



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	183
Principal:	Marama Allen
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Solutions & Services
Collaborative School Administration



RUAPEHU COLLEGE

Annual Report - For the year ended 31 December 2022

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Ruapehu College

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.

Lyn Griffin-Chappel

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

31 May 2023

Date:

Marama Allen

Full Name of Principal

[Signature]

Signature of Principal

31 May 2023

Date:

Ruapehu College

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Elijah Pue	Presiding Member/ Iwi Rep	Co-opted	Sep 2025
Marama Allen	Principal	ex Officio	
Paul Osborne	Parent Representative	Elected	Sep 2025
Shayna Te Riaki	Parent Representative	Elected	Sep 2025
Tina Louise McKenna	Parent Representative	Elected	Sep 2022
Lyn Griffin Chappel	Parent Representative	Elected	Sep 2025
Lesley Edmonds	Iwi Rep	Co-opted	Sep 2025
Michiko Gembitsky	Parent Representative	Elected	Sep 2025
Angelique Bam	Staff Representative	Elected	Sep 2022
Helena Burns	Staff Representative	Elected	Sep 2025
Sachin Kumar	Student Representative	Elected	Mar 2022
Cameron Smith	Student Representative	Elected	Dec 2023
Harry Rowe	Student Representative	Elected	Sep 2023

Ruapehu College

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	3,957,601	3,577,671	3,629,865
Locally Raised Funds	3	211,370	143,450	198,191
Interest Income		10,441	-	3,715
Gain on Sale of Property, Plant and Equipment		100	-	-
		4,179,512	3,721,121	3,831,771
Expenses				
Locally Raised Funds	3	139,115	56,440	205,619
Learning Resources	4	2,536,013	2,473,075	2,605,972
Administration	5	523,763	472,842	442,707
Finance		3,537	3,500	3,421
Property	6	854,901	763,895	732,985
		4,057,329	3,769,752	3,990,704
Net Surplus / (Deficit) for the year		122,183	(48,631)	(158,933)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		122,183	(48,631)	(158,933)

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

Ruapehu College

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		2,088,754	2,088,754	2,247,687
Total comprehensive revenue and expense for the year		122,183	(48,631)	(158,933)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,875	1,875	-
Contribution to Ministry Project		-	(110,445)	-
Equity at 31 December		2,212,812	1,931,553	2,088,754
Accumulated comprehensive revenue and expense		2,212,812	1,931,553	2,088,754
Equity at 31 December		2,212,812	1,931,553	2,088,754

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.

Ruapehu College

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	7	471,910	563,140	703,121
Accounts Receivable	8	200,559	195,386	195,386
GST Receivable		12,021	19,062	19,062
Prepayments		25,127	15,251	15,251
Inventories	9	3,990	12,737	12,737
Investments	10	338,385	334,252	334,252
Funds Receivable for Capital Works Projects	17	104,369	4,789	4,789
		<u>1,156,361</u>	<u>1,144,617</u>	<u>1,284,598</u>
Current Liabilities				
Accounts Payable	12	215,813	200,235	200,235
Revenue Received in Advance	13	21,002	42,488	42,488
Provision for Cyclical Maintenance	14	4,667	20,000	32,813
Finance Lease Liability	15	17,736	9,644	9,644
Funds held in Trust	16	800	720	720
Funds held for Capital Works Projects	17	2,200	148,540	148,540
		<u>262,218</u>	<u>421,627</u>	<u>434,440</u>
Working Capital Surplus/(Deficit)		894,143	722,990	850,158
Non-current Assets				
Property, Plant and Equipment	11	1,536,070	1,405,633	1,358,694
Work in Progress - Building Improvements		-	30,000	53,159
		<u>1,536,070</u>	<u>1,435,633</u>	<u>1,411,853</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	181,333	221,592	158,779
Finance Lease Liability	15	36,068	5,478	14,478
		<u>217,401</u>	<u>227,070</u>	<u>173,257</u>
Net Assets		<u>2,212,812</u>	<u>1,931,553</u>	<u>2,088,754</u>
Equity		<u>2,212,812</u>	<u>1,931,553</u>	<u>2,088,754</u>

