 13% below school and UE is 26% below school and 25 % below national
- Do we need to take a closer look? Retention data
Improvement actions are heavily project based.



Investigating – taking stock, bringing together data/information

- Disproportionally Māori students are identified as 'at risk'
- Disproportionally Māori students are heavily represented in trades'
- Identify the strategies teachers/departments are using to engage Māori learners. Departments need to hold staff accountable. What do the departmental goals say about addressing disparity? Is this happening? How is this happening? What goals need to be set?
- Improved tracking data system. In School COL appointments with an inquiry emphasis on tracking student achievement data throughout the year. We need to know who the students are
- Created an achievement committee who meet twice a term to discuss student achievement and develop strategies to better support successful outcomes e.g. COL, AP Pastoral Care



- Develop a predictive data system to track progress. Share data with Deans and Tutor teachers. Identify early interventions
- What can we learn from research? E.g., composition of classes – Learning Support, STEM, accelerate classes
- Attendance – Why is there high disengagement with Māori students? What are the attendance barriers? Factors taken from [He Whakaaro EDUCATION INSIGHTS](#) – Ministry of Education list the barriers as:
Motivation, teacher relationships, curriculum content, schoolwork anxiety, sense of belonging, bullying
- What does our attendance data tell us?
- Kahui Ako – Early intervention. Working with our contributing schools to



Improvement actions

1. Staff PLD on culturally responsive practices (ongoing)
2. The school uses [profile of effective teacher](#) to emphasis concepts of Te ao Māori, imbedded ideals in appraisal process. A focus on improving relationships. [Manakitanga](#), [Whanaungatanga](#), [Ako](#), [Waananga](#), [Tangata Whenuatanga](#)
3. A focus of the [Annual Plan](#) is to ensure that teaching and learning is student-centred, recognises individual differences and extends all students, to ensure equity and excellence. focused on forward planning for the inclusion of the NELPs into 2023. A key area in this is removing barriers for learning.
4. Better identify language and culture - Curriculum changes: Tikanga programme embedded into the Year 9 Social Studies curriculum 2021. A goal to introduce compulsory Te Reo in Year 9. Integrated NZ History into the Social Science programme. NCEA change review - understanding and implementation of [Mana ōrite mo te mātauranga Māori](#)?
Leadership identifies a need to ensure all pathway opportunities remain open and that all learners have equal access of opportunity from entry in Year 9 through to Year 13 and beyond. The programmes/courses curriculum design and enactment should meet the needs and aspirations of students, whanau and community.
5. Improve [whānau](#) involvement
6. COL positions linked to Māori achievement: 1. Māori Academic Dean. Identifies students by analysing school data. Mentor's students and provides strategies to support engagement and learning 2. A specific focus on implementing [Mana ōrite mo te mātauranga Māori](#) into curriculum programmes of learning and assessment
7. PLD group CR (Culturally Responsive and RP (Relational Practice), culturally responsive pedagogy, using Te Kotahitanga co-construction model to bring to life the elements of the NBHS effective teaching profile
8. Māori Student Committee designed to collect student voice



9. Hauora – worked with teachers to develop the programme in 2019 during Tutor time. Primarily we have introduced MY Mahi Hauora (school wide wellness programme) the programme has incorporated the concept of Te [whare tapa whā](#) in which students identify how the four dimensions are relatable in their own lives. Students and [whānau](#) might not always have the knowledge necessary to carry out effective educational planning on their own. Hauora time will be used to check that students' individual learning pathways are on track for their goals. Benefits include:

An effective facilitator ensures that students are enrolled in the right subjects for their pathway
Assist students to identify barriers to success and develop SMART goals to

understand the data. Literacy and Numeracy levels. Māori students arrive with lower Stanine and e-asTTle results. NBHS uses MidYis data

- Transition/Career pathways – Is there an opportunity to rethink our careers programme with changes to NCEA? Can a greater emphasis be placed on helping students gain Literacy and Numeracy? A better application of applied learning where units of work are linked to a more skills/knowledge-based curriculum, pathways. A focus on the learning. Understand our STP and Gateway stats. How are we supporting these students into meaningful pathways?
- How doe we support the implementation of Mana ōrite mo te mātauranga Māori?

increase their achievement

Provides individualised information and support regarding subjects, academic courses and learning

Help to address equity issues because it is individualised, differentiated and responsive to student needs

The school ran parent student conferencing to set up the above tasks

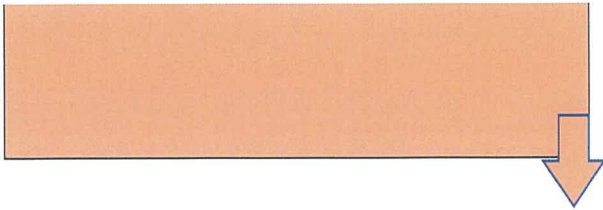
10. Māori student Graduate Profile – Collection of staff, parent, and student voice
11. NCEA Changes – Effectively prepare for changes that will positively impact on the learning outcomes for Māori students. Mana ōrite o matauranga Māori. Have incorporated implementation in TOD PLD and the RAS TOD
12. Appointed a new Whanau Liaison Officer Term 2 2022. He has a unique skill set as a past Police Officer. The main focus of this role is to engage with whanau and work with students who require both external and internal support. Attend achievement committee meetings, mentor identified students
13. SAP (Strategic Alignment Project) PLD programme. Strengthen and upskill leadership through review and evaluation. Aligning department reviews with the school's strategic direction. Understand data, processes and practices to better inform our teaching. Departments will show evidence of planning and good practice that supports Increasing engagement and retention for all learners but particularly for Māori. To be discussed as part of the departmental review cycle

Prioritising to take action

- Collectively all teachers take responsibility for Māori achievement, promoting educational success for Māori as Māori. To take personal ownership by raising teacher expectation of Māori, providing quality teaching, engaging in effective formative practice and developing meaningful relationships. Most of the improvement actions are designed to help teachers increase pedagogical knowledge of culturally responsive practices, and the introduction of Hauora is designed to improve relationships. **Improving achievement and reduce disparity for Māori**
- Improve whanau involvement - Communication and sharing of information. Hui with whanau to be more frequent than twice a year by utilising options other than face to face meetings. i.e. zooms, phone calls, school conferencing
- The school needs to continue to strengthen its relationship and partnership with Ngati Kahungunu
- Individualised learning and support - Although we have been able to identify our 'at risk' students well through data checkpoints, there are several obstacles:
 - Lack of staff to mentor and work with students
 - Differentiation of work for our 'at risk' students
 - Teacher follow-up
 - Barriers to learning pathways
- Drill down the data to better understand attendance, disengagement, retention
- Develop better programmes of learning using the NCEA changes as a Segway. **Improving courses and pathways offered to ensure a meaningful and robust learning programme for all learners.**
- **Increasing engagement and retention for all learners but particularly for Māori**

Shifts in practice

1. Improved staff understanding of Mana ōrite mo te mātauranga Māori. Mātauranga Māori is embedded in all curriculum programmes of learning and assessment. Confidence and fluency
2. Strengthen whanau engagement
3. Increased use of student voice and visibility. Actively heard, captured and acted on
4. New junior curriculum – designed to be engaging, responsive and navigates flexible learning pathways. Students are prepared and ready with the right knowledge and skills



Collaborative sense making

Evaluating this information suggests

- Understanding our obligation to Te Tiriti O Waitangi – PARTNERSHIP. This need strengthening
- We are open to new learning, but we have hugely variable levels of teacher competence and pedagogical knowledge. Do we attribute poor performance to factors outside of our control?
- Establish better programmes of learning. We need to develop learning programmes and assessment that allow our Māori students greater sense of self. Mana Orite. Success for Māori as Māori
- Student voice. What are our Māori student's perspectives on engagement and relationship? Setting up focus groups.

What are our next steps for lifting Māori success to another level?

Outcomes for learner

2021

- Level 1 13% above National Māori achievement
- Level 2 Māori achievement for NBHS was 84.8%. 16% above national
- Level 3 Māori achievement 10% above national

Māori attendance:

Māori retention rate:



SELF REVIEW – OVERVIEW – FOUR YEAR PROGRAMME: 2023 - 2026

Term	Programme for Year 1 - 2023	Programme for Year 2 - 2024	Programme for Year 3 - 2025	Programme for Year 4 - 2026
ONE	Adopt Budget Evaluate 2022 Achievement Information Lodge 2022 Variance Report with MOE. Lodge 2022 Charter with MOE. Implement & Monitor 2022 Targets.	Adopt Budget Evaluate 2023 Achievement Information Lodge 2023 Variance Report with MOE. Lodge 2023 Charter with MOE. Implement & Monitor 2023 Targets	Adopt Budget Evaluate 2024 Achievement Information Lodge 2024 Variance Report with MOE. Lodge 2024 Charter with MOE. Implement & Monitor 2024 Targets.	Adopt Budget Evaluate 2025 Achievement Information Lodge 2025 Variance Report with MOE. Lodge 2025 Charter with MOE. Implement & Monitor 2025 Targets.
	<ul style="list-style-type: none"> Charter due 1 March Annual Report to Auditors by 31 March Adopt Headmaster's Performance Agreement. 1 March return tabled. Teacher Registration Audit – reported to BOT after 1 March Set Board annual work plan Management Reports to BoT Curriculum reviews to BoT Schedule of all BoT reporting timeline in the BoT Annual Work Plan 			
	Elect Board Chair, Deputy, Committees Confirm Annual Delegations Privacy officer School Rules International Policies 2 yearly Review of Health Education Programme (See Curriculum Policy)	Elect Board Chair, Deputy, Committees Confirm Annual Delegations Privacy Officer School Rules International Policies	Elect Board Chair, Deputy, Committees Confirm Annual Delegations Privacy Officer School Rules International Policies	Elect Board Chair, Deputy, Committees Confirm Annual Delegations Privacy Officer School Rules International Policies 2 yearly Review of Health Education Programme (See Curriculum Policy)
	POLICIES Legislation & Administration Policy	POLICIES Te Tiriti o Waitangi Board Responsibility	POLICIES	POLICIES
TERM TWO	NBHS INTERNAL CURRICULUM REVIEW: English, Biology, Physical Education, Social Sciences, Pastoral & Guidance	NBHS INTERNAL CURRICULUM REVIEW: TBC	NBHS INTERNAL CURRICULUM REVIEW: TBC	NBHS INTERNAL CURRICULUM REVIEW: TBC
	<ul style="list-style-type: none"> AUDITED ANNUAL FINANCIAL STATEMENTS to MOE 31 May ENROLMENT SCHEME Review Report to MOE 1 May June 1st Return Management Reports to BoT Curriculum reviews to BoT Schedule of all BoT reporting timeline in the BoT Annual Work Plan			
	POLICIES Education Outside the Classroom https://nbhs.schooldocs.co.nz/3-year%20review%20schedule.pdf	POLICIES Employer Responsibility https://nbhs.schooldocs.co.nz/3-year%20review%20schedule.pdf	POLICIES https://nbhs.schooldocs.co.nz/3-year%20review%20schedule.pdf	POLICIES https://nbhs.schooldocs.co.nz/3-year%20review%20schedule.pdf
		BOARD OF TRUSTEES ELECTION (Complete elections, new board orientation; elect chair, deputy, committees and confirm annual		
TERM THREE	POLICIES Inclusive Education Māori Educational Success Learning Support International Student Policies	POLICIES Hostel Self Review Parental survey Performance management	POLICIES	POLICIES International Student Policies
	STUDENT REP ELECTION (Plan and complete) Complete Student Rep Orientation and professional development	STUDENT REP ELECTION (Plan and complete) Complete Student Rep Orientation and professional development	STUDENT REP ELECTION (Plan and complete) Complete Student Rep Orientation and professional development	STUDENT REP ELECTION (Plan and complete) Complete Student Rep Orientation and professional development
	<ul style="list-style-type: none"> International Student Policy / NZQA annual attestation (formerly MOE Processes Review) [Filed with NZQA] September Provide Professional Development for Student Representative September September 1st Return Management Reports to BoT Curriculum reviews to BoT NZQA Moderation report previous year September Schedule of all BoT reporting timeline in the BoT Annual Work Plan July 1st Return 			
TERM FOUR	Board Performance Annual Review 2024 CHARTER TARGETS Review STRATEGIC GOALS Annual Review Review / adopt school rules for ensuing year	Board Performance Annual Review 2025 CHARTER TARGETS Review STRATEGIC GOALS Annual Review Review / adopt school rules for ensuing year	Board Performance Annual Review 2026 CHARTER TARGETS Review STRATEGIC GOALS Annual Review Review / adopt school rules for ensuing year	Board Performance Annual Review 2027 CHARTER TARGETS Review STRATEGIC GOALS Annual Review Review / adopt school rules for ensuing year
	Draft 2024 Charter and approve Budget	Draft 2025 Charter and approve Budget	Draft 2026 Charter and approve Budget	Draft 2027 Charter and approve Budget

NB21	NB20	NB 19	Target	All boys	All students	School Equity Index Band
84	82.3	81.6		60	61.6	68.1
17	19.5	17.6		11.7	16.7	12.3
32.5	38.4	34.3		26.7	31.4	28.8
49.5	57.8	51.9		38.4	48.1	41.1
93.9	95.2	94		80.8	82.8	87.7
87.4	87.4	92.8		80.9	82.3	85.6
86.6	89.5	86.4		71.7	73.2	78.3
16	16.6	14.7		10.6	15	11.4
24.5	22.4	22.1		19.2	23.5	19.5
40.5	38.5	36.8		29.8	38.5	30.9
62.2	51.1	57.3		38.6	45.6	44.5
73.8	75.3	72.2		64.7	67.6	69
18.2	15.6	17.1		10.2	13.6	11.3
21.5	19.5	23.9		21.3	25.6	21.5
39.7	35.1	41		31.5	39.2	32.8
78.7	82	82.7		63.9	69.4	72.1

Note on NZQA Statistics

All statistics given in this report are enrolment based. This means that:

1. Students who are enrolled at HBHS for more than 70 days in a given year are included in our statistics by enrolment unless the student transfers to another school. What this means in practice is that students who leave HBHS and don't enrol in another school are counted in our statistics, even though they may not have had sufficient opportunity to complete the relevant qualification. This includes, for example, students who leave school to start an apprenticeship or enter employment.
2. Figures given for Merit and Excellence endorsements are given as a percentage of the number that achieved that qualification (L1, 2, or 3).
3. In the past, students who entered more than one ethnicity had their ethnicities prioritised according to Ministry of Education guidelines (e.g. if a student put down both Māori and Pasifika they would be included in the Māori statistics only). This has changed. A student can enter up to three ethnicities and will then be included in the statistics for each of those groups. This means that the combined ethnic results might add up to more than 100 percent. Ethnicity groups are: Māori, Pasifika, NZ European, Asian and MELAA (Middle Eastern, Latin American and African).
4. International students are not included in these figures as per NZQA protocols.

Notes on the Equity Index (EQI)

- The Equity Index (EQI) has now replaced decile and decile bands in attainment reporting.
- The EQI is based on a statistical model that estimates the extent to which a school's students face socioeconomic barriers that could affect their school achievement. This model assigns schools an EQI number. A higher EQI number indicates that a school has students facing more or greater socioeconomic barriers. School EQI numbers are an estimate of socioeconomic barriers to future NCEA achievement.
- Schools have been grouped and banded into broad socioeconomic categories based on their EQI number for reporting purposes. This grouping is necessary because the EQI is a scale with 226 points. EQI bands and groups are formed based on the position of schools along the EQI scale. Reporting is available for both EQI band and group.
- NBHS's EQI number is 449 which places us in the "below average socioeconomic barriers to achievement" band and the "moderate socioeconomic barriers to achievement" group. As a band is a more nuanced indicator than a group, we have chosen to use our EQI band for our baseline comparison data. See here for a more detailed explanation of bands vs groups.

The NCEA overall results have been positive and in line with previous years, which is encouraging given the impact of the cyclone and the fact that we lost 3 weeks of learning and student engagement. Our achievement rates at all three levels are 10-20% higher than the national and equity averages. However, we still have a gap in Excellence Endorsement rates at Levels 1 and 3. Addressing and enhancing our Excellence Endorsements continue to be a priority in our 2024 Annual Plan and outlined as specific goals for each department. In comparison with boys' schools and the Equity Band, our endorsement results are broadly consistent across all levels, though they are 2-9% lower than the average for all schools. Specifically, our performance in Excellence Endorsements at levels 1 and 2 is below both our historical data and the national averages by 2-8%. As outlined in our Annual Plan, we are committed to implementing targeted strategies within our learning areas. These initiatives aim to help students reach their full potential and enhance their preparation for external examinations. Enhancing our school's University Entrance (UE) performance hinges more on increasing the number of students eligible for UE than simply improving the "pass rate" among those who are eligible. Our current data reveals that in 2023, 82 percent of the boys who were eligible for UE (i.e., they were enrolled in at least three UE-approved subjects) successfully achieved it. To qualify for UE, a student must earn at least 14 credits in three approved subjects and also achieve NCEA Level 3.

The observed 13 percent drop in UE achievement among Māori students from 2022 to 2023 (from 41.7 to 28.6 percent) is troubling. We believe this decline may stem from a reduction in the number of students meeting the eligibility criteria for UE rather than any specific shortcomings within the cohort or their Year 13 educational experiences. In 2024, we plan to proactively engage with each student and their family to ensure they are registered in a course that not only meets their individual needs but also makes them UE-eligible, thereby expanding their future opportunities upon graduation. Similar explanation can be derived for the 10 percent drop in our overall UE achievement.

Qualification	Nb23	NB22	NB21	NB20	NB 19	Target	All boys	All students	School Equity Index Band
Level 1 pass	70.1	75	70.7	69	71.3	80	50.6	51.7	55.6
Exc. Endorsement	6.6	3.7	17	12.5	7		5.7	9.1	8.2
Merit Endorsement	29.5	14.8	30.2	35	33.3		17.9	23.8	23.5
Total Endorsements	36.1	18.5	47.2	47.5	39.2	40	23.6	32.9	31.7
Literacy	85.1	91.7	86.7	89.7	90		73.4	75.1	80.3
Numeracy	82.8	80.6	77.3	77.6	87.5		71.4	72.2	77.1
Level 2 pass	77.6	80.3	84.8	87.1	69	85	64.6	64.5	69.4
Exc. Endorsement	3.7	10.2	15.4	4.9	2.5		5.8	8.8	7.8
Merit Endorsement	14.8	18.4	10.3	16.4	10		16.3	21.2	20.6
Total Endorsements	18.5	28.6	25.7	21.3	17.5	30	22.1	30	28.4
UE Literacy (Y12)	31	50.8	47.8	32.9	31		27	33.4	26.6
Level 3 pass	59.5	66.7	68.9	68.3	69.6	70	55.2	56.2	59.9
Exc. Endorsement	19	8.3	3.2	4	16.7		7.9	11.8	11.3
Merit Endorsement	23.8	16.7	16.1	16	16.7		21.2	25.7	25.9
Total Endorsements	42.8	25	19.3	20	51.2	50	29.1	37.5	37.2
UE Literacy (y13)	69	72.2	68.9	71.8	67.4		49.6	56	60.5
UE	28.6	41.7	28.9	30.8	47.8		26	31.2	30.9

Achievement levels for Māori students continue to lag behind the overall school performance by a 10% margin across all levels. Nonetheless, our results at Level 1 exceed the national average by 20%, with Level 2 at 13% above, and Level 3 at 5% higher, including across various decile achievements. For our results in endorsements we have mixed findings. For 2024, improving endorsements has been set as a key goal. Every department is now prioritising endorsements in their reviews and objectives. We have undertaken moderation checks to ensure our grading aligns with the New Zealand Qualifications Authority (NZQA) standards. Departments have reviewed assessment standards to guarantee that teaching materials and instructions meet requirements and are clearly understood by students. Student progress will be meticulously tracked and supported. In 2023, we observed a significant disengagement among some students, attributed partly to the impacts of COVID-19 and the cyclone. Efforts will be intensified to better understand and meet our students' needs, ensuring they are on the most suitable paths to success. Departments are analysing data to identify any outliers and will report their findings and action plans for enhancing endorsement results to the Senior Management Team (SMT). A dedicated Community of Learning (COL) role focuses on the academic progress and mentoring of Māori students. The 11 percent improvement in Level 3 Excellence Endorsements is a direct reflection of a large number of students receiving Excellent credits in Māori performance.

The significant decline of 13 percent in University Entrance (UE) achievement rates among Māori students from 2022 to 2023, falling from 41.7 percent to 28.6 percent, raises concerns. It appears that this decrease may be attributed to fewer students fulfilling the UE eligibility requirements, rather than any particular deficiencies in the students' performance or their experiences during Year 13. Moving forward into 2024, our strategy involves actively working with every student and their family to ensure that they are enrolled in courses tailored to their unique needs while also qualifying them for UE. This approach aims to broaden their post-graduation prospects.

We are dedicated to transforming our junior curriculum, aiming to significantly enhance literacy levels. Our approach includes integrating programs and tools into core classes to bolster and advance literacy skills. Furthermore, by tailoring subject content to our local curriculum, we aim to offer and motivate Māori students to engage in learning in ways that resonate with their identity and culture.

Napier Boys' High School

Headmaster's Report

For the year ended 31 December 2023

Kia Ora

The financial performance and financial position of Napier Boys' High School comprising the school, Hostel and Napier Community High School for 2022 and 2023 was as follows. All dollar values exclude goods and services tax where appropriate.

	2023 \$	2022 \$
Revenue	16,747,010	14,562,959
Less expenses	(16,816,957)	(15,676,675)
Net Surplus (Deficit)	(69,947)	(1,113,716)
Net Assets	6,051,525	6,034,846

My sincere thanks to all students and staff for their contribution to curricular and extracurricular activities throughout the year. In February 2023 Cyclone Gabrielle occurred causing significant disruption to the school and surrounding areas. We look forward to an uninterrupted and successful year in 2024.

David Russell

Acting Headmaster

KIWISPORT

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023 Napier Boys High School received total Kiwisport funding of \$29,934 excluding goods and services tax.

The school was able to support 31 sports (795 students – 65% of the school). In 2023 due to cyclone Gabrielle the school camp was not operated for year 10 Students. This represents a significant investment of resources from a committed and motivated staff and Board of Trustees. Students have high expectations of this aspect of school life.

The Kiwisport funding has been used to support sports administration in the school, particularly the Sports Co-ordinator.

Additionally, the funds have been used to purchase:

- Lunchtime sports equipment that is used by students (issued by prefects)
- Sport specific equipment
- Transport to ensure that students were able to get to match venues

Napier Boys' High School Reporting on the principle of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

By following the guidelines in our Health, Safety and Welfare Policy available publicly on the school docs website which states: A primary objective of the Napier Boys' High School board is to ensure that the school is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s. 127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1) - Last reviewed Term 4, 2022.

What is in your equal employment opportunities programme? How have you been fulfilling this programme?

By following the guidelines in our Equal Employment Opportunities Policy available publicly on the school docs website which states: As required by the Education and Training Act 2020 (s 597), Napier Boys High School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members. Napier Boys High School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

EEO programme

To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Napier Boys High School staff.

Our EEO programme may include:

- developing a policy statement and establishing objectives
- appointing an EEO representative
- consulting with staff to hear any concerns
- creating an employee database (with informed consent for any EEO data collected)
- encouraging staff to participate in training and career development
- programme monitoring through staff meetings and board reports
- reviewing employment and personnel policies and processes.

Napier Boys High School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the headmaster or board.

How do you practise impartial selection of suitably qualified persons for appointment?

Appointment Procedure

Napier Boys High School is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.

Our appointment process meets the requirements of the Children's Act 2014.

The board always manages the recruitment and appointment of a headmaster. For other vacancies, the board delegates the recruitment and appointment process to the headmaster and senior leadership but may also be represented on the appointment committee.

We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.

Responsibility	Action	
The headmaster and senior leadership	1.	Determine whether a vacancy exists, and what kind of vacancy it is, i.e., permanent or fixed-term. Fixed-term employment is only offered if it meets the criteria specified in the relevant employment agreement.
	2.	Prepare an application package .
	3.	Advertise the position. Notify the vacancy according to the terms of the relevant employment agreement, in a way that enables suitably qualified people to apply for the position.
	4.	Form an appointment committee based on agreed delegations.
		All appointment committee meetings are deemed to be “public excluded” meetings of a board committee in terms of the Local Government Official Information and Meetings Act.
Headmaster's PA	5.	Receive the applications and acknowledge them with a standard letter or email. Keep them confidential and secure.
Appointment committee	6.	Shortlist applicants. Use the new employee checklist to ensure all proper checks are undertaken before, during, and after the interview process. If there are no suitable applicants, re-advertise the position.
		Conduct interviews and complete all reference and background checks. Reference checking may be carried out before interviews.
	8.	Make an appointment.
	9.	Make sure all the required documentation is completed and filed in the employee's file.
	10.	Notify unsuccessful interviewed candidates by email or phone. Send written notification to all candidates, and delete or destroy their documentation.

The headmaster assures the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees. The headmaster confirms that supporting policies for induction, staff conduct, and professional development are being implemented

How are you recognising,

The aims and aspirations of Māori,

Napier Boys High School works to meet these responsibilities by partnering with whānau to design and deliver education that responds to the needs of students, and sustains their identities, languages, and cultures. We engage with parents and whānau to identify barriers that may prevent students from accessing, participating in, or remaining engaged in schooling, and we work to address any barriers.

We aim to build strong relationships with whānau, hapū, and iwi.

Our strategic planning reflects the identities, needs, and aspirations of our school community, and addresses how we support students whose needs have not yet been well met. We regularly review our progress towards achieving equitable outcomes, as set out in our strategic plan. We are accountable and responsive to the needs of our students and community through regular reporting and review.

Napier Boys High School is guided by **Ka Hikitia Ka Hāpaitia: The Māori Education Strategy** to support ākonga Māori to achieve educational success as Māori in the context of te ao Māori, Aotearoa, and the wider world. We work with other agencies in support of this goal, including the Ministry of Education, Education Review Office, and Teaching Council of Aotearoa New Zealand.

The employment requirements of Māori

By following the guidelines in our Equal Employment Opportunities Policy available publicly on the school docs website which states: As required by the Education and Training Act 2020 (s 597), Napier Boys High School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members. Napier Boys High School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination

How have you enhanced the abilities of individual employees?

Professional Development

Napier Boys High School provides equitable opportunities for professional development (PD) to meet identified needs. The board is committed to ensuring all staff participate in ongoing, pertinent professional development related to the school's strategic goals.

We recognise that professional development:

- ensures staff are informed about the latest developments in education
- builds staff capability and competence
- enhances the quality of teaching, learning, and school support services
- is an integral part of the school's performance management system
- is a central factor leading to student success.

Criteria for approving professional development

- Professional development should support staff to stay up to date with current local, national, and international education practices.

- Professional development hours are treated as work hours, and considered when determining staff leave entitlements.
- Applications must be endorsed by the headmaster. If the headmaster is applying for professional development, the board must endorse the application.
- Each application is based on its own merits. No decision should set a precedent for future staff.
- Centrally-funded PLD (professional learning and development) should meet one of the priority objectives as set by the Ministry, and align with the strategic direction of the school.

Funding

Professional development is approved as budget allows. Plans for professional development should be presented to the board before the budget is set each year, and reflected in annual budgets to support ongoing professional growth. The expense must be reasonable and comparable to other expenses that provide similar value to the school.

How are you recognising the employment requirements of women?

By following the guidelines in our Equal Employment Opportunities Policy available publicly on the school docs website which states: As required by the Education and Training Act 2020 (s 597), Napier Boys High School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members. Napier Boys High School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination

How are you recognising the employment requirements of persons with disabilities?

By following the guidelines in our Equal Employment Opportunities Policy available publicly on the school docs website which states: As required by the Education and Training Act 2020 (s 597), Napier Boys High School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members. Napier Boys High School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit

work to eliminate bias and discrimination

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	X	
Has this policy or programme been made available to staff?	X	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		X
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	X	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	X	
Does your EEO programme/policy set priorities and objectives?	X	

Napier Boys High School Giving Effect to Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Napier Boys High School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Napier Boys High School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Napier Boys High School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Napier Boys High School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Napier Boys High School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori. We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

Napier Boys High School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

Initiatives Napier Boys' High have actioned to give effect to te Tiriti o Waitangi in 2023

- Students participated in Puhoro Wananga day with other Hawkes Bay Secondary schools. We currently have 31 Year 11 boys turning up every Friday for extra Science tuition. Attendance is regular and the feedback is positive. The following is background information regarding the aim.
- Pūhoro and Napier Boys' High School are both committed to improving Māori participation and achievement in Science, Technology, Engineering, Mathematics and Mātauranga (STEMM) related subjects. It is this commonality that brought these two parties together to advance Māori student achievement.
- The Pūhoro STEMM Academy ('Pūhoro') aims to raise participation and achievement of Māori students in STEMM subjects; assist in the transition to tertiary education; support Māori student participation and success in STEMM programmes at tertiary level; and meet future workforce demands.
- Pūhoro is an outreach programme, focused on Māori secondary school students. Pūhoro will deliver a STEMM academy programme in Te Matau-a-Māui and will expose students to the breadth of careers across the STEMM environment, introduce students to role models, and provide whānau, iwi and students with access to 'Kaihautū' to support student success.
- Teachers enrolled in te reo courses. Te Ao Māori PLD - Te Toka Turoa - This course is a good way to strengthen understanding of Te Ao Māori and Te Reo Māori relevant to one of our local iwi, Ngati Kahungunu. Kauwaka Ltd. There are many platforms that provide an insight into Te Ao Māori. I believe that this course will enable staff to strengthen not only our knowledge but our relationships with our taura (students). 6 staff enrolled in this programme
Collecting information about CAA. Use the data to analyse Māori achievement and make comparisons. How have Māori performed, did they feel prepared and well supported.
2.4 Mana ōrite mō te mātauranga Māori. Not a lot of PLD progress in Term 2
- Takutaku introduced in school assembly.
- Kapa haka success – Students worked extremely hard over the term 1 break to ready themselves for the Kapa Haka Regionals. The joined NBHS/NGHS ropu finished 3rd and qualified for the Nationals in Nelson in 2024. A lot of Mahi and fund raising to follow. Congratulations to all involved.
- Super 8 Cultural – We attended the Super 8 Cultural event in Rotorua. Around 60 students attended. Students really enjoyed the competition and the opportunity to mix with students from other schools. Our best result was 1st place in Junior Debating. Representing our kura and themselves was the winner.
Māori and Pasifika leadership group – I have met this group to discuss Māori achievement and to determine how they have been coping since the cyclone. The following points were made.
- The proposed Kura Hanga Programme (Building Academy) is a partnership between Social Development, Education, Kainga Ora, and Industry, which seeks to engage rangatahi to remain at school for years 12 and 13 building houses for supply to Kainga Ora. By connecting Industry to partner with Schools, Kura Hanga facilitates student workforce skills development, while Industry is engaged to support the

learning, understand how to manage rangatahi, and productively transition them into employment.

- This is a full-time curriculum offering with no class time and although some students may receive further literacy and numeracy support if required, that can be focussed and driven by building industry requirements.
- PLD change and focus groups. Mana ōrite mō te mātauranga Māori. In our updated PLD schedule, we have introduced Mana ōrite mō te mātauranga Māori as one of the options for teachers to choose from. The focus of this group is to explore and incorporate te ao Māori in to the curriculum . The main objectives include sharing best teaching practices, devising learning strategies, and fostering student achievement through greater introduction of mātauranga Māori
- Enrolled selected students in the **Takitini Programme**. Benefits for our ākonga Networking with other ākonga from other kura within Ahuriri
25 credits Level 3 credits that can be endorsed at Merit or Excellence
Strategic goal number 2 – Meet Māori academic aspirations. This programme is essentially working towards this School strategic goal.
Ngā whakaaro I tā mātou ākonga. (Student voice)

TERM 3

Session 1 - 1st of August, 10.30 am - 12pm at Napier Girls (Tuesday DAY 2)

If Elijah goes with our boys this day, he is not teaching period 3, Shannel can cover ½ his period 2 class and his tutor, Boys will to be back before period 4 starts?

Session 2 - 22nd of August, 10.30 am - 12pm at Napier Boys (Tuesday DAY 5)

We are all teaching period 2 but can organise what we need at kura before the session starts - Pohatu is the only person free Period 3 this day, I am free during tutor this day to help start / host from 10.30 or take someone's tutor if they want to be there to help start the hui.

Session 3 - 12th of September 10.30am - 12pm at Napier Girls- (Tuesday DAY 1)

If Pohatu can take the boys this day he is not teaching period 3, Shannel can cover his tutor, Elijah can cover his period 2 class and use Level 3 Tik to help his 9Tik class, Boys and Pohatu will be back before period 4 starts.

TERM 4

Session 4 - 12th of October 10.30am - 12pm at Napier Boys (Thursday DAY 1)

Pohatu is free period 3, Shannel can cover his tutor or be in the library with the boys till period 3 which ever works?

- Tuia Awards. A huge success, recognizing student academic achievement and success. Well attended by whanau and students, with positive feedback about our continued move toward an inclusive programme
- All tutor teachers have been provided fortnightly updates of student achievement data Conversations have been prioritised during tutor time to focus on any student who appear at risk of not achieving. A GPA formula is used to determine progress, this is a percentage assessments passed and failed.
- Change is process of prefect selection to ensure it was an unbiased process and looked at the whole picture around leadership

Evaluation and analysis of the school's students' progress and achievement

Context:

Napier Boys' High School (NBHS) is a boys' school in the Hawke's Bay. In 2023, there were over 1200 boys enrolled between Year 9 and 13. NBHS accommodates 180 boarders at Scinde House. NBHS is part of a collective group of boys' schools known as the Super 8. These boys' schools participate in sporting and cultural activities together. There are also opportunities for professional development between staff groups. Leaders from these schools meet annually to discuss sporting and cultural events, professional development across schools and new qualifications.

NBHS has seen significant roll growth over the last year. This has resulted in a range of student success in academic, sporting, and cultural pursuits. The school's focus is to create good young men, and this is reinforced through a pastoral Ladder to Manhood programme. The school's values are reinforced through a Tutor and House system where students are supported by the same tutor and house dean throughout their time at the school.

This report has been produced by:

Mr. Dave Russell – Acting Headmaster

Mr. Grant Bundle – Senior Master with responsibility for Teaching and Learning

Data used for this Evaluation and Analysis

- Attendance
- Transition
- NCEA Achievement
- Literacy and Numeracy Common Assessment Activities
- Extra curricula involvement
- Hostel self-review and Hostel student well-being
- Parent survey
- International students review

NCEA Achievement

We have chosen to use our EQI band for our baseline comparison data. The NCEA overall results have been positive and in line with previous years, which is encouraging given the impact of Cyclone Gabrielle and the fact that we lost 3 weeks of learning and student engagement. Our achievement rates at all three levels are 10-20% higher than the National and Equity averages. However, we still have a gap in Excellence Endorsement rates at Levels 1 and 3.

Addressing and enhancing our Excellence Endorsements continue to be a priority in our 2024 Annual Plan and outlined as specific goals for each department. In comparison with boys' schools and the Equity Band, our endorsement results are broadly consistent across all levels, though they are 2-9% lower than the average for all schools. Specifically, our performance in Excellence Endorsements at Levels 1 and 2 is below both our historical data and the national averages by 2-8%. As outlined in our Annual Plan, we are committed to implementing targeted strategies within our learning areas. These initiatives aim to help

students reach their full potential and enhance their preparation for external examinations. Enhancing our school's University Entrance (UE) performance hinges more on increasing the number of students eligible for UE than simply improving the "pass rate" among those who are eligible. Our current data reveals that in 2023, 82 percent of the boys who were eligible for UE (i.e., they were enrolled in at least three UE-approved subjects) successfully achieved it. To qualify for UE, a student must earn at least 14 credits in three approved subjects and also achieve NCEA Level 3.

The observed 13 percent drop in UE achievement among Māori students from 2022 to 2023 (from 41.7 to 28.6 percent) is troubling. We believe this decline may stem from a reduction in the number of students meeting the eligibility criteria for UE rather than any specific shortcomings within the cohort or their Year 13 educational experiences. In 2024, we plan to proactively engage with each student and their family to ensure they are registered in a course that not only meets their individual needs but also makes them UE-eligible, thereby expanding their future opportunities upon graduation. Similar explanation can be derived for the 10 percent drop in our overall UE achievement.

Māori Achievement and Engagement

One of the school's main strategic goals is to improve achievement and reduce disparity for Māori students. In 2023, there were numerous actions implemented to address this goal. This included exploring opportunities to increase engagement and retention for all learners, in particular Māori. Likewise, the school's appointment of a Kaiarahi for Māori student well-being and attainment has improved course pathways and opportunities.

The main areas of disparity are at Level 1 and University Entrance. At Level 1, Māori students are 13% below non-Māori students. NBHS Māori University Entrance qualifications were 25% below the National data. The appointment of the Kaiarahi placed a particular focus on how early interventions can play a positive role in the achievement of Māori students. This includes using the data system to track students progress, working with the Whanau Liaison Officer (attendance) and planning student courses.

The school has recognized how Māori students were disproportionately represented in vocational transition programmes like Trades (with EIT). The Kaiarahi has developed the Pūhoro programme to improve rangatahi engagement in STEMM based subjects. Senior Māori students who are enrolled in a Maths or Science course meet every Friday. An external provider comes to the school to meet with these students. These weekly meetings alternate between tutorials in STEMM and being given career guidance by guest speakers. Termly, students are offered the chance to visit STEMM based industry and are provided with ongoing mentorship.

To strengthen whanau engagement in their son's academic goals, parents and students are invited in during Term 1 for an academic goal setting day with their teacher. This is an opportunity to set goals and reflect on the previous year's goals and academic results. These meetings have proved to be extremely popular with Māori families who have a similar proportion attending to non-Māori families.

Literacy and Numeracy Achievement

NBHS uses a range of data to measure student achievement in Literacy and Numeracy. Alongside school-based assessments, the school uses standardized Canterbury Entrance Testing (Centre of Academic Management) and MidYis testing. This has been used consistently to identify student strengths and targets for the last 7 years. This testing has given Year 9 teachers informative data to allow for teaching and learning programmes that focus on raising literacy and numeracy achievement.

However, one of the school's targets in 2024 will be to transition to a standardized measure of achievement with other Kahui Ako schools – e-asTTle. This will allow for student progress to be measured by curriculum level, rather than giving numerical expected outcomes by stanine.

Another measure which the school took to ensure that we were preparing students for Level 5 of the curriculum in Literacy and Numeracy was by being a transition school in NZQA's Common Assessment Activities. Level 1 (Year 11) students were offered the opportunity to complete this standardized assessment in Term 2. Whilst this option was then offered to Year 10 students in Term 4. Both assessments gave senior management an understanding of the importance of using a more standardized method of assessment to check student readiness for this co-requisite NCEA Level 1 task.

Processes for Assessment

Students from Year 10 to 13 complete NCEA assessments. NBHS offers both Achievement Standards and Unit Standards. Numerous Unit Standards offered are in skills-based subjects including Technology, Food Technology and Tourism.

In 2023, the school also received further consent to assess Māori Performing Arts standards up to Level 4. In addition, NBHS worked with our local sister school – Napier Girls' High School – to assess Dance performance standards for students who were involved in Pasifika dance groups. This allowed more students to access NCEA credits in a range of curriculum areas.

Likewise, NBHS had a Managing National Assessment review completed by NZQA in Term 3 of 2023. After reviewing the processes of assessment, NZQA awarded NBHS a "Highly Effective" grade. NZQA critiqued staff voice, student voice, management systems and reviewed school-wide processes in forming this decision.

Attendance

Student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. 2023 saw the challenges of Cyclone Gabrielle in Term One. We can be extremely pleased with our attendance data given the issues this event caused on our community.

Considerable work was done by the school's pastoral team and teaching staff in adapting to the challenges they were presented with. They worked tirelessly to stay connected with families and following up on students through this period. This had a positive impact on our students throughout the year. One area of improvement is how the school's Pasifika attendance strategies could be improved. The school employs a whanau liaison officer who has strong links with Tai Whenua. His presence in the community has helped strengthen links between whanau and the school to improve attendance rates.

Intermittent absences occur when a student is absent for part of a morning or afternoon without justification. The school has a range of processes that help reduce these types of absences. Staff accuracy of their attendance in a centralized learning management system helps the school make immediate contact with their family. Pasifika remains higher than other ethnicities and disappointingly, the school saw a slight increase in this for this group in 2023. All other ethnicities reduced in 2023.

Unjustified absences are full-day absences which are either unexplained, or the reason for the absence is not within the school's policy as a justifiable reason for the student to miss school. Pasifika and Māori remain higher than other ethnicities. Pleasingly Māori dropped in 2023 and the gap closed.

Attendance rates are the attendance percentage for students for the year. This is their attendance rate with all absences taken off (including justified absences). All ethnicities improved apart from our Pasifika cohort on their 2022 numbers, and this is a positive trend. Attendance Rate including Justified the attendance percentage for students for the year. This is their attendance rate with only unjustified absences taken off. All areas apart from Pasifika showed positive movement in 2023.

Attendance and lateness is monitored weekly by the student's tutor teacher. Attendance issues are then followed up by the school's whanau liaison officer. The school's pastoral team – inline with school policy – find opportunities to meet with the families or external providers to help improve attendance rates.

Reporting to Whanau

Students and families are reported to twice termly through a report. This report is completed by the subject teachers of the student. Reporting fields include behavior, self-management, class progress and effort. Students are numerically graded for this report. This is tracked by the school's pastoral team and rewards are given to students who make positive progress. The pastoral team can put measures in place for students who decline in certain fields. This includes whanau support meetings with deans and tutors or the individual subject teacher.

The school runs a dedicated goal setting day where families book in a time to set and reflect on goals with their son's tutor. During this reflection time, the tutor has the student's attendance data, NCEA progress reports and access to extra-curricular activities the student is registered for. These meetings continue to be popular with families as over 70% of parents attend to support their son. These meetings are run in Term 1.

Additionally, the school runs two parent-teacher interviews at the end of Term 2. These interviews are an opportunity for whanau to meet with their son's teacher and discuss their academic progress. Parents have access to their son's report that has four entries of progress in behavior, self-management, class progress and effort. Teachers are able to comment on trends and student attainment.

The school's learning management system is set to live reporting. This allows students and parents to track their academic progress throughout the year. Using either their MyMahi app or the Kamar Portal, students and whanau can monitor NCEA progress.

Local Curriculum

2023 saw a significant shift in the importance of recognizing local curriculum as central to the teaching and learning of the National Curriculum. NCEA Accord Days were dedicated to increasing staff awareness of how to embed local curriculum into their curriculum areas. This included off-site field trips to local Pā. Numerous Social Science staff were involved in the Subject Expert Group (SEG) to embed the new Aotearoa Histories Curriculum.

We are dedicated to transforming our junior curriculum, aiming to significantly enhance literacy levels. Our approach includes integrating programs and tools into core classes to bolster and advance literacy skills. Furthermore, by tailoring subject content to our local curriculum, we aim to offer and motivate Māori students to engage in learning in ways that resonate with their identity and culture. A dedicated Kahui Ako staff member has been given responsibility to increase staff awareness of Te Ao Māori. Staff are aware how mātauranga knowledge is important when engaging both Māori and non-Māori students.

Understanding how to embed the local curriculum is an ongoing priority for staff. In 2024, there is a dedicated professional development programme for staff to ensure that local curriculum – with the support of external providers – is embedded across departments.

Senior and Middle management staff were involved in directed professional development with Leading Learning. This allowed staff to engage with the school's strategic goals. Departments were able to make deliberate actions in their Departmental Strategic Plans that would improve how they would embed local content in their curriculum area.

Transition

The transition to NBHS continues to be a key focus area for the school. Two staff members – one who is the school's Guidance Counsellor – are appointed through the Kahui Ako to support transition into the school. They are supported by a Head of Careers and Careers Guidance Counsellor who help students in their transition into tertiary education or the workforce,

The school also has two staff employed to cultivate partnerships to support Māori learners and their whānau to plan and pursue the education pathways that they aspire to. There are numerous initiatives – including Pūhoro – to allow Māori students to help in the planning of their future courses. Likewise, the school – working with Napier Girls' High School – has explored ways in which students can achieve at NCEA through Māori Performance standards.

The transition staff, alongside the school's pastoral team, visit Year 8 students at their local intermediate or primary school. A Kahui Ako wide form has been developed to allow consistency in the transition information that the school is receiving. This information includes teacher-based observations of Literacy and Numeracy progressions. However, this is an area that the school could improve. A consistent standardized test where curriculum levels can be tracked through primary, intermediate and into secondary school is an area that NBHS will be addressing in 2024.

Year 8 students and their parents are invited to the school in an informal meeting process in Term 4. This transition interview allows Deans and Senior Management to meet families with their sons. This continues to be well received by the community with most families attending over five afternoon sessions. School expectations, transport to school, connections to the school's identity and extra-curricular involvement are discussed in these meetings.

The school continues to use Centre for Evaluation and Monitoring (CEM) testing to allow data to be produced for the start of their Year 9 academic year. Students are placed in mixed-ability classes for their core subjects. However, with this data teachers are able to identify student strengths and targets.

Student Well-Being

Student well-being continues to be a priority for the school. Considering recent events that have an impact on individual well-being (Covid 19 and Cyclone Gabrielle), the school continues to try and promote well-being initiatives for students. The school's pastoral system has an important role in this by creating leadership opportunities for students and having pastoral systems in place for students who are struggling. The school uses MyMahi to promote well-being by including lessons in a dedicated tutor time each week. These lessons focus on current social issues and giving the students the tools to support them when they face these challenges.

The school's tradition of having a prefect group also allows for increased student well-being. Year 9 students start their "Ladder to manhood" at the start of the year. This includes opportunities for Tuakana-Teina where various leadership groups take an interest in building the student's sense of identity in the school. These leadership groups include School Prefects, House Prefects, and Māori and Pasifika Prefects. These prefects also promote various elements of school life: Academic, Sport, Cultural and Social.

Extra curricula involvement plays a large part in raising student well-being in the school. In 2023, 23 sports were played by NBHS students. In 2023, 795 boys had a meaningful participation in sport, which was 65% of the total school roll at the time.

Staff Well-Being

Staff well-being has been a major focus for the school. A staff-led wellness committee was established in 2017 to recognize that teacher burnout and their well-being is important. This committee meets twice termly to discuss any well-being concerns that have been raised by staff members. This committee is also given professional learning time each term to provide opportunities for staff to have both on-site and off-site support. In 2023, this included quiz nights, staff lunches, and staff celebrations. New staff were also supported with supermarket gift vouchers to help support them. During Cyclone Gabrielle, affected staff were supported with well-being phone calls and staff offering to help in their clean up. Staff who were experiencing illness or injury were also supported with food hampers and letters of support.

With the NCEA roll out and Accord Days in 2023, the wellness committee recognized that this was causing staff anxiousness and increases their workload. They chose to fund coffee mornings during the Professional Learning days. To try and connect staff and promote curricular discussions, the school's house system allowed for inter-staff competitions. This was also led by the Wellness Committee and promoted staff wellness.

Hostel and International

Scinde House is home to 180 school students. This boarding environment is managed by a member of the school's Senior Management team – Head of Boarding - and seven other school teaching staff. They are assisted by two permanent Matrons who work in the pastoral support of the students in the hostel. Scinde House has a comprehensive well-being and identity programme. This includes separate leadership opportunities for Year 13 students who are given roles as Hostel Prefects. Likewise, a two-week orientation programme for Year 9 students includes both on-site and off-site activities. This is an opportunity for Year 13 students and staff to support Year 9 students in their transition to NBHS.

The Hostel has a range of processes that allow student well-being to be monitored. A number of these processes are conducted through the Orah app that both students and staff use on their phones. Students can use the app for weekly "mood checks" and staff can use the app to record "housemaster conversations" that they have with students. Year levels are allocated to individual housemasters who complete twice termly reporting to whanau. Other student voice surveys are regularly conducted by the Head of Boarding to measure student well-being. This includes anti-bullying surveys and student voice housemaster surveys.

During Cyclone Gabrielle, 49 Hostel students were stranded at Scinde House for two weeks. Without any communication with their families or any way to return to their homes, these students were cared for by the hostel staff in difficult circumstances. Without power, food and means of communication; students and staff were transported to a nearby boarding house – Woodford House – who accommodated the students whilst Napier's power was restored. This event had a significant impact on the well-being of many students and staff in the hostel. This continued for the remainder of the year as student transport options were severely impacted by road closures.

International student numbers at NBHS have continued to rise after the impacts of the Covid 19 lockdown limitations. A member of the school's Senior Management Team leads the international department. In 2023, an International Dean was appointed from the school's teaching staff. Additionally, a dedicated international manager is responsible for the transition of international students into the school either as short stay, half year or full year international students. The International Dean runs the PLUS programme where students can experience outdoor educational opportunities. International students are regularly surveyed on their well-being, expectations and aspirations. Most students are in New Zealand for the sole purpose of having an overseas experience, rather than gaining an NCEA qualification. The Senior Leader reports regularly to the school's Board of Trustees on the progress of the international students. The most recent Managing National Assessment review no issues were raised in relation to the international student programme and meeting code expectations.