



Shirley Boys' High School
Ngā Tama o Ōruapaeroa

Annual Report and Analysis of Variance
2022



WHĀNAU



HONONGA



TUAKIRI



WHAKAUTE



BTB

Whānau, Hononga - Belonging, Tuakiri - Character, Whakaute - Respect,
And being **Better than Before**

School Profile

Ministry Number: 321

Presiding Member: laean Cranwell

Headmaster: Tim Grocott

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Our Values



WHAKAUTE

Whakaute – Respect

At Shirley we respect others for who they are, and treat others the way we would want to be treated. We also build whakaute for specific situations, whether inside or outside of



TUAKIRI

Tuakiri - Character

At Shirley we celebrate the unique tuakiri of individuals as well as developing other desirable character strengths.



BTB

Better than Before

The value with the greatest presence of mana at our kura. At Shirley we strive to be better than before in everything that we do.



WHĀNAU

Whānau

At Shirley Boys' we value Whānau. Whānau at Shirley is kotahitanga (unity and aroha), supporting one another and whanaungatanga – building positive relationships.



HONONGA

Hononga - Belonging

Hononga at Shirley is knowing who you are, and adding to the past, present, and future mauri of our kura.

Presiding Member's Report

Ki a rātou kua haere ki tua o te tatau pounamu, rātou kua karakahia e Tahu Kumea, e Tahu Whakairo, ka rere a waikamo, ka heke a hupe, ka hotu i kā tauwharewhare o te manawa. Koutou te huka mate, haere, haere, haere atu rā. Rātou ki a rātou, tātou kā waihotaka o rātou mātou mā, ki a tātou, tēnā rā tātou katoa.

Kua timata te harakeke ki te puāwai, ka muia i konei e te tūi me te korimako. Kua takatū te whānau ki te whakakī i kā whata kai, kā waka tio i ēnei rā, ki te kai, ki te mīti, ki te mātaimai, hai whākai i kā whakauka i kā rā o kā hararei. Kua whakarauawatia kā waka mō kā haere ki tāwhiti. I ēnei rā kua rapua he taea hou, he tiwhikete ora mō kā motokā.



Heoti anō kua piri anō a Hine Raumati ki a Tama nui te Rā, kua wera anō kā raki, ā, kāore e roa ka tau mai anō ka waewae o Hana Koko ki i a whare hai mihi mō te Kirihimete. Kia pai te Kirihimete, kia pai hoki te tau hōu pākehā, ā, ko kā manaakitaka o kā atua ki a tātou katoa i kā hararei nei.

Kia koutou, Ngā Tama o Ōruapaeroa, kā mātua, kā kaitiaki, kā kaimahi, kā kaiako – tēnā koutou katoa! Talofa lava, Malo e Lelei, Kia orana, Ni sa bula, Nin hao, Konnichiwa.

To all the whānau of Ngā Tama o Ōruapaeroa / Shirley Boys' High School, our students, our parents and caregivers, our support staff and teachers, it is my privilege on behalf of Shirley Boys' High School Board of Trustees, to commend and thank you all for getting through to the end of another year and celebrate that we can do it together, konohi ki te konohi, face to face.

This year has seen change on the Board, with the election of four new parent representatives, being Deputy Chair Danielle Thompson, Seira Sio, Andrew Swift, Melody Tuliau, staff representative Garth Jones and student representative Maia Te Tohu a Tū Gerrard.

I would also like to acknowledge the previous members of the Board who represented the school for three and a half years. Doug Boniface, Tony Deavoll, Teresa Wooding, Sam Henry, John Pirker, Jeremy Faumuina, Brendan Jackman, Maia Te Tohu a Tū Gerrard and Tye Lawson.

This Board drove change through the school, with an adoption of a new strategic plan, a new purpose, new values, and a new Māori name for the school, Ngā Tama o Ōruapaeroa. We worked closely with Ngāi Tūāhuriri, the Ngāi Tahu hapū of this area, who gifted this name to us, with a hope that this could be the name of the school in the future.

To our senior leadership team, who the Board has been working closely with this year, with implementing the strategic plan and values throughout the school and living with Covid and other illnesses throughout the year. They have shown along with all staff, true character, living by the value of tuakiri, having navigated their way through the challenges, leading the school through these tough times and making the boys the number one priority.

Throughout the year, we have managed to celebrate our connection to this whenua and our nationhood with the first Matariki National holiday, ANZAC Day and Te Wiki o Te Reo Māori/Māori Language week. We have also celebrated our diversity, with celebrating Pride Week and Samoan Language week. School exchanges were possible again, along with sport tournament week, which enabled our boys to travel around to different schools and areas, experience school life, which use to be the norm.

Whaowhia te kete mātauraka – Fill the basket of knowledge.

Nō reira,
Mauri ora ki a koutou katoa
Nāhaku noa
Nā
Iae J Cranwell
Board Chair

Headmaster's Report

2022 has been another good year for Shirley Boys' High School and as I reflect on our Senior Prizegiving, I feel very blessed to be the Headmaster of such a good school. It is easy to get caught up in all of the bad things you hear in the media about young people, but events like Senior Prizegiving remind us all of how amazing our young people are.

Our Year 13 boys have been successful during what has been the most challenging three years in recent history. The Covid pandemic has had an impact on their education, and whether that was through lockdown, rostering home, having large numbers of relieving teachers or simply being unwell, the impact on their learning was significant.

But it isn't just Covid. We live in uncertain times with economic issues, climate change, war in the Ukraine, and people challenging the political and geo-political status quo. This permanent crisis has led to the Collins Dictionary naming "permacrisis" as its word of the year for 2022. All of these events create an uncertain environment and education is not immune. Despite all of these challenges our students have continued to be and that is something they should be incredibly proud of.

There have been a few changes during the year and one of the most important was the introduction of a Te Reo Māori name for Shirley Boys' High School. Our Board Chair laean Cranwell and Whanau representative, Dr. John Pirker worked with Ngāi Tūāhuriri, the Ngāi Tahu hapū of the area who gifted Ngā Tama o Ōruapaeroa which basically translates as the boys of Ōruapaeroa. We will continue to be known as Shirley Boys' High School, but we will also be using Ngā Tama o Ōruapaeroa as well.

We also had Board elections in September and welcome our returning Board Chair laean Cranwell, Deputy Chair Dani Thompson, Andrew Swift, Siera Sio and Melody Tuliau along with new staff representative Garth Jones and Maaia Te Tohu a tu Gerrard who is our student rep for the second year.

At the end of the year, we will farewell Ms Anna Speechley as she heads overseas for a year, Mr George Inwood heading off to Rolleston College, Mr Mike Li who is moving to New Plymouth Boys' High School, and we wish them all well. We also farewell Mr Shaun Taylor who has been a Science teacher at Shirley Boys' High School since 1999. He has been a good teacher who has related to the boys well. All of our students who have been taught by Mr Taylor will have a few stories about his classes, and those stories and that character is what schools are about. Mr Taylor can walk away from Shirley Boys' in a few weeks feeling very happy and content about his contribution.

During the year, one of the goals was to promote and celebrate the Shirley Boys' High School values. Values are important as they help define what our school is all about. Our values convey the beliefs that positively influence our behaviour and the way we interact with individuals, groups and whanau. They represent the deepest beliefs and sentiments to which we can aim for, and they shape the Shirley Boys' High School community.



For this to be successful our values need to be extremely clear and explicit. They need to be alive in the classrooms and around the school so that everyone knows them by heart and can practice them. If people don't understand them, or they are open to interpretation then their impact is much less.

Therefore, our Assistant Deans of House, alongside students worked on a plan to make our values much clearer and display them all around the school. They are displayed in English and in Te Reo to give them that special meaning for us in Aotearoa. As we work through this kaupapa, we will further develop our understanding of Belonging or Hononga; Character or Tuakiri; Respect or Whakaute, which will bring us closer together as Whanau and Shirley Boys' High School will grow and develop, and continue to be Better Than Before.

Being Better than Before is a great statement about schools. Our job is to teach the boys to get better and improve each day. It does not always go smoothly, but overall if we work collectively towards the common purpose of preparing young men to succeed we will make progress. I am very proud of the progress that our staff and boys have made in 2022 and I look forward to that continuing in 2023.

Nga mihi nui
Tim Grocott



SHIRLEY BOYS' HIGH SCHOOL

Ngā Tama o Ōruapaeroa

OUR PURPOSE

Preparing young men to succeed in their world

WE VALUE

Whānau, Belonging - Hononga, Character - Tuakiri, Respect - Whakaute,

And being **Better than Before**



WHĀNAU



HONONGA



TUAKIRI



WHAKAUTE



BTB

SUCCESS FOR US MEANS

- Every student is able to attain their highest academic and personal achievement through high levels of engagement and success
- Every student is able to attain their highest academic and personal achievement through high quality teaching
- The school is a physically and emotionally safe place for all students and staff through positive and strong relationships
- Shirley Boys' High School is inclusive of and caters for students with differing needs
- Shirley Boys' High School gives effect to Te Tiriti o Waitangi through Māori achieving success as Māori

IN 2022 SUCCESS LOOKS LIKE

1. Teachers will have high and consistent expectations for all boys.
2. Teachers will use effective strategies to improve achievement.
3. Teachers will provide a supportive and positive environment for learning
4. There will be an increased focus on support for boys with differing needs
5. Teachers will develop culturally responsive practice

Charter Self-Review

STRATEGIC PRIORITY

Every student is able to attain their highest academic and personal achievement through high levels of engagement and success

Engaging learning

It is becoming increasingly apparent that the design of the learning spaces in some areas is having a negative impact on teaching and learning and our ability to deliver a style of learning that is appropriate for the students at Shirley Boys' High School. The open spaces do not provide the opportunity for engaging teaching. Our view is that by installing some walls to create more classrooms will allow our teachers to teach in a way that is more engaging for the boys, and more enjoyable for the teachers. Our concern is that the current spaces are impacting on the engagement of students as teachers are not able to teach in a highly effective way. We are noticing that our attendance rates have dropped and our Year 11 NCEA achievement has also declined. There are also concerns about our retention and recruitment of teachers as they don't wish to teach in spaces that currently exist.

NCEA achievement

The NCEA results for 2022 were mixed. Our Level 2 and 3 results were pleasing and are consistent with previous years and what our targets were. There was disappointment about our Year 11 results but when these are compared with similar decile schools and nationally, they are similar. It is becoming quite clear that the impact of three years of disrupted learning for our Year 11 cohort has been disruptive.

Our results for Year 11 and 12 Māori are significantly below the rest of the cohort. This needs to become a stronger focus and we need to be tracking these akonga more closely. There is a lot of support for Māori and some excellent mahi happening to support Māori achieving success as Māori, and it is clear that the boys who are engaging with this mahi are succeeding. This is very pleasing and is a credit to our Kaiako who are working with them

1. Overall achievement

	Level 1	Level 1 Literacy	Level 1 Numeracy	Level 2	Level 3	UE
SBHS	66.0	89.0	81.6	80.5	68.4	40.6
NZ	62.5	81.5	80.5	74.2	67.6	49.1
Decile 4 – 7	68.3	86.3	84.4	78.1	69.3	48.0

2. Year 11 achievement

	2022	2021	2020	2019	2018
Overall achievement	66.0	72.2	78.2	67.9	77.8
Decile 4 – 7	69.2	74.9	76.5	73.7	75.2

Merit	29.6	34.2	31.3	26.4	33.3
Excellence	9.7	9.1	16.3	14.7	9.2
Literacy	89.0	83.4	90.6	85.2	89.5
Numeracy	81.6	87.6	89.5	86.9	89.1

3. Year 12 achievement

	2022	2021	2020	2019	2018
Overall achievement	80.5	82.1	82.7	80.6	79.2
Decile 4 – 7	78.1	81.4	83.9	80.2	80.1
Merit	24.2	16.1	16.5	14.1	18.7
Excellence	5.9	7.3	7.8	7.9	7.5

4. Year 13 achievement

	2022	2021	2020	2019	2018
Overall achievement	68.4	71.4	71.7	58.4	68.2
Decile 4 – 7	69.3	72.2	73.1	67.5	66.3
Merit	19.5	17.7	18.7	24.8	15.0
Excellence	3.9	6.9	5.2	7.9	10.0

5. Priority learners

	SBHS	SBHS Māori	Māori Decile 4 – 7	SBHS Pasifika	Pasifika Decile 4 – 7
Level 1	66.0	41.7	56.4	56.7	58.5
Level 2	80.5	65.1	68.3	68.4	69.6
Level 3	68.4	62.2	58.0	68.0	59.2
University Entrance	39.6	32.4	31.4	24.0	30.3

6. Scholarship Results

Accounting	Daniel McKay
Calculus	Thomas Hopgood Kieran Sinclair-Lomax
English	Tomas Broekhals Daniel Powley
Physics	Thomas Hopgood – Outstanding Kieran Sinclair-Lomax

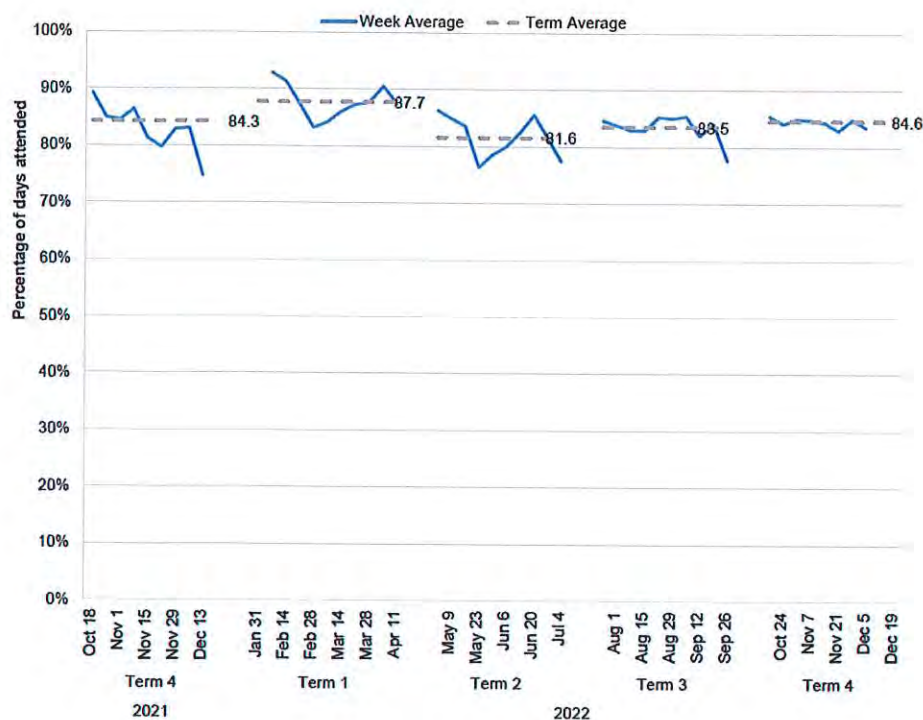
Student engagement

There are definitely issues with engagement and attitude across all subjects. The Year 13 cohort seemed to have more disengaged students, with lower attendance and commitment to task completion. One subject identified that Year 13 boys were picking and choosing which classes they go to. They are basing these decisions of poor educational rationale ie 'this class is fun, therefore I achieve,' rather than 'I struggle to achieve therefore I won't try'. There was a lack of urgency with internal assessment and students required a lot more encouragement to complete work. There are issues with students meeting deadlines. While teachers were flexible with deadlines to support learning, students took advantage of this and had a view that deadlines were aspirational rather than definite.

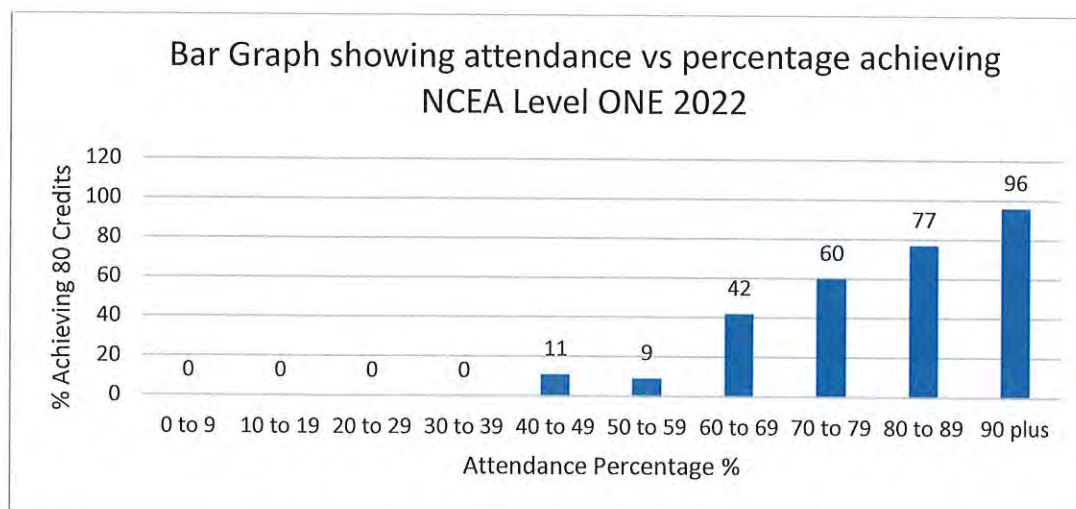
There is concern that these engagement and attitudinal issues could be ongoing. Students are making choices about what they complete and don't complete. Generally, they make these choices on what is easiest rather than what is best for their future. Previously, NCEA credits have been a source of motivation but there is a worry that the boys are choosing easy options rather than taking responsibility for getting the best credits, at the highest level possible. This is not necessarily a new issue, but has perhaps been compounded by Covid.

Attendance

Attendance was an issue during 2022 and was likely compounded by the effect of disruption due to Covid. Our overall rate of attendance floats around 85% and we had made good progress in 2020 and 2021, but we are still struggling to get our attendance above 90% and the proportion of students who attend below 70% is too high. Our view is that the toll of the last three years has impacted heavily on our more vulnerable students. We deal with less of the traditional forms of non-attendance like 'spot bunking' and hiding in the toilets for a period, and are now dealing with long term non-attendance often because of mental health or because parents condone their son not coming to school. The Deputy Headmaster and Deans work hard with these families but there is a reluctance to engage with the school and support their son's return to regular attendance. Other support services are overwhelmed and not able to cope with the demand.



We are also seeing evidence of the impact low attendance is having on our achievement. Our data shows that the percentage of students gaining NCEA Level One is considerably higher when students attend school more than 80% of the time.



Year 9 survey

At the end of Term One we conducted a survey of Year 9. This was very positive which is pleasing to see. The questions designed to gather feedback about boys feeling they belong and that they feel safe were positive with 70% of boys in agreement. The questions about respect of teachers and other students also produced very pleasing results.

A couple of interesting areas were questions about learning, and making learning interesting which had a much greater spread; and this was also evident in questions about teachers giving encouragement and praising students. Overall, the vast majority of Year 9 boys are glad they came to Shirley Boys' High School.

STRATEGIC PRIORITY

Every student is able to attain their highest academic and personal achievement through high quality teaching

Literacy

In Term One the literacy focused classes were set up the Literacy co-ordinator Rebekah Johnson and she spent time with the staff new to teaching these courses. Diagnostic testing was run to see the levels of literacy. Some Year 9's came in particularly low, i.e. not knowing the alphabet, reading at a year 3/4 level. This meant we modified the focus and content for a large group of students as the material was not accessible to them. A new programme was explored for our Year 9 Literacy class- Reading Eggs. This is a reading comprehension programme but also has a phonics section that is applicable to many of our students. Another tool we used with some classes is Literacy Planet. This is another reading skills, grammar and spelling programme. Both these programmes have rewards, challenges, interactive games that students really seem to like. They have been great for Home Learning Days as well and getting parents involved.

We also tracked individual students, with regards to their writing. Across three classes, 4-5 students were selected and using the Learning Progression Framework, focus was placed on how students develop and use their knowledge of language features, syntax, and the structure of written text. This is part of the Professional Development that RDV, LJR and RCJ did with Denise Hitchcock, Lisa McKay and some Avonside teachers.

In Term Three a group of teachers spent time visiting classrooms to observe and collect real-time data about the literacy instructional practices being used throughout the school across subject areas in Year 9. The group found it a really insightful couple of days and while there was some great literacy practice in action, and from a range of subject areas, there were many missed opportunities to develop skills at a deeper level. Managing student behavior seemed to be driving teaching and learning. While there were some superficial literacy practices evident in most classrooms, these practices were not well integrated into practice.

Staff Only Days

In Term Two we held a Staff Only Day as one of our Teacher Accord Days from the Ministry of Education. The day was combined with Avonside Girls' High School and the focus was on culturally responsive practice. Dr Hana O'Regan did a keynote address on *"How do we acknowledge and honour Te Tiriti o Waitangi in education in 2022?"* This was a thought-provoking presentation designed to give our staff a greater understanding of why they need to be culturally responsive when working with students and our community.

This was followed by a facilitated workshop from HTK looking at Te Tiriti o Waitangi Principles with a focus on protection, participation and partnership. They posed the questions *'What does this look like in my actions and decision making when working with young people in Aotearoa, New Zealand?'* and *'What does Partnership look like in our relationships with students, colleagues, and our subject?'*

In Term Four, we held our final two Teacher Accord Days. These were used for the faculty areas to plan for changes to the NCEA. In most cases the teachers were using this time to review what they need to teach at Years 11, 12 and 13, and then 'backward map' that by reviewing and making changes to the curriculum at Years 9 and 10.

Professional Learning Groups

At the start of Term Two we introduced a professional learning groups model for our staff professional learning. This has been developed after overwhelming support for an 'element of choice' model of PLD. Staff now belong to a PLG of their choosing which will have a focus related to the school goals. Over the year the group will meet, collaborate, have professional conversations, research, read around the topic and put their PLD into action in their teaching and learning.

STRATEGIC PRIORITY

The school is a physically and emotionally safe place for all students and staff through positive and strong relationships

The Shirley Man Rewards and Recognition

Connor Treleavan along with Pete Beswick who are both Assistant Deans of House, developed the Shirley Man Value Awards to recognise and reaffirm the positive things our ākonga are doing throughout their time at Shirley Boys High School. The purpose of the values awards is to promote, celebrate and help bring the values to life in the school. The focus is to increase the recognition of positive behaviour rather than focussing on the negative.

Students will be awarded 'points' based off a points system that identifies ways students can live our key Shirley values. This provides encouragement for students to consistently display our school values.

Once a student has achieved a certain number of points, they will be eligible to be awarded either a certificate or badge at a House Assembly. Students will have different criteria based on either junior or senior. When a senior has achieved all five values, they will be awarded a gold Shirley Man badge and be recognised in prizegiving.

Guidance

The Guidance Department developed well in 2022. There were seven counsellors within the department, comprising two staff and five interns. All staff and interns contributed to the wellbeing and mental health of the students. Each member in the team has a safe and ethical case load of between 5 – 15 clients, depending on their experience and scope of works. All staff engage in external supervision as well as fortnightly supervision with Mel Kime, Head of Guidance where they cover client cases, process, and their role in the department.

There main area of focus has been drug and alcohol issues. They also see high numbers of anxiety, depression and panic attacks. Recently there has been an increase in domestic violence, anger, and disclosure of sexual abuse. It is becoming clear that some of the drug and alcohol is being used as a coping mechanism for some of the situations that the clients are experiencing. They have also noticed that large proportion of domestic violence, anger and sexual abuse is connected to Covid. These challenging situations are also having an impact on attendance. Alongside this, they are also working with bullying, general mental health, school related issues, relationships, teen parenting and grief and loss.

The department has focused on being more visible within the school by being around the school during morning tea and lunch as well as developing relationships with the wider staff. They have started "advertising" the counsellors around the school by having photos of them displayed on the TV's.

Sexual harassment survey

This year we had concerns raised by students at Avonside Girls' High School about the behaviour of our students, particularly sexual comments and behaviour. The Senior Leadership Team looked at ways of reducing this behaviour, such as involvement with the White Ribbon Ambassador programme, and looking at our Health curriculum in Years 9 and 10.

In order to gain deeper insight into the issue we involved Dr Liz Gordan from Pukeko Research to look at the sexual harassment issues but also the impact of co-located schools. A survey of students was conducted towards the end of Term 3. The surveyed identified a number of concerns about sexual harassment both at school and outside of school. There were a number of outcomes which will be worked on in 2023.

Year 8 Parent Interviews

At the end of Term 3 and beginning of Term 4 we held our Year 8 interviews which is an opportunity for students and their whanau to come in and meet with staff, and where we can gather information about the students to help with a successful transition to Shirley Boys' High School. We had 17 staff involved over the four nights.

We had a very good uptake in the interviews and conducted 272 interviews over the four nights. At the end there were only 9 students enrolled at the time who were not interviewed. This is very low compared to other years. It is a very positive experience and we received good feedback from whanau.

Transition Programme – Hiahia ako / Learning Support

The Pastoral Team worked on the transition of Year 8 students to Shirley Boys' High School in 2023. They gathered data such as confidential reports from classroom teachers, interviews with the Learning Support Co-ordinators, and diagnostic assessments/reports. This is supported by monthly meetings with all Ōtākaro Kahui Ako Learning Support Co-ordinators discussing incoming akōnga with additional learning needs.

There are also a number of students identified with very high needs, and to support these boys our Learning Support Co-ordinators, Gail Collier and Lizzy Wilson have done school visits to Rāwhiti School and Parkview Pārua to conduct RTLB led transition meetings. Ongoing individual meetings with anxious parents and whanau started end of Term 3 and continue into Term 4.

In 2022 we introduced a new initiative with classroom visits and transition tours. Lizzy Wilson visited our contributing schools to visit the classrooms and meet akōnga, and then they are then they were invited to Shirley Boys' High School on the same day for a tour. This allows students to see our school with junior classes on and witness the movement at the bell. They also get to meet the librarians, guidance and pastoral team on site and familiarise themselves with quiet, safe spaces in the school.



We also supported the transition of students who require additional support before school begins in 2023 by bringing them to school to provide an induction at a slower pace, led by Senior Prefects with Learning Support Co-ordinators, Guidance and other key staff in support. We are also planning to have a peer mentoring programme in place so that the Senior Prefects can support the Year 9 students in their first few weeks of school.

STRATEGIC PRIORITY

Shirley Boys' High School is inclusive of and caters for students with differing needs

Supporting students with differing needs

During 2021 Learning Support identified students who need Transition Support from enrolment interviews and feeder schools and working with the Pastoral Team to nominate a lead transition person. During Term One they followed up with students by completing regular wellbeing checks with 48 students requiring transition support to ensure they settled well. This also enabled Learning Support to get student voice and ensure early difficulties were attended to.

Referrals to RTLB were made both for teacher support in assisting a learner with severe Dyslexia and limited access to class learning. A referral request for a Bilingual Assessment was also made for an English second language student who also shows signs of learning difficulties.

The Learning Support Coordinators identified Learning Support students who did not achieve Literacy credits in 2021 and they were prioritised for extra support and/or catch-up assessment standards which provided the required Literacy credits.

Learning Support Coordinators liaised with the Regional Southern Health School and worked with recovering students to access learning on a limited part-time basis on site at school, Te Kura (correspondence school) and part-time at home. They also supported a gradual transition back into school learning and classes, or an alternative pathway.

Use of data to support students

AsTTle testing data was used to identify students with reading skills significantly below the expected national level. Further diagnostic testing using PAT Listening Comprehension tests were used to identify the specific reading skills deficits as part of the Structured Literacy approach prioritised in 2021-22. Both Learning Support Coordinators worked closely with TIC Literacy and coordinated the team of Teacher Aides to provide weekly tutoring in groups of two that target the specific area of deficit which were a barrier to effective reading.

The Year 9 and 10 AsTTle testing has been completed. Results are slightly lower than 2021 results. In 2021 we had 58% of students below the national average, this year we have 63%. Other interesting things to note are the higher number of students at 3A, and we have significantly fewer students reading at level 5 than in 2021.

In Week 2 and 3 of Term One each Learning Support Coordinators (LSC's) assisted by a Teacher Aide took over every Year 10 class to administer a diagnostic timed writing test (PATOSS). The purpose was to identify students who:

- a. struggle with the writing components of NCEA assessment in Year 11;

- b. require gaps in writing processes to be addressed by their teachers;
- c. require further school-based screening for learning difficulties;
- d. require Special Assessment Conditions for NCEA in 2023 to compensate for their learning difficulties and therefore remove barriers to success.

In Term One Learning Support provided teachers with Summary Profiles of students with diagnosed learning needs; detailing their strength areas and interests, areas of particular difficulty and how this will manifest in the classroom and suggested the most appropriate strategies of accommodation or adaptation teachers should use to support the student.

Special Assessment Conditions

111 students were approved for Special Assessment Conditions (9% of the school roll). Readers/Writers are used by students with learning difficulties or physical disabilities, and for students injured via sport or accident prior to exams. Use of Computer is approved for illegible handwriting; Separate Accommodation provided to students with Anxiety, Autism or Epilepsy; Extra Time for those with Slow Processing; and Diabetic students are approved for mid-exam Rest Breaks.

STRATEGIC PRIORITY

Shirley Boys' High School gives effect to Te Tiriti o Waitangi through Māori achieving success as Māori

Support for Māori learners

33 students attended tutorial sessions and Wananga held at Ara for Puhoro which focuses on STEM subjects. They provide additional Support for students Year 11-13. There is a focus on academic success but also on the importance of Māori values to ensure they succeed through a Māori lens.

Boys were also involved in Programme Māori & Pasifika Potential through Chante Hakiwai. This programme focuses on students creating a possible solution to community issues and then pitching their ideas to businesses. In 2022 6-8 boys were registered.

Students attended a tutoring programme held during the holidays and at kura every Monday for 8 weeks in Term Three. The University of Canterbury provide tutors, and students bring any work they need help on. Teachers also tutored students after school. Examples of this were Year 1 Mathematics; Book Club every Monday of Term 2 to encourage reading for our boys.

In Term Three we had three speakers at Manu Korero who all did very well.

A group of Māori students travelled to Dunedin in September was a solution to fill in the gaps of not having Kapa Haka regionals in 2022. Through this trip the roopu were able to tour and engage with different communities within Dunedin. They held leadership workshops with Otago Boys' High School; held a Māori and Pasifika showcase with Otago Boys' High School, Kings High School and Queens High School; met Māori and Pasifika professional athletes of Otago Rugby, and had a tour of Otago University where students were able to meet their respective Māori and Pasifika teams.

At the end of October, a graduation was held for our Year 13 Māori students. This was an excellent opportunity to farewell a group of tama who have contributed significantly over their time at Shirley Boys'

High School. The boys were given a certificate, recognising their achievements and contributions to kaupapa Māori alongside a print that was designed by Taane Flanagan.



Introduction of the Aotearoa History Curriculum

John Thurston was appointed to a Kahui Ako Across School position to support the introduction of the Aotearoa History Curriculum. This is mainly being led by the Social Science faculty and a PLG was established to review the Aotearoa History Curriculum and consider how this would fit into the current teaching scheme. They are introducing this into the Social Studies curriculum in 2023.

Staff Only Day

In Term Two we held a successful Staff Only Day which was focussed on culturally responsive practice and Te Tiriti o Waitangi. This was designed to develop staff knowledge about the Treaty of Waitangi and consider ways of being more culturally responsive.

Matariki

On Friday 17th June we held a hangi to celebrate Matariki. This was organised by our Kaiako Māori, Hone Rask and our Assistant Deans of House, Tony Christie, Greg Dawson, Merryn Herlihy and Pete Beswick. In the week leading up to the hangi, the students were asked to bring in kai such as potatoes, kumara, carrots and bread which was very successful; and staff were asked for a monetary koha.



Te Wiki o Te Reo Māori

We created short videos using junior students sharing basic kupu or phrases that can be used in everyday life. This was posted on our social media platforms. Some students from our Kapa Haka group performed at the Palms to help celebrate the week and also build on our relationships with our Shirley community.



Academic success

Scholarships

In 2022 we had 32 scholarships offered to 15 students with a number of boys being offered multiple scholarships. This is compared to 20 scholarships to 17 students last year.

Junwoo Baek	UC Te Kakau a Māui Scholarship (tuition fees for an undergraduate degree)
Jake Beaumont	UC Te Kakau a Māui Scholarship (tuition fees for an undergraduate degree)
Te Kaio Cranwell	<ol style="list-style-type: none"> 1. UC Te Kakau a Māui Scholarship (tuition fees for degree) 2. UC Takere Scholarship (\$1000) 3. UC Kaitoko Māori Scholarship (\$6000) + leadership opportunities) 4. Otago Māori Entrance Scholarship (\$13,000 over two years)
Myles Gentry	<ol style="list-style-type: none"> 1. UC Te Kakau a Māui Scholarship (tuition fees for an undergraduate degree) 2. UC Takere Scholarship (\$1000)
Jack Glasgow	Canterbury Rugby Referees Association (CRR) "Black Fasteners Scholarship" (\$2500)
Jaydyn Hoeta	<ol style="list-style-type: none"> 1. UC Te Kakau a Māui Scholarship (tuition fees for an undergraduate degree) 2. UC Takere Scholarship (\$1000) 3. Otago Māori Entrance Scholarship
Thomas Hopgood	<ol style="list-style-type: none"> 1. UC Maths/Stats STAR Scholarship (\$5000) 2. UC Māpura Bright Start Scholarship (tuition fees) 3. UC Alumni Scholarship (\$5000) 4. UC Maths/Stats High Achiever Award (\$2000) 5. UC Hiranga Scholarship (\$5000) 6. UC Horomata Scholarship (\$6000 + leadership opportunities)
Kyan Kauhou-Soli	<ol style="list-style-type: none"> 1. UC Te Kakau a Māui Scholarship (tuition fees for an undergraduate degree) 2. UC Takere Scholarship (\$1000)
Kien Ngo	<ol style="list-style-type: none"> 1. UC Hiranga Academic Excellence (\$5000) 2. UC International First Year Scholarship, NZ School Leaver (\$15,000) 3. UC South East Asia Award (\$3500)

Den Otsuki	1. UC International First Year Scholarship, NZ School Leaver (\$15,000) 2. University of Otago Vice-Chancellor's Scholarship for International Students
Daniel Powley	UC Hiranga Academic Excellence (\$5000)
Connor Robertson	1. UC Te Kakau a Māui Scholarship (tuition fees for an undergraduate degree) 2. University of Otago Leaders of Tomorrow Entrance Scholarship \$6000
Kieran Sinclair-Lomax	UC Horomata Scholarship (\$6000 + leadership opportunities)
Jordan Soli	1. UC Te Kakau a Māui Scholarship (tuition fees for an undergraduate degree) 2. UC Takere Scholarship (\$1000)
Latai Tau	University of Otago Pacific Peoples' Entrance Scholarship (\$14,000 over two years)

Senior Prizegiving

Senior Prizegiving was held on Thursday 3rd November. It was a very successful evening, and we were able to acknowledge a number of top academic and all-around students.



The Junior Hartley Scholar is awarded to a Year 11 student based on character, academic attainment, sport and/or other activities	Will Edwards
The Headmasters Prize for Academic Excellence in Year 11	Joel O'Callaghan
The Year 12 Citizenship Award is awarded based on character, academic attainment, sport and or other school activities	Felix Hunt
The Kirby Prize, awarded for academic excellence in school work and scholarship beyond the classroom at Year 12	Felix Hunt
The Clarrie Ford Award is for a Year 11, 12 or 13 student who has achieved in the face of adversity	Reuben Brown
The Garland/ Wright Prize is awarded to a Year 13 student for service to the school and contribution to school activities	Kien Ngo
Year 13 Citizenship Prize for students making a significant contribution in Year 13	Jake Beaumont Daniel McKay

The Hartley Scholar Award awarded for personal attributes of reliability, sincerity, co-operation as a Year 13 student	Thomas Hopgood
The Old Boys prize is awarded on the basis of character, scholarship, sport and or prominence in other school activities	Kyan Kauhou-Soli

At Senior Prizegiving we also acknowledge our top two academic students. Below is a summary of their achievements:

Proxime Accessit (Runner-up to the Dux) - Daniel McKay



Daniel achieved Overall Excellence Endorsement in Level 1, 2 and is on track to experience the same success at Level 3. He gained prizes in Economics, Accounting, Statistics and Classical Studies, and also achieved an A grade in a Level One Accounting paper at the University of Canterbury.

Daniel is a reliable and highly organised young man, who held the role of Blake House Captain and Deputy Head Boy this year.

PTA prize for Dux, and the winner of the John Laurenson Medallion - Thomas Hopgood



Thomas's impressive academic results include Excellence endorsement in ten subjects as well as Overall Excellence at Level One, Two and Three. As part of our Gifted & Talented programme he was accelerated into Level 2 Mathematics as a Year 11 student and has completed two University of Canterbury Mathematics papers with A+ grades - achieving the highest result at UC for MATH 199. Thomas placed first in Chemistry, Physics and French while also winning the Webb Holmes Award and the Hartley Scholar. He gained six tertiary scholarships for 2023 valued at over \$30,000.

Gifted and Talented



At Shirley Boys' High School our definition of 'gifted and talented' relates to those students who have exceptional or high-level abilities in one or more areas identified within our learning culture. These ākonga possess or have the potential to go beyond the norms of their cohort.

Our Gifted & Talented ākonga are tracked and mentored by the Director of Gifted & Talented from Year 9. Fourteen of our Year 13 ākonga were successful in gaining 2023 tertiary scholarships and nine of these were in our 9J extension class, two were also identified as Gifted in the Creative domain.

Year 13 Gifted ākonga Junwoo Baek and Andrew He both received Ministry of Education Academic Awards on Thursday 2nd June. The awards were presented by Lianne Dalziel, Mayor of Christchurch and Coralanne Child, Director of Education at the Aurora Centre.

Acceleration - meeting the needs of Gifted ākonga

Accelerated ākonga have a learning plan co-designed by the relevant Head of Faculty and the Director of Gifted & Talented. They have the opportunity to sit NCEA subjects earlier than their same aged peers, if appropriate to their stage of learning. Some Year 12/Year 13 students have the option of undertaking STAR courses at the University of Canterbury to extend their learning and prepare them for tertiary education.

2022 UC STAR Results – Semester 1

Jake Beaumont, SPCO103 Sport Psychology A

Benjamin Isles, SPCO103 Sport Psychology A

Daniel McKay, ACCT102 Accounting and Financial Information A

Nile McKeefry, SPCO103 Sport Psychology A

Kieran Sinclair- Lomax, ASTR109 The Cosmos: Birth and Evolution C-

2022 UC STAR Results – Semester 2

Jake Beaumont, PSYC106 Introductory Psychology – A

Thomas Hopgood, Math4120 Discrete Mathematics – A+

Benjamin Isles, SPCO104 Anatomy and Physiology – A

Nile McKeefry, SPCO104 Anatomy and Physiology – A

Renzo Webb, SPCO104 Anatomy and Physiology – A

Kieran Sinclair-Lomax, Math120 Discrete Mathematics – A

Accerated Learner Profile

Kieran began at Shirley as the winner of the C V Gallagher Academic Entrance Scholarship in 2018. As a Year 9 student, Kieran sat the ICGSE Cambridge Mathematics examination, earning an A grade. He has remained a top scholar completing many NCEA standards two years ahead of his peers, with the most stunning example being his Excellence endorsement in Level 3 Maths with Calculus whilst only a Year 11 student. Because of this acceleration, Kieran began his university journey in Year 12 as part of the STAR @ UC Programme. This has seen him already complete three 100 level papers in Mathematics and Astronomy. In 2022, Kieran challenged himself by sitting Scholarship in three subjects. What makes Kieran even more special is that he is twice exceptional (2E). Alongside his obvious academic gift, he is also has Aspergers.

Enrichment - learning beyond the classroom

The EPro8 Challenge is the inter-school science and engineering competition. Every year over 22,000 students from throughout New Zealand take part. Four of our teams placed in regional finals and two participated in the National Final. This is particularly impressive considering our kura is yet to develop a STEAM, robotics, or coding programme.

At the beginning of July, a pair of teams from Shirley Boys' High School competed in one round of an international event known as the "World Scholar's Cup". Our teams won a number of silver medals and Max Pheloung was asked to debate in the Grand Final.



Spartan Sport

Sport at Shirley Boys' High School in 2022 saw a return to pre-covid activity and participation levels. Although events such as tournaments and exchanges were more difficult to plan and execute under stricter protocols, we managed all of our previous commitments. Annual exchanges with Nelson Boys' College, Kings High School, Marlborough Boys' College all went ahead. Winter tournament was widely attended.

Student participation numbers were that positive we received special mention from Sports Canterbury for our efforts. Rugby, Volleyball and Basketball had the highest student numbers engaged in school competition. Rugby, Football and Volleyball all performed well in Canterbury (and wider) competition making finals over several high-profile sporting schools. Minor/individual sports continue to grow and experience success; Weightlifting, Orienteering, Futsal, Ultimate Frisbee etc

Property improvements include the completion of the crickets nets and a second storage container. We also have repaired one of our two single marquees and have a new double one acquired through gaming charity funding.

Sportsman of the Year



Junior Individual Sportsman of the year	Kobe Costley was our winner on the night which makes him the first ever two-time winner of this award. An extremely impressive achievement from the young man who continues to dominate his sport of Basketball.
Junior Team of the Year	The U15A Rugby side won this award after an amazing season only losing out to the eventual New Zealand Champions in the Semi-Final.
Garland Cup	This award is given out for efforts in coaching and/or administration and after a fantastic first year as head coach of the 1 st XI Mark Zimmerman was awarded the cup.
Petrie Cup	Liam Collins was this year's Petrie Cup winner. This award is given out to the best All-Rounder and with Liam a member of the 1 st XI, 1 st XV, Senior A Touch and Senior Rowing squads there was only ever going to be one winner.

Senior Individual Sportsman of the year	Manaia-Ariki Wharepapa was this year's winner. Manaia led his Canterbury side to gold at nationals and picked up MVP along the way. This along with numerous club achievements, being selected in the national squad and leading our school team each week put Manaia out in front.
Senior Team of the year	The 2022 Team of the year was our senior 1 st XI Football squad. The team qualified for first tier nationals and placed 2 nd in Christchurch. Shirley's best ever finish and first time qualifying for first tier nationals in over a decade. The school rallied around these boys in their grand final showcasing some true school spirit. Deserved winners in the end, putting Shirley Football back on the map.
John Mullins Cup	This award is decided between our three senior awards on the night and is the supreme award of the evening. Manaia-Ariki Wharepapa was the eventual winner, with his national achievements proving to be the difference.

Participation statistics

Over half of our students (51%) represented Shirley Boys' High School in interschool competition throughout 2022. Participation numbers in our main sports were high with Rugby leading the way with 191 participants. Volleyball, Basketball, Football, Cricket, Rowing and Touch all had over 50 students participating in interschool competition. Volleyball (126 students) and Basketball (93 Students) were our second and third most populated sports. As a school we competed at an interschool level in 31 different sports.



Of our 86 teaching staff, 50 of these are involved with sport in some way (58%). Our number of staff coaching a sports team sits at 28, which is 30% of staff.

Challenges

While our staff participation remains comparatively high nationally, much of this is in the wrong areas of least demand/commitment. Finding Saturday commitment to traditional high user sports remains

problematic and relies on the same teachers year-to-year. Recruitment of new teachers into these positions has proven difficult.

Property issues include the state of our compacted fields which often flood, restoring our rugby posts height to competition standard and volleyball posts/sleeve issues. Spotless remain a struggle to work with. Any work undertaken by Spotless is extremely expensive and at times is prohibitive. They have a lack of expertise, particularly around the sports fields and this impacts on our ability to provide high quality facilities. The level of compliance required is also high and at times appears unnecessary. This also adds to cost.

IN 2022 SUCCESS LOOKS LIKE

GOALS	Teachers will have high and consistent expectations for all boys	Teachers will use effective strategies to improve achievement	Teachers will provide a supportive and positive environment for learning	There will be an increased focus on support for boys with differing needs	Teachers will develop culturally responsive practice
ACTIONS	<ul style="list-style-type: none"> High expectations for student performance and achievement Consistent use of the Gold Standard for classroom expectations Pedagogy will be reviewed to ensure it is suitable for staff and students Student achievement will be tracked and monitored Students at risk of not achieving will be identified and supported 	<ul style="list-style-type: none"> Common writing strategies will be used A range of teaching strategies will be used Year 9 assessment data will be provided to inform class specific planning Facilitated PLD will be used to develop disciplinary reading Flexible professional learning will be provided which allows for subject specific development 	<ul style="list-style-type: none"> A focus on positive behaviour will be developed and implemented Consistent use of the Gold Standard Shirley Boys' High School values will be promoted and celebrated The achievement and success of Shirley Boys' High School will be celebrated 	<ul style="list-style-type: none"> Testing of Year 9 and 10 students to gather accurate data Support provided to identified students in all subject areas Professional learning provided to support teachers to understand achievement data Support and grow Learning Support 	<ul style="list-style-type: none"> Opportunities provided for Māori to engage with learning Year 9 classes organised to promote high expectations for Māori Opportunities to develop Te Reo and Tikanga Māori capability will be provided for staff Professional learning will be provided for staff for Matauranga Māori themes Matauranga Māori concepts will be developed in Year 11 courses
TARGETS	<ol style="list-style-type: none"> Improve NCEA Level 1 achievement to 75% Maintain NCEA Level 2 achievement at 80% Maintain NCEA Level 3 achievement at 70% 	<ol style="list-style-type: none"> An average shift of 30 points at Year 9 in E-Asttle reading An average shift of 40 points at Year 10 in E-Asttle reading 	<ol style="list-style-type: none"> Reduce class referrals below 500 	<ol style="list-style-type: none"> Akonga at or below Level 3 will have an average shift of two sub-levels at Year 9 in E-Asttle reading 	<ol style="list-style-type: none"> Māori NCEA achievement rate will be the same as non-Māori at Year 11 and 12 All faculty areas will introduce a Matauranga Māori concept at NCEA Level 1 for 2023

2022 Analysis of Variance

STRATEGIC PRIORITY Every student is able to attain their highest academic and personal achievement through high levels of engagement and success		
GOAL Teachers will have high and consistent expectations for all boys.		
Actions		Review
<ul style="list-style-type: none"> High expectations for student performance and achievement 		<ul style="list-style-type: none"> Teachers ensures all students know what the expectations are for the learning offered. All students are held to a high standard. Lessons are posted to Canvas to provide opportunity for prior learning and then discussed at the beginning of each lesson. Subject areas had multiple learning options available at each level to enable teaching and learning to be more closely matched with student ability and motivation. Honours Boards and student achievement 'walls' were introduced in subject areas to celebrate high student achievement.
<ul style="list-style-type: none"> Consistent use of the Gold Standard for classroom expectations 		<ul style="list-style-type: none"> Generally, all teachers were consistent users of the Gold Standard. Heads of Faculty supported this by doing 'sweeps' of the area to review the level of consistency. Gold Standard visual display was useful to refer to. Teachers used My Mahi points to encourage students to do their best or behave in class.
<ul style="list-style-type: none"> Pedagogy will be reviewed to ensure it is suitable for staff and students 		<ul style="list-style-type: none"> Faculties were reviewing the topics and style of learning throughout the year. Examples include: <ul style="list-style-type: none"> In Mathematics the Learning Progressions Framework (LPF) were being adapted to fit programme. Some teachers using this in 2022 with whole department on board in 2023. All internals reviewed in 2022 for Music Technology with two new standards introduced to suit our learners, and changes in the curriculum. The Junior English programme has been reviewed. They have cut down on the amount of time spent on doing films. Now just short films. Health and Physical Education have investigated UDL principles and are in the process of integrating these into teaching, learning and assessing.

	<ul style="list-style-type: none"> Year 11 Science is under significant development as the Mini Pilots move into Pilot phase.
<ul style="list-style-type: none"> Student achievement will be tracked and monitored 	<ul style="list-style-type: none"> Tracking of student achievement is happening in subject areas. In 2023, Academic Mentors have been introduced to support this at Years 11, 12 and 13. Examples of student tracking are: <ul style="list-style-type: none"> Data is gathered on all classes in a shared drive. Letters are sent home for students that Not Achieve or Not Submit assessments. Assessment comments, including feedforward, are being added to KAMAR for every assessment. Acknowledgement is provided for students who achieve Excellence results.
<ul style="list-style-type: none"> Students at risk of not achieving will be identified and supported 	<ul style="list-style-type: none"> Subject areas keep a register of students with a summary of their specific needs and suggested strategies for supporting them in the classroom. Work and assessment results of students is constantly reviewed and appropriate feedback provided. Internal assessments are scaffolded and have Learning Checkpoints, and if these are not met it will be indicated in the Fortnightly Report. Resits/resubmissions are built into the system. Weekly tutorials are offered to support students with their learning. Mathematics identify students who have not gained numeracy, especially students in Year 12 and 13. Numeracy resources being developed to support these students. Music has provided students outside of their curriculum area NCEA assessment opportunities to gain credits.

STRATEGIC PRIORITY	
Every student is able to attain their highest academic and personal achievement through high quality teaching	
GOAL	
Teachers will use effective strategies to improve achievement.	
Actions	Review
<ul style="list-style-type: none"> Common writing strategies will be used 	<ul style="list-style-type: none"> TEXAS is a commonly used strategy for paragraph writing across the school.

	<ul style="list-style-type: none"> Mathematics have developed sample Statistics writing and reference formatting for the students, and are also using templates for Statistics reports to support student writing. English have started using 'free writing' activities to encourage pupils to put pen to paper and to help prepare them for Year 11 creative writing. They have also added more structure to the Junior programme for 2023, meaning that certain types of writing strategies will be mandatory.
<ul style="list-style-type: none"> A range of teaching strategies will be used 	<ul style="list-style-type: none"> Using a range of teaching strategies is challenging due to the design of the learning spaces. There tends to be a homogenisation of teaching strategies because of lack of walls, and it is hard to be a 'performance' teacher because of risk of disturbance to other classes. Teachers in closed classrooms have more opportunity to use a range of different teaching strategies. Using a range of teaching strategies in the open learning areas leads to distraction and off-task work in neighbouring learning areas, and therefore the prospect of noise contamination encourages sameness of 'computer work.' Some examples of different strategies include: <ul style="list-style-type: none"> University of Canterbury Math Craft piloted with two Year 9 classes introducing kinaesthetic learning. In Performing Arts, an update of junior workbooks that included strengthened school wide literacy goals including subject specific vocab tasks such as Word lists/meanings tasks and paragraph writing and research tasks embedding into topics.
<ul style="list-style-type: none"> Year 9 assessment data will be provided to inform class specific planning 	<ul style="list-style-type: none"> Assessment data and class profiles was provided to all Year 9 classes. PLD on using formative assessment data was provided to support the learning programme. Subject areas gathered regular data throughout the year.
<ul style="list-style-type: none"> Facilitated PLD will be used to develop disciplinary reading 	<ul style="list-style-type: none"> Teachers from English, Mathematics, Science, Social Studies and Health and Physical Education were part of the facilitated PLD. This information was fed back to subject areas and members were also part of a Professional Learning Group.
<ul style="list-style-type: none"> Flexible professional learning will be provided which allows for subject specific development 	<ul style="list-style-type: none"> Flexible professional learning was provided on Thursday mornings throughout the year.

	<ul style="list-style-type: none"> Teachers signed up to different Professional Learning Group's to investigate effective teaching and learning. Topics included Māori and Pasifika achievement, Literacy across departments, numeracy.
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STRATEGIC PRIORITY The school is a physically and emotionally safe place for all students and staff through positive and strong relationships	
GOAL Teachers will provide a supportive and positive environment for learning	
Actions	Review
<ul style="list-style-type: none"> A focus on positive behaviour will be developed and implemented 	<ul style="list-style-type: none"> A number of initiatives were introduced to support positive behaviour. A new initiative was introduced by the Assistant Deans of House to reward positive behaviour where My Mahi points are awarded for students demonstrating the school values or positive behaviour. Honours Boards and student achievement 'walls' were introduced in subject areas to celebrate high student achievement. Sports and Arts ties and badges were awarded in Assemblies for consistent performance and service over a period of time. Acknowledgement in Assemblies for high Graduation scores and high attendance.
<ul style="list-style-type: none"> Consistent use of the Gold Standard 	<ul style="list-style-type: none"> Generally, all teachers were consistent users of the Gold Standard. Heads of Faculty supported this by doing 'sweeps' of the area to review the level of consistency. Gold Standard visual display was useful to refer to. Teachers used My Mahi points to encourage students to do their best or behave in class.
<ul style="list-style-type: none"> Shirley Boys' High School values will be promoted and celebrated 	<ul style="list-style-type: none"> The school values were promoted in Assembly and around the school with visual displays. A rewards system was developed and implemented in Term 3 and 4. Some subject areas developed their own posters for how the values look in their subject. Teachers are using the My Mahi points system to reward students for positive behaviour.

<ul style="list-style-type: none"> • The achievement and success of Shirley Boys' High School will be celebrated 	<ul style="list-style-type: none"> • There are multiple ways in which the success of the school is celebrated. • Assemblies are a regular vehicle for celebrating student success. • Digital displays around the school celebrate sporting success and other student success. • Spartan Sport consistently use social media to promote and celebrate sport. • School prizegiving's acknowledge a range of achievement and progress. • Honours Boards and student achievement 'walls' were introduced in subject areas to celebrate high student achievement. • Graduation events are held for both Māori and Pacific students. • Health and Physical Education have introduced their 'Celebrating Excellence' breakfast.
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STRATEGIC PRIORITY Shirley Boys' High School is inclusive of and caters for students with differing needs	
GOAL There will be an increased focus on support for boys with differing needs	
Actions	Review
<ul style="list-style-type: none"> • Testing of Year 9 and 10 students to gather accurate data 	<ul style="list-style-type: none"> • e-AsTTle testing is done for Year 9 and 10 at the beginning of the year and end of the year. This data is analysed and is forms part of the class profile for each Year 9 class. • Class profiles are reviewed at the start of the year. • Regular data gathering occurs across all classes, both formative and summative to support required changes to the program and differentiation.
<ul style="list-style-type: none"> • Support provided to identified students in all subject areas 	<ul style="list-style-type: none"> • In class Kaiako Aide support is provided in English and Mathematics predominantly. • Kaiako Aide support is provided to ākonga who have been funded by Ministry of Education or Oranga Tamariki due to significant learning needs. • IEP's were created for ākonga with significant learning needs; regular meetings with whanau and professionals informed the implementation and reviews. • There is not enough resourcing for Kaiako Aide support. This is a concern as we have increasing numbers of students who require support.

<ul style="list-style-type: none"> Professional learning provided to support teachers to understand achievement data 	<ul style="list-style-type: none"> Achievement data shared with teachers of Year 9 and 10 classes. PLD is provided for subject teachers to work collaboratively on developing and reviewing strategies to support learners. Mathematics provide PLD for teachers on how to use formative assessment data and the Learning Progression Framework to support learners. TIC of Literacy did a recap on literacy data and patterns for English.
<ul style="list-style-type: none"> Support and grow Learning Support 	<ul style="list-style-type: none"> Weekly Structured Literacy tutoring for students has expanded. EHW joining Learning Support has meant collaborating with GAC to incorporate Gifted into Learning Support. Hiring of new Teacher Aides who have brought a young, fresh perspective to grow capability in the team. RSG given responsibility for new Teacher Aide staff induction. Learning Support “thank you” cards were given to staff as a positive reinforcement for efficiency and effective practise.

STRATEGIC PRIORITY Shirley Boys’ High School gives effect to Te Tiriti o Waitangi through Māori achieving success as Māori	
GOAL Teachers will develop culturally responsive practice	
Actions	Review
<ul style="list-style-type: none"> Opportunities provided for Māori to engage with learning 	<ul style="list-style-type: none"> A number of opportunities have been introduced during 2022 to support Māori engaging with learning. These include: <ul style="list-style-type: none"> An increasing number of staff are using te reo Māori in the classroom, and also using tikanga Māori principles where appropriate. In Mathematics, statistical data sets and websites are provided that focus on Māori real-life contexts. Music introduced increased matauranga content for 2023 including a section on Māori instruments. In Science, He Puna Putaiao continues to operate, and the Puhoro STEM Academy is available for students who want it. Some new culturally responsive e-AsTTiles developed in Term 2.

	<ul style="list-style-type: none"> Te Wiki o Reo Māori was celebrated during the year. <ul style="list-style-type: none"> Social Sciences gave all students the opportunity to contribute to a new display at the entrance to their learning area, Health and Physical Education learned and performed a Māori waiata. This is ongoing work in 2023.
<ul style="list-style-type: none"> Year 9 classes organised to promote high expectations for Māori 	
<ul style="list-style-type: none"> Opportunities to develop Te Reo and Tikanga Māori capability will be provided for staff 	<ul style="list-style-type: none"> A number of staff participated in and graduated from Te Ahu o te Reo Māori which is a class to learn te Reo Māori. Some teachers are using karakia to begin lessons, and this is also being done at some department hui. Aotearoa New Zealand Histories PLG has continued to upskill and research for this implementation. <p>Subject areas have worked with Chante Botica from HTK around cultural competencies.</p>
<ul style="list-style-type: none"> Professional learning will be provided for staff for Matauranga Māori themes 	<ul style="list-style-type: none"> HTK provided culturally competent PLD for the school throughout the year. This included the major focus of one the Teacher Only Days. All staff attended the MOE Accord Staff Only Day about Te Tiriti o Waitangi Principles with a focus on protection, participation and partnership. Subject areas have worked with Chante Botica from HTK around cultural competencies. Staff also attended PLD called “Programming Kaiako Potential” offered by HTK. Aotearoa New Zealand Histories PLG has continued to upskill and research for this implementation.
<ul style="list-style-type: none"> Matauranga Māori concepts will be developed in Year 11 courses 	<ul style="list-style-type: none"> This is ongoing work in 2023.

TARGETS																																				
Target	Outcome																																			
Improve NCEA Level 1 achievement to 75% Maintain NCEA Level 2 achievement at 80% Maintain NCEA Level 3 achievement at 70%	<div>This target was not achieved in 2022</div> <table><thead><tr><th>Year level</th><th>2022</th><th>2021</th><th>Increase</th><th>Decrease</th></tr></thead><tbody><tr><td>Year 11</td><td>66.0</td><td>72.2</td><td>6.2% decrease</td><td></td></tr><tr><td>Year 12</td><td>80.5</td><td>82.1</td><td>1.6% decrease but maintained 80%</td><td></td></tr><tr><td>Year 13</td><td>68.4</td><td>71.4</td><td>3.0 % decrease</td><td></td></tr></tbody></table>	Year level	2022	2021	Increase	Decrease	Year 11	66.0	72.2	6.2% decrease		Year 12	80.5	82.1	1.6% decrease but maintained 80%		Year 13	68.4	71.4	3.0 % decrease																
Year level	2022	2021	Increase	Decrease																																
Year 11	66.0	72.2	6.2% decrease																																	
Year 12	80.5	82.1	1.6% decrease but maintained 80%																																	
Year 13	68.4	71.4	3.0 % decrease																																	
An average shift of 30 points at Year 9 in E-Asttle reading	<div>This target was not achieved in 2022, however some ethnicities were above the average shift of 30 points</div> <table><thead><tr><th></th><th>NZ European</th><th>Māori</th><th>Pacific</th><th>Other</th><th>SBHS</th><th>NZ Average</th></tr></thead><tbody><tr><td>Avg Overall Score (Feb)</td><td>1470.0</td><td>1458.5</td><td>1408.9</td><td>1464.8</td><td>1465.1</td><td>1497.0</td></tr><tr><td>Avg Overall Score (Oct)</td><td>1495.9</td><td>1475.7</td><td>1449.9</td><td>1497.8</td><td>1490.6</td><td>1519.0</td></tr><tr><td>Avg Shift</td><td>25.9</td><td>17.2</td><td>41.0</td><td>33.0</td><td>25.6</td><td>22.0</td></tr><tr><td>Avg % Shift</td><td>1.7%</td><td>1.1%</td><td>2.8%</td><td>2.1%</td><td>1.7%</td><td>1.5%</td></tr></tbody></table>		NZ European	Māori	Pacific	Other	SBHS	NZ Average	Avg Overall Score (Feb)	1470.0	1458.5	1408.9	1464.8	1465.1	1497.0	Avg Overall Score (Oct)	1495.9	1475.7	1449.9	1497.8	1490.6	1519.0	Avg Shift	25.9	17.2	41.0	33.0	25.6	22.0	Avg % Shift	1.7%	1.1%	2.8%	2.1%	1.7%	1.5%
	NZ European	Māori	Pacific	Other	SBHS	NZ Average																														
Avg Overall Score (Feb)	1470.0	1458.5	1408.9	1464.8	1465.1	1497.0																														
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Avg Shift	25.9	17.2	41.0	33.0	25.6	22.0																														
Avg % Shift	1.7%	1.1%	2.8%	2.1%	1.7%	1.5%																														

An average shift of 40 points at Year 10 in E-Asttle reading	<p>This target was achieved in 2022, however some ethnicities were below the average shift of 30 points.</p> <table><tr><th></th><th>NZ European</th><th>Māori</th><th>Pacific</th><th>Other</th><th>SBHS</th><th>NZ Average</th></tr><tr><td>Avg Overall Score (Feb)</td><td>1532.5</td><td>1513.6</td><td>1495.3</td><td>1455.4</td><td>1519.1</td><td>1529.0</td></tr><tr><td>Avg Overall Score (Oct)</td><td>1549.3</td><td>1541.4</td><td>1528.1</td><td>1485.4</td><td>1540.8</td><td>1567.0</td></tr><tr><td>Avg Shift</td><td>16.7</td><td>27.9</td><td>32.8</td><td>30.0</td><td>21.7</td><td>38.0</td></tr><tr><td>Avg % Shift</td><td>1.2%</td><td>2.0%</td><td>2.3%</td><td>2.2%</td><td>1.6%</td><td>2.5%</td></tr></table>		NZ European	Māori	Pacific	Other	SBHS	NZ Average	Avg Overall Score (Feb)	1532.5	1513.6	1495.3	1455.4	1519.1	1529.0	Avg Overall Score (Oct)	1549.3	1541.4	1528.1	1485.4	1540.8	1567.0	Avg Shift	16.7	27.9	32.8	30.0	21.7	38.0	Avg % Shift	1.2%	2.0%	2.3%	2.2%	1.6%	2.5%
	NZ European	Māori	Pacific	Other	SBHS	NZ Average																														
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Avg % Shift	1.2%	2.0%	2.3%	2.2%	1.6%	2.5%																														
Reduce class referrals below 500	<p>This target was achieved in 2022.</p> <table><tr><th>Class referrals</th><th>2022</th><th>2021</th><th>Increase</th><th>Decrease</th></tr><tr><td></td><td>194</td><td>479</td><td colspan="2">Decrease of 285 or 60%</td></tr></table>	Class referrals	2022	2021	Increase	Decrease		194	479	Decrease of 285 or 60%																										
Class referrals	2022	2021	Increase	Decrease																																
	194	479	Decrease of 285 or 60%																																	
Akonga at or below Level 3 will have an average shift of two sub-levels at Year 9 in E-Asttle reading	<p>75% of ākonga who were initially Level 3 or below, made a positive shift in sub-levels. The median shift was an improvement of 2 sub-levels.</p> <table><caption>Shift for Year 9 ākonga who started at or below level 3</caption><thead><tr><th>Sub-level shift</th><th>Number of students</th></tr></thead><tbody><tr><td>-3</td><td>2</td></tr><tr><td>-2</td><td>2</td></tr><tr><td>-1</td><td>8</td></tr><tr><td>0</td><td>8</td></tr><tr><td>1</td><td>22</td></tr><tr><td>2</td><td>18</td></tr><tr><td>3</td><td>22</td></tr><tr><td>4</td><td>8</td></tr><tr><td>5</td><td>1</td></tr><tr><td>6</td><td>2</td></tr></tbody></table>	Sub-level shift	Number of students	-3	2	-2	2	-1	8	0	8	1	22	2	18	3	22	4	8	5	1	6	2													
Sub-level shift	Number of students																																			
-3	2																																			
-2	2																																			
-1	8																																			
0	8																																			
1	22																																			
2	18																																			
3	22																																			
4	8																																			
5	1																																			
6	2																																			

Māori NCEA achievement rate will be the same as non-Māori at Year 11 and 12	<p>This target was not achieved in 2022.</p> <table><tr><td></td><td>SBHS</td><td>SBHS Māori</td><td>Increase</td><td>Decrease</td></tr><tr><td>Level 1</td><td>66.0</td><td>41.7</td><td></td><td>24.3% decrease</td></tr><tr><td>Level 2</td><td>80.5</td><td>65.1</td><td></td><td>15.4% decrease</td></tr></table>		SBHS	SBHS Māori	Increase	Decrease	Level 1	66.0	41.7		24.3% decrease	Level 2	80.5	65.1		15.4% decrease
	SBHS	SBHS Māori	Increase	Decrease												
Level 1	66.0	41.7		24.3% decrease												
Level 2	80.5	65.1		15.4% decrease												
All faculty areas will introduce a Matauranga Māori concept at NCEA Level 1 for 2023	<p>This target became irrelevant when a delay to the implementation of the NCEA changes was introduced. It will be looked at in 2023.</p>															

SHIRLEY BOYS' HIGH SCHOOL

Ngā Tama o Ōruapaeroa



SHIRLEY BOYS'
— HIGH SCHOOL —
Ngā Tama o Ōruapaeroa

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	321
Principal:	Tim Grocott
School Address:	Ōrua Paeroa Campus, 209 Travis Road, Christchurch 8083
School Postal Address:	Ōrua Paeroa Campus, PO Box 27-025, Christchurch 8640
School Phone:	03 375 7057
School Email:	headmaster@shirley.school.nz

SHIRLEY BOYS' HIGH SCHOOL - NGĀ TAMA O ŌRUAPAEROA

Annual Report - For the year ended 31 December 2022

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Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the School.

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

Iaeen Cranwell

Full Name of Presiding Member

Timothy Grocott

Full Name of Principal

Signature of Presiding Member

Signature of Principal

10 May 2023

Date:

10 May 2023

Date:

Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Iaeae Cranwell	Presiding Member	Elected	Sep 2025
Tim Grocott	Headmaster	ex Officio	
Teresa Wooding	Parent Representative	Elected	Sep 2022
Samuel Henry	Parent Representative	Elected	Sep 2022
Jeremy Faumuina	Parent Representative	Elected	Sep 2022
John Pirker	Parent Representative	Co-opted	Sep 2022
Brendan Jackman	Staff Representative	Elected	Sep 2022
Garth Jones	Staff Representative	Elected	Sep 2025
Maia Gerrard	Student Representative	Elected	Oct 2023
Andrew Swift	Parent Representative	Elected	Sep 2025
Danielle Thompson	Parent Representative	Elected	Sep 2025
Melody Tuliau	Parent Representative	Elected	Sep 2025
Seira Sio	Parent Representative	Elected	Sep 2025
In Attendance Jane Forster	Board Secretary		
Rob Wilson-Pyne	Deputy Headmaster		
Cheryl English	Business Manager		

Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	14,984,458	14,251,841	14,494,238
Locally Raised Funds	3	801,585	751,400	817,197
Interest Income		93,200	60,000	42,010
Gain on Sale of Property, Plant and Equipment		-	-	4,187
Other Revenue		23,618	-	58,444
		<u>15,902,861</u>	<u>15,063,241</u>	<u>15,416,076</u>
Expenses				
Locally Raised Funds	3	600,616	688,490	591,124
Learning Resources	4	10,073,048	10,064,628	10,005,352
Administration	5	568,416	527,583	473,054
Finance		11,092	13,000	12,754
Property	6	4,335,981	4,034,956	4,027,581
Loss on Disposal of Property, Plant and Equipment		2,559	-	41,907
		<u>15,591,712</u>	<u>15,328,657</u>	<u>15,151,772</u>
Net Surplus / (Deficit) for the year		311,149	(265,416)	264,304
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>311,149</u>	<u>(265,416)</u>	<u>264,304</u>

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



Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		4,261,944	4,261,944	3,997,640
Total comprehensive revenue and expense for the year		311,149	(265,416)	264,304
Equity at 31 December		4,573,093	3,996,528	4,261,944
Accumulated comprehensive revenue and expense		4,293,692	3,716,559	3,981,975
Reserved Equity - Campion Estate	22	279,401	279,969	279,969
Equity at 31 December		4,573,093	3,996,528	4,261,944

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



Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	858,173	160,038	2,691,925
Accounts Receivable	8	803,526	685,845	685,845
GST Receivable		506	11,332	11,332
Prepayments		42,887	55,499	55,499
Inventories	9	426	19,032	19,032
Investments	10	2,690,404	3,705,703	1,520,856
		4,395,922	4,637,449	4,984,489
Current Liabilities				
Accounts Payable	12	954,858	904,829	904,829
Revenue Received in Advance	13	470,365	283,941	283,941
Finance Lease Liability	14	92,367	86,581	92,169
Funds held in Trust	15	248,269	153,591	153,591
		1,765,859	1,428,942	1,434,530
Working Capital Surplus/(Deficit)		2,630,063	3,208,507	3,549,959
Non-current Assets				
Investments	10	1,252,000	2,000	2,000
Property, Plant and Equipment	11	751,912	814,214	795,831
		2,003,912	816,214	797,831
Non-current Liabilities				
Finance Lease Liability	14	60,882	28,193	85,846
		60,882	28,193	85,846
Net Assets		4,573,093	3,996,528	4,261,944
Equity		4,573,093	3,996,528	4,261,944

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



Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		3,038,379	2,855,533	2,882,148
Locally Raised Funds		608,648	611,100	641,487
International Students		354,492	140,300	145,687
Goods and Services Tax (net)		10,826	-	(6,340)
Payments to Employees		(1,804,256)	(1,741,668)	(1,764,844)
Payments to Suppliers		(1,498,545)	(1,900,681)	(1,387,941)
Interest Received		60,771	60,000	52,874
Net cash from/(to) Operating Activities		770,315	24,584	563,071
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(179,156)	(308,383)	(194,771)
Purchase of Investments		(2,419,548)	(2,184,847)	-
Proceeds from Sale of Investments		-	-	2,102,891
Net cash (to)/from Investing Activities		(2,598,704)	(2,493,230)	1,908,120
Cash flows from Financing Activities				
Finance Lease Payments		(100,041)	(63,241)	(143,216)
Funds Administered on Behalf of Third Parties		94,678	-	(132,683)
Net cash from/(to) Financing Activities		(5,363)	(63,241)	(275,899)
Net (decrease)/increase in cash and cash equivalents		(1,833,752)	(2,531,887)	2,195,292
Cash and cash equivalents at the beginning of the year	7	2,691,925	2,691,925	496,633
Cash and cash equivalents at the end of the year	7	858,173	160,038	2,691,925

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

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



Shirley Boys' High School - Ngā Tama o Ōruapaeroa

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Shirley Boys' High School - Ngā Tama o Ōruapaeroa (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes. The Crown has entered into a Public Private Partnership (PPP) with Spotless Group. As part of the PPP, the land from which the School provides education is owned by the Crown and the buildings from which the School provides education by Spotless Group. The Crown has an obligation under the PPP to meet the cost of leasing the buildings from Spotless Group.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

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.

1.3. Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period to which they relate. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The land from which the School operates is owned by the Crown, with the buildings on this land owned and managed by the Spotless Group Ltd. These buildings are leased by the Ministry of Education, and with the land, managed by the Ministry on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. 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.



1.6. 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.

1.7. Accounts Receivable

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

1.8. Inventories

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

1.9. 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.

1.10. Property, Plant and Equipment

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

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

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

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

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 Statement of Comprehensive Revenue and Expense over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	5-15 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

1.12. Accounts Payable

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

1.13. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.14. Revenue Received In Advance

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

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

1.15. Funds Held In Trust

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

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



1.16. Financial Instruments

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

Investments that are shares are categorised as financial assets at fair value through other comprehensive revenue and expense in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investments' fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in the Statement of Comprehensive Revenue and Expense unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to the Statement of Comprehensive Revenue and Expense.

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

1.17. 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.

1.18. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

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

1.20. Services received in-kind

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

2. Government Grants

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	3,171,004	2,768,898	3,002,478
Teachers' Salaries Grants	7,661,137	7,627,445	7,627,444
Use of Land and Buildings Grants	4,050,448	3,768,863	3,768,863
Other Government Grants	101,869	86,635	95,453
	<u>14,984,458</u>	<u>14,251,841</u>	<u>14,494,238</u>

The School has opted in to the donations scheme for this year. Total amount received was \$191,850 (2021: \$192,900).

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	82,487	71,850	70,506
Fees for Extra Curricular Activities	367,156	444,100	263,343
Trading	8,894	31,900	31,518
Fundraising & Community Grants	56,769	17,650	48,107
Other Revenue	56,082	45,600	74,220
International Student Fees	214,856	140,300	329,503
Overseas Trip Income	15,341	-	-
	<u>801,585</u>	<u>751,400</u>	<u>817,197</u>
Expenses			
Extra Curricular Activities Costs	416,117	526,650	334,985
Trading	18,950	35,500	38,707
Fundraising & Community Grant Costs	1,226	-	5,245
International Student - Student Recruitment	28,613	28,600	41,149
International Student - Employee Benefit - Salaries	100,200	80,160	141,684
International Student - Other Expenses	20,169	17,580	29,354
Overseas Trip Expenses	15,341	-	-
	<u>600,616</u>	<u>688,490</u>	<u>591,124</u>
Surplus / (Deficit) for the year Locally raised funds	<u>200,969</u>	<u>62,910</u>	<u>226,073</u>

During the year a group of students went to Melbourne for an exchange trip. The trip comprised a full immersion programme with significant cultural & educational benefits and was fully funded by parent contributions. Six students, one staff member and the Principal attended.

During the year the School hosted 11 International students (2021:23)

4. Learning Resources

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	508,025	543,300	462,742
Equipment Repairs	11,733	2,500	7,848
Information and Communication Technology	236,300	238,975	239,485
Employee Benefits - Salaries	8,970,751	8,949,853	8,958,290
Depreciation	318,673	290,000	311,006
Staff Development	27,566	40,000	25,981
	<u>10,073,048</u>	<u>10,064,628</u>	<u>10,005,352</u>



5. Administration

	2022	2022 Budget (Unaudited)	2021
	Actual		Actual
	\$	\$	\$
Audit Fee	10,784	10,470	10,165
Board Fees	8,600	9,500	9,100
Board Expenses	24,924	41,100	19,402
Communication	14,324	16,500	16,981
Consumables	25,585	26,700	25,205
Operating Lease	10,535	500	-
Other	53,005	45,900	47,430
Employee Benefits - Salaries	391,502	339,100	316,112
Insurance	18,635	27,303	18,649
Service Providers, Contractors and Consultancy	10,522	10,510	10,010
	<u>568,416</u>	<u>527,583</u>	<u>473,054</u>

6. Property

	2022	2022 Budget (Unaudited)	2021
	Actual		Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	11,181	24,668	6,839
Public Private Partnership Levy	191,228	190,990	185,830
Grounds	10,838	8,000	3,190
Repairs and Maintenance	72,286	42,435	62,859
Use of Land and Buildings	4,050,448	3,768,863	3,768,863
	<u>4,335,981</u>	<u>4,034,956</u>	<u>4,027,581</u>

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

7. Cash and Cash Equivalents

	2022	2022 Budget (Unaudited)	2021
	Actual		Actual
	\$	\$	\$
Bank Accounts	268,506	10,038	2,591,925
Short-term Bank Deposits	589,667	150,000	100,000
Cash and Cash Equivalents for Statement of Cash Flows	<u>858,173</u>	<u>160,038</u>	<u>2,691,925</u>

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

8. Accounts Receivable

	2022	2022 Budget (Unaudited)	2021
	Actual		Actual
	\$	\$	\$
Receivables	34,925	38,039	38,039
Receivables from the Ministry of Education	51,328	-	-
Interest Receivable	36,362	3,933	3,933
Teacher Salaries Grant Receivable	680,911	643,873	643,873
	<u>803,526</u>	<u>685,845</u>	<u>685,845</u>
Receivables from Exchange Transactions	71,287	41,972	41,972
Receivables from Non-Exchange Transactions	732,239	643,873	643,873
	<u>803,526</u>	<u>685,845</u>	<u>685,845</u>



9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	-	5,870	5,870
School Uniforms	426	13,162	13,162
	<u>426</u>	<u>19,032</u>	<u>19,032</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	2,690,404	3,705,703	1,520,856
Non-current Asset			
Long-term Bank Deposits	1,250,000	-	-
Shares	2,000	2,000	2,000
Total Investments	<u>3,942,404</u>	<u>3,707,703</u>	<u>1,522,856</u>

The School holds two shares in Canterbury Education Services Society Limited. The shares are not listed on an active market. The shares are measured at cost as fair value cannot be reliably measured.

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Furniture and Equipment	215,069	54,572	-	-	(42,207)	227,434
Information and Communication Technology	336,957	91,006	(5,396)	-	(142,973)	279,594
Motor Vehicles	48,885	40,383	-	-	(19,393)	69,875
Leased Assets	177,276	89,080	-	-	(111,256)	155,100
Library Resources	17,644	6,741	(1,632)	-	(2,844)	19,909
Balance at 31 December 2022	<u>795,831</u>	<u>281,782</u>	<u>(7,028)</u>	<u>-</u>	<u>(318,673)</u>	<u>751,912</u>

The net carrying value of equipment held under a finance lease is \$155,100 (2021: \$177,276)

Restrictions

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

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Furniture and Equipment	867,783	(640,349)	227,434	813,211	(598,142)	215,069
Information and Communication Technology	717,971	(438,377)	279,594	644,154	(307,197)	336,957
Motor Vehicles	220,040	(150,165)	69,875	179,658	(130,773)	48,885
Leased Assets	295,400	(140,300)	155,100	469,028	(291,752)	177,276
Library Resources	30,455	(10,546)	19,909	26,131	(8,487)	17,644
Balance at 31 December	<u>2,131,649</u>	<u>(1,379,737)</u>	<u>751,912</u>	<u>2,132,182</u>	<u>(1,336,351)</u>	<u>795,831</u>

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	146,294	133,807	133,807
Accruals	25,909	22,465	22,465
Employee Entitlements - Salaries	730,276	708,007	708,007
Employee Entitlements - Leave Accrual	52,379	40,550	40,550
	<u>954,858</u>	<u>904,829</u>	<u>904,829</u>
Payables for Exchange Transactions	954,858	904,829	904,829
	<u>954,858</u>	<u>904,829</u>	<u>904,829</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	51,601	-	-
International Student Fees in Advance	277,279	137,643	137,643
Other Revenue in Advance	141,485	146,298	146,298
	<u>470,365</u>	<u>283,941</u>	<u>283,941</u>

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	99,020	93,666	99,254
Later than One Year and no Later than Five Years	63,120	31,800	89,453
Future Finance Charges	(8,891)	(10,692)	(10,692)
	<u>153,249</u>	<u>114,774</u>	<u>178,015</u>
Represented by:			
Finance lease liability - Current	92,367	86,581	92,169
Finance lease liability - Non current	60,882	28,193	85,846
	<u>153,249</u>	<u>114,774</u>	<u>178,015</u>

15. Funds Held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	248,269	153,591	153,591
	<u>248,269</u>	<u>153,591</u>	<u>153,591</u>

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



16. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

17. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, the Headmaster, Deputy and Assistant Headmasters, and Business Manager.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	8,600	9,100
<i>Leadership Team</i>		
Remuneration	755,130	737,045
Full-time equivalent members	5.55	5.55
Total key management personnel remuneration	763,730	746,145

There are seven members of the Board excluding the Headmaster. The Board had held eight full meetings of the Board in the year. The Board also has Finance, Property and Health and Safety Committee with four members that meet monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	23.00	25.00
110 - 120	5.00	1.00
120 - 130	3.00	3.00
130 - 140	1.00	1.00
	32.00	30.00

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee 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:

	2022 Actual \$	2021 Actual \$
Total	-	-
Number of People	-	-



19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

Additional Funding Wash up Payment:

The Ministry of Education provided additional funding for the Support Staff in Schools' Collective Agreement (CA) Settlements 2019 and 2022, the Teacher Aide Pay Equity Settlement and the Administration Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculation's impact on the financial statements is unable to be determined at the date of reporting.

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2021: \$152,990)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	858,173	160,038	2,691,925
Receivables	803,526	685,845	685,845
Investments - Term Deposits	3,942,404	3,707,703	1,522,856
Total Financial assets measured at amortised cost	<u>5,604,103</u>	<u>4,553,586</u>	<u>4,900,626</u>

Financial liabilities measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Payables	954,858	904,829	904,829
Finance Leases	153,249	114,774	178,015
Total Financial liabilities measured at amortised cost	<u>1,108,107</u>	<u>1,019,603</u>	<u>1,082,844</u>



22. Equity

Reserved Equity - Camplon Estate

In 2019 the School received funds from the Camplon Estate for the specific purpose of establishing a horticultural facility (\$200k) and for a prize fund (\$80k). The funds are held for use solely for the horticultural facility and the awarding of prize funds annually as required by the terms of the bequest. The School is not required to repay these funds.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Horticultural Facility Balance at 1 January	198,797	198,797	198,957
Less horticultural expenses	(1,671)	-	(160)
Balance at 31 December	197,126	198,797	198,797
Prize Fund Balance at 1 January	81,172	81,172	80,152
Plus Interest Income	1,103	-	1,020
Balance at 31 December	82,275	81,172	81,172
Total Reserved Equity	279,401	279,969	279,969

23. Events After Balance Date

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

24. Comparatives

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



Shirley Boys' High School

Good Employer compliance for year ending 31 December 2022

Shirley Boys' High School complies with being a good employer. The Board meets the obligations to provide good and safe working conditions by taking all steps, so far as is reasonably practicable, to meet its primary duty of care obligations and responds to all reasonable concerns and requests made by employees.

The Board has an Equal Employment Opportunities policy which ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.

The Board appoints appropriately trained and qualified staff to all teaching and non-teaching positions and strives to find the best person for each position. They uphold a commitment to Te Tiriti o Waitangi through their vision, values and strategic priorities which reflect Te Ao and tikanga Māori.

The Board shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. When making appointments they select the person most suited to the position in terms of skills, experience, qualifications, and aptitude.

The Board also recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.

Equal Employment Opportunities

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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	

SHIRLEY BOYS' HIGH SCHOOL - Ngā Tama o Ōruapaeroa

Kiwisport

Kiwisport is a government funding initiative to support students' participation in organised sport.

During 2022 the school received total Kiwisport Funding of \$31,003.60 (excluding GST). The funding was used to fund co-curricular sports salaries.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SHIRLEY BOYS' HIGH SCHOOL – NGĀ TAMA O ŌRUAPAEROA'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Shirley Boys' High School – Ngā Tama O Ōruapaeroa (the School). The Auditor-General has appointed me, Anthony Smith, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime. .

Our audit was completed on 10 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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



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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Board of Trustees Listing, the Statement of Responsibility, the Kiwisport Statement, the Analysis of Variance and the Statement of Compliance with Employment Policy but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read "Anthony Smith".

Anthony Smith
Deloitte Limited
On behalf of the Auditor-General
Christchurch, New Zealand