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

Ruapehu College

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,457,298	1,184,361	1,237,182
Locally Raised Funds		220,816	143,450	246,275
Goods and Services Tax (net)		7,041	-	(4,536)
Payments to Employees		(746,069)	(537,532)	(472,040)
Payments to Suppliers		(721,276)	(667,690)	(988,419)
Interest Received		6,719	-	4,103
Net cash (to)/from Operating Activities		224,529	122,589	22,565
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		100	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(194,390)	(145,000)	(194,129)
Purchase of Investments		(4,133)	-	(3,597)
Net cash (to)/from Investing Activities		(198,423)	(145,000)	(197,726)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,875	1,875	-
BOT Contribution to Project			(110,445)	
Finance Lease Payments		(13,352)	(9,000)	(16,990)
Funds Administered on Behalf of Third Parties		(245,840)	-	33,189
Net cash (to)/from Financing Activities		(257,317)	(117,570)	16,199
Net (decrease)/increase in cash and cash equivalents		(231,211)	(139,981)	(158,962)
Cash and cash equivalents at the beginning of the year	7	703,121	703,121	862,083
Cash and cash equivalents at the end of the year	7	471,910	563,140	703,121

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.

Ruapehu College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Ruapehu College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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.

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 23b.

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

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

Other Grants 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 recognised as 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 stationery, canteen and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the 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 by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

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

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

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

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:

Building improvements	10–75 years
Furniture and equipment	10–15 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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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. Funds held for Capital Works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such 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.

1.17. Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the School is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.18. 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, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in the Statement of Comprehensive Revenue and Expense.

1.19. 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.

1.20. 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.

1.21. Budget Figures

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

1.22. 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 Budget (Unaudited)	2021
	Actual \$	\$	Actual \$
Government Grants - Ministry of Education	1,443,407	1,149,481	1,189,334
Teachers' Salaries Grants	1,925,069	1,912,020	1,912,020
Use of Land and Buildings Grants	514,285	457,233	457,233
Other Government Grants	74,840	58,937	71,278
	<u>3,957,601</u>	<u>3,577,671</u>	<u>3,629,865</u>

The School has opted in to the donations scheme for this year. Total amount received was \$30,750 (2021: \$nil).

3. Locally Raised Funds

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

	2022	2022 Budget (Unaudited)	2021
	Actual \$	\$	Actual \$
Revenue			
Donations & Bequests	28,033	9,000	15,424
Curriculum related Activities - Purchase of goods and services	2,939	-	3,000
Fees for Extra Curricular Activities	44,922	-	22,778
Trading	16,113	7,500	23,495
Fundraising & Community Grants	2,390	-	391
Other Revenue	12,856	14,950	32,111
Transport Revenue	4,201	-	9,322
House Rents	99,916	112,000	91,670
	<u>211,370</u>	<u>143,450</u>	<u>198,191</u>
Expenses			
Extra Curricular Activities Costs	17,368	1,300	23,311
Trading	12,907	-	28,081
Other Locally Raised Funds Expenditure	5,619	-	11,785
Transport (Local)	15,391	11,140	-
House Expenses	87,830	44,000	142,442
	<u>139,115</u>	<u>56,440</u>	<u>205,619</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>72,255</u>	<u>87,010</u>	<u>(7,428)</u>

4. Learning Resources

	2022	2022 Budget (Unaudited)	2021
	Actual \$	\$	Actual \$
Curricular	164,911	126,470	181,500
Information and Communication Technology	5,171	4,850	5,713
Library Resources	519	2,000	1,665
Employee Benefits - Salaries	2,226,357	2,205,035	2,285,890
Staff Development	20,564	13,500	13,572
Depreciation	118,491	121,220	117,632
	<u>2,536,013</u>	<u>2,473,075</u>	<u>2,605,972</u>

5. Administration

	2022	2022 Budget (Unaudited)	2021
	Actual \$	\$	Actual \$
Audit Fee	9,704	11,112	8,126
Board Fees	4,065	5,655	5,280
Board Expenses	9,446	2,500	4,617
Communication	17,577	20,559	16,486
Consumables	8,237	12,500	(7,012)
Operating Lease	4,445	-	(865)
Legal Fees	10,332	5,000	8,700
Healthy School Lunches Expenses	287,383	267,491	209,928
Other	18,056	19,093	26,952
Employee Benefits - Salaries	140,289	115,512	148,766
Insurance	1,828	-	-
Service Providers, Contractors and Consultancy	12,401	13,420	21,729
	<u>523,763</u>	<u>472,842</u>	<u>442,707</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,072	10,000	39,896
Cyclical Maintenance Provision	3,374	50,000	43,368
Grounds	28,730	14,100	15,724
Heat, Light and Water	62,000	68,500	73,284
Rates	4,303	5,000	4,684
Repairs and Maintenance	40,470	6,000	17,419
Use of Land and Buildings	514,285	457,233	457,233
Employee Benefits - Salaries	192,667	153,062	81,377
	<u>854,901</u>	<u>763,895</u>	<u>732,985</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	471,910	563,140	703,121
Cash and Cash Equivalents for Statement of Cash Flows	<u>471,910</u>	<u>563,140</u>	<u>703,121</u>

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

Of the \$471,910 Cash and Cash Equivalents, \$2,200 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	8,459	39,391	39,391
Receivables from the Ministry of Education	1,208	5,209	5,209
Interest Receivable	5,042	1,320	1,320
Banking Staffing Underuse	29,618	-	-
Teacher Salaries Grant Receivable	156,232	149,466	149,466
	<u>200,559</u>	<u>195,386</u>	<u>195,386</u>
Receivables from Exchange Transactions	13,501	40,711	40,711
Receivables from Non-Exchange Transactions	187,058	154,675	154,675
	<u>200,559</u>	<u>195,386</u>	<u>195,386</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	3,990	12,737	12,737
	<u>3,990</u>	<u>12,737</u>	<u>12,737</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	338,385	334,252	334,252
Total Investments	<u>338,385</u>	<u>334,252</u>	<u>334,252</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2022						
Land	516,800	-	-	-	-	516,800
Buildings	456,680	-	-	-	(13,980)	442,700
Building Improvements	48,512	-	-	-	(1,778)	46,734
Furniture and Equipment	237,705	230,593	-	-	(53,535)	414,763
Information and Communication Technology	48,981	14,245	-	-	(32,590)	30,636
Motor Vehicles	19,459	-	-	-	(7,684)	11,775
Leased Assets	27,265	45,372	-	-	(8,368)	64,269
Library Resources	3,292	1,187	(30)	-	(556)	3,893
Work in Progress	-	4,500	-	-	-	4,500
Balance at 31 December 2022	1,358,694	295,897	(30)	-	(118,491)	1,536,070

The net carrying value of equipment held under a finance lease is \$64,269 (2021: \$27,265)

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, nor are any 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
	\$	\$	\$	\$	\$	\$
Land	516,800	-	516,800	516,800	-	516,800
Buildings	699,000	(256,300)	442,700	699,000	(242,320)	456,680
Building Improvements	96,943	(50,209)	46,734	96,943	(48,431)	48,512
Furniture and Equipment	1,081,440	(666,677)	414,763	851,297	(613,592)	237,705
Information and Communication Technology	355,942	(325,306)	30,636	341,697	(292,716)	48,981
Motor Vehicles	107,607	(95,832)	11,775	107,607	(88,148)	19,459
Textbooks	24,868	(24,868)	-	24,868	(24,868)	-
Leased Assets	84,131	(19,862)	64,269	60,938	(33,673)	27,265
Library Resources	130,118	(126,225)	3,893	130,125	(126,833)	3,292
Work in Progress	4,500	-	4,500	-	-	-
Balance at 31 December	3,101,349	(1,565,279)	1,536,070	2,829,275	(1,470,581)	1,358,694

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	20,669	7,162	7,162
Accruals	9,671	11,010	11,010
Banking Staffing Overuse	-	24,057	24,057
Employee Entitlements - Salaries	159,846	151,906	151,906
Employee Entitlements - Leave Accrual	25,627	6,100	6,100
	215,813	200,235	200,235
Payables for Exchange Transactions	215,813	200,235	200,235
	215,813	200,235	200,235

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other Revenue in Advance	21,002	42,488	42,488
	21,002	42,488	42,488

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	191,592	191,592	148,224
Increase to the Provision During the Year	47,333	50,000	45,410
Other Adjustments	(43,959)	-	(2,042)
Use of the Provision During the Year	(8,966)	-	-
Provision at the End of the Year	186,000	241,592	191,592
Cyclical Maintenance - Current	4,667	20,000	32,813
Cyclical Maintenance - Non current	181,333	221,592	158,779
	186,000	241,592	191,592

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	21,935	11,461	11,461
Later than One Year and no Later than Five Years	40,697	7,030	16,030
Future Finance Charges	(8,828)	(3,369)	(3,369)
	53,804	15,122	24,122
Represented by:			
Finance lease liability - Current	17,736	9,644	9,644
Finance lease liability - Non current	36,068	5,478	14,478
	53,804	15,122	24,122

16. Funds Held in Trust

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	800	720	720
	800	720	720

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.

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Block AB & F - 217609	148,540	-	(248,120)	-	(99,580)
Fire Alarm 5YA Project - 214653	(4,789)	-	-	-	(4,789)
Electrical Upgrade - 227809	-	5,770	(4,570)	-	1,200
Water Mains Replacement - 227810	-	19,100	(18,100)	-	1,000
Totals	143,751	24,870	(270,790)	-	(102,169)

Represented by:

Funds Held on Behalf of the Ministry of Education	2,200
Funds Receivable from the Ministry of Education	(104,369)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Boiler Upgrade - 215422	(563)	563	-	-	-
Block AB & F - 217609	36,644	330,000	(218,104)	-	148,540
Fire Alarm 5YA Project - 214653	(4,789)	-	-	-	(4,789)
SIP Renovation/Landscaping/Road Frontage -221356	33,398	7,024	(40,422)	-	-
SIP Outdoor Entrance Enhancement -226019	27,033	4	(27,037)	-	-
SIP Signage - 221358	866	2,170	(3,036)	-	-
SIP Landscaping - 29607	-	5,000	(5,000)	-	-
Totals	92,589	344,761	(293,599)	-	143,751

Represented by:

Funds Held on Behalf of the Ministry of Education	148,540
Funds Receivable from the Ministry of Education	(4,789)

18. Funds Held on Behalf of the Volcanics eLearning Cluster

Ruapehu College is the lead school and holds funds on behalf of the Volcanics eLearning cluster, a group of schools funded within the cluster.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	-	-	18,693
Funds Spent on Behalf of the Cluster	-	-	(18,693)
Funds Held at Year End	-	-	-

19. Related Party Transactions

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

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

During 2022 eleven of the school houses were occupied by staff members who paid between \$260 - \$300 per fortnight.

20. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,065	5,280
<i>Leadership Team</i>		
Remuneration	398,281	389,779
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	402,346	395,059

There are 6 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. 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	150-160	150 - 160
Benefits and Other Emoluments	1-2	1 - 2
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	3.00	2.00
110 -120	-	2.00
120 - 130	2.00	-
	5.00	4.00

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

21. 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	-	-

22. 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

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

23. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) The school has contracted for a Fire Alarm Project. The total cost of this project is estimated to be \$88,816, which the school has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$83,812 has been received from the Ministry for this project, of which \$88,601 has been spent on the project to balance date.

(b) The school has contracted for Refurbishment of Block A&B. The total cost of this project is estimated to be \$512,444, which the school has contracted with several contractors as agent for the Ministry of Education. The Ministry will fund \$402,000 of the project, with the balance of \$110,444 being funded by the BOT. To date \$366,645 has been received from the Ministry for this project, and \$466,223 has been spent.

(c) The school has contracted for an electrical upgrade of Blocks A, C, G, O & Q. The project is fully funded by the Ministry. An amount of \$5,770 has been received from the Ministry for this project, of which \$4,570 has been spent on the project to balance date.

(d) The school has contracted for a water mains. The project is estimated to be \$19,600 which will be fully funded by the Ministry. An amount of \$19,100 has been received from the Ministry for this project, of which \$18,100 has been spent on the project to balance date.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$143,751)

(b) Operating Commitments

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

(Operating commitments at 31 December 2021: nil)

24. Financial Instruments

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

Financial assets measured at amortised cost

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	471,910	563,140	703,121
Receivables	200,559	195,386	195,386
Investments - Term Deposits	338,385	334,252	334,252
Total Financial assets measured at amortised cost	<u>1,010,854</u>	<u>1,092,778</u>	<u>1,232,759</u>

Financial liabilities measured at amortised cost

Payables	215,813	200,235	200,235
Finance Leases	53,804	15,122	24,122
Total Financial liabilities measured at amortised Cost	<u>269,617</u>	<u>215,357</u>	<u>224,357</u>

25. Events After Balance Date

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

26. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RUAPEHU COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Ruapehu College (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement and Personnel Policy Compliance statement included as appendices, 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.

David Fraser

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

ANALYSIS OF VARIANCE 2022



School Name:	RUAPEHU COLLEGE	School Number:	0183
Strategic Aim:	To raise and maintain engagement, learning and achievement of all students.		
NELP Link:	<p><u>Learners at the centre</u></p> <ul style="list-style-type: none"> Learners with their whanau are at the centre of education. Ensure places of learning are safe for all learners. Have high aspirations for every learner. <p><u>Future of learning and work</u></p> <ul style="list-style-type: none"> Learning that is relevant to the lives of New Zealanders today and throughout their lives. Collaborate with industries and employees to ensure learners have the necessary knowledge to succeed. 		
Annual Aim:	<ul style="list-style-type: none"> NCEA Level 2 as the graduating benchmark To enhance student learning through innovative projects 		
Target:	<ul style="list-style-type: none"> NCEA L1, 2 and 3 pass rates are at or above national pass rates Maintain the percentage of students achieving Level 1 literacy and numeracy Year 12 students that did not achieving NCEA Level 1 will have achieved NCEA Level 1 by the end of 2022 Year 12 students requiring significant learning support to achieve at least one NCEA Level 1 assessment by the end of 2022 Year 13 students who have not yet achieved NCEA Level 1 will have achieved NCEA Level 1 by the end of 2022 Year 13 students who have not yet achieved NCEA Level 2 will have achieved NCEA Level 2 by the end of 2022 Focus on early identification of those at risk and put in support strategies Māori achievement is the same as or better than that of other non-Māori students Monitor and report the progress of Māori, Pasifika, and Special Needs priority learners (and strategies) to the Board Students to sit scholarship School leavers data 		

Baseline Data:

Achievement in NCEA and UE 2021 vs 2022 results by percentage

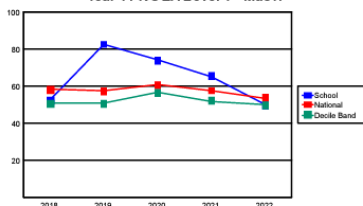
Level	Ruapehu College		National Rate %		Decile 1-3	
	2021	2022	2021	2022	2021	2022
Level 1	75.0	57.8	69.2	64.8	59.7	56.6
Level 2	76.5	78.8	77.9	74.8	69.8	65.9
Level 3	71.4	72.2	70.5	68.1	62.9	59.1
L3 UE	42.9	55.6	51.9	50.3	30.2	27.9

Comment: Despite some intervention [lit and Num] programs, we did not achieve the Level 1 results that we were aiming for. This data included: 6 students who left during the year without NCEA L1 for employment or other reasons; 2 students who arrived later in the year with no credits from their previous school; and 1 ORS funded student who was not enrolled in any NCEA L1 courses due to her disability.

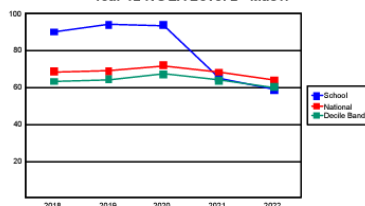
We were however, very pleased with our Level 2, 3 and UE results that were comfortably above the national results.

Māori Achievement

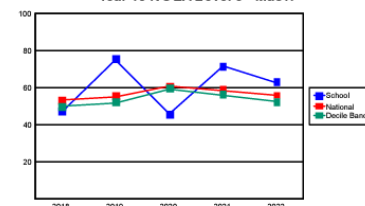
Year 11 NCEA Level 1 - Māori



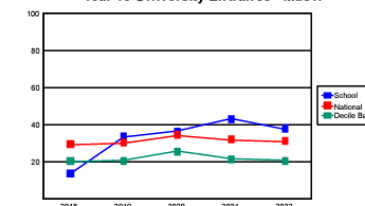
Year 12 NCEA Level 2 - Māori



Year 13 NCEA Level 3 - Māori



Year 13 University Entrance - Māori

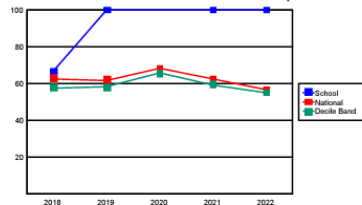


Comment: Māori are 62% of the college roll in 2022.

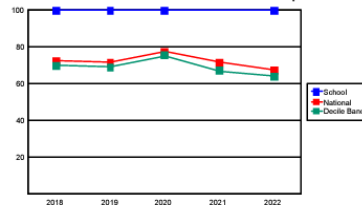
The ongoing effect from Covid has had a significant impact on Māori achievement especially those students who were in Y9 in 2020 and therefore in Year 11 in 2022.

Pasifika Achievement

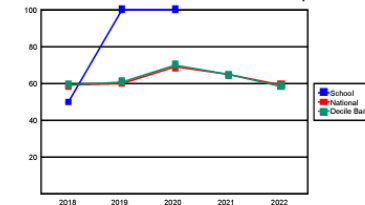
Year 11 NCEA Level 1 - Pacific Peoples



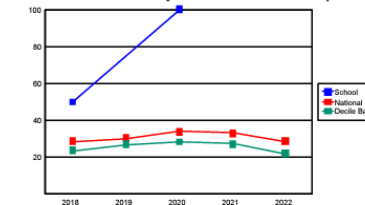
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



Comment: Pasifika are 3.4% of the college roll in 2022.

In 2022, there was only one Pasifika senior student, who was in Year 12 and did NCEA L2. The remainder of the students were in Year 9 or 10.

Level 1 Literacy and Numeracy 2021 vs 2022 for Year 11

	Ruapehu College		National Rate %		Decile 1-3	
	2021	2022	2021	2022	2021	2022
L1 Lit	86.4	73.3	83.6	81.6	76.9	76.4
L1 Num	97.7	75.8	82.5	80.7	74.3	73.1

Comment: These results have highlighted what we already knew, and that is the strong correlation between NCEA and literacy and numeracy. In previous years, all students achieved literacy and numeracy by the end of their Year 12 and we are working on the same for 2023.

NCEA Certificate Endorsement 2022

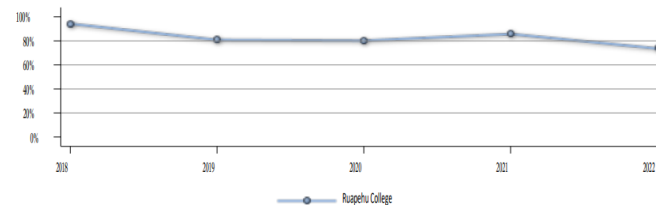
	Ruapehu College		National Rate %		Decile 1-3	
	Merit	Excellence	Merit	Excellence	Merit	Excellence
Level 1	40.0	8.0	31.9	19.5	23.4	10.2
Level 2	19.0	0.0	24.5	16.2	15.1	6.3
Level 3	7.7	30.8	25.8	15.4	14.5	7.3

Comment: We were absolutely thrilled with our Level 3 excellence endorsement results that were significantly better [by 50%] than the national results.

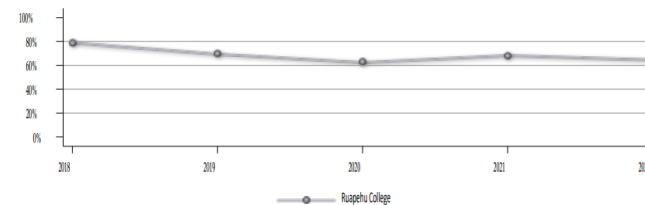
School Leavers Data 2022

34 students were included in this leavers report and 4 students were excluded in this report due to transitional or aged 15 without leaving exemption.

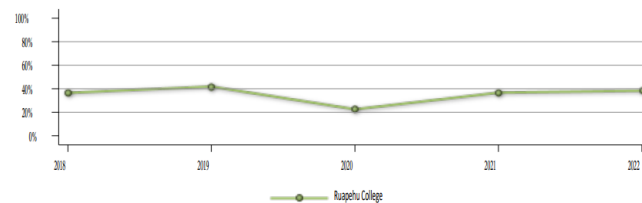
Final: School Leavers (2018 - 2022) with NCEA level 1 or above, at Ruapehu College



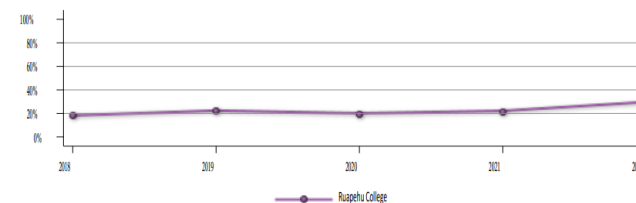
Final: School Leavers (2018 - 2022) with NCEA level 2 or above, at Ruapehu College



Final: School Leavers (2018 - 2022) with NCEA level 3 or above, at Ruapehu College

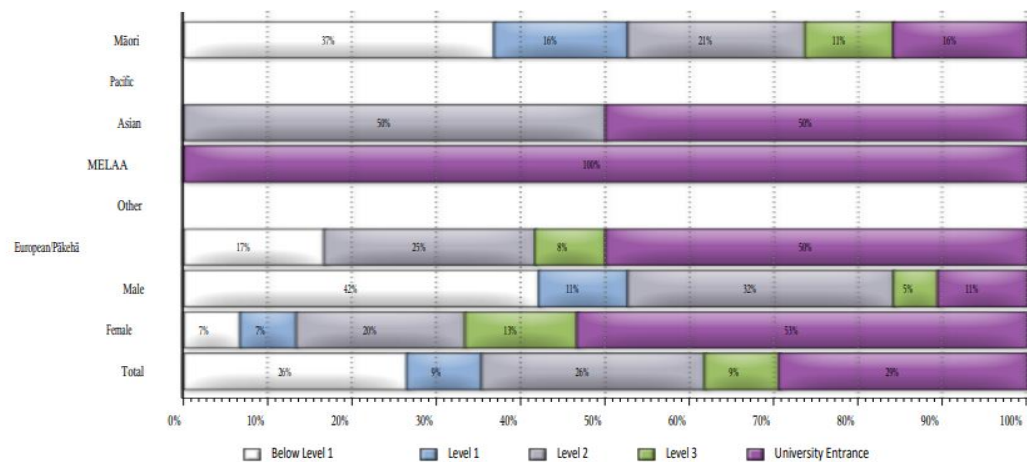


Final: School Leavers (2018 - 2022) with University Entrance award, at Ruapehu College



This is the number of school leavers who as at the end of the school year attained: • NCEA Level 1, 2 or 3; or • NZQF Qualification level 1, 2 or 3; or NCEA University Entrance Award.

Final: School Leavers by highest attainment 2022, at Ruapehu College



Students are counted only once under their highest level of attainment. For example, if you wanted to calculate number of students with Level 2 or above you would include students at Level 2, Level 3 and University Entrance.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>At risk students identified and interventions and supports put in place to ensure students achieve their NCEA.</p> <p>Supported L3 Learners to ensure they had completed level 2 and 1</p> <p>Student progress monitored by SLT, reported to staff and the board.</p>	<p>Covid impacts still on attendance, engagement and achievement.</p> <p>100% Yr12 achieved literacy and numeracy</p> <p>Students enjoyed smaller group work with a focus on literacy and numeracy but this did not translate to improved engagement across subjects or achievement in assessments. Attendance did not improve.</p> <p>Progress was reported to staff regularly and at-risk learners were identified early in the year. Reporting to the board occurred via the principal's report at various times throughout the year.</p>	<p>Covid has disrupted attendance and academic learning progress for the last three years.</p> <p>We are seeing more and more students arrive at college with very low literacy and numeracy levels [stanine 1 and 2]. That with poor attendance makes it very hard to get to Level 6 of the curriculum and prepared for NCEA Level 1.</p> <p>Attendance has been a major issue leading to gaps in learning. Also, we are seeing more students needing to work for various reasons and students left school sooner than would have in previous years.</p> <p>At times reporting to the board was not as detailed as it could be due to other issues pertaining taking precedence.</p>	<p>Same target, early intervention</p> <p>Continue to identify students who require support to succeed to ensure they achieve NCEA Level 1</p> <p>Targeting students with other literacy and numeracy interventions</p> <p>Implemented a construction building program with 14 boys that included some that would have not returned to college for 2023. Initial observations are positive with improved attendance and engagement in the building program but mixed results in their other classes.</p> <p>Encouraging maths teachers to use the building site for real-world maths application.</p> <p>Continue to report to the board around student achievement.</p>
Planning for next year:			
<ul style="list-style-type: none"> Implementing the new strategic plan based on the board's new strategic goals. 			

ANALYSIS OF VARIANCE 2022

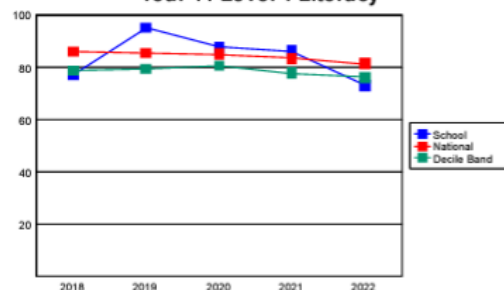


Strategic Aim:	To raise and maintain engagement, learning and achievement of all students.
NELP Link:	<ul style="list-style-type: none"> • <u>Barrier free access</u> • Great education opportunities and outcomes are within reach for every learner • Reduce barriers to education for all learners • Ensure every learner gain sound foundation skill, including language, literacy and numeracy
Annual Aim:	<ul style="list-style-type: none"> • To improve the literacy and numeracy levels in the Year 9 and 10 cohort. • Utilizing the Diploma of Learning, Habits of Mind to shift learning habits • To build on the relationships with key people in feeder schools and the Kāhui ako achievement challenge, to focus on literacy common assessments across all educational environments.
Target:	<ul style="list-style-type: none"> • To improve the delivery and monitoring of literacy in the junior school in preparation for the new literacy standards implemented in 2024. • To investigate a literacy and numeracy assessment tool that will provide 3-year projections. • Maintain the percentage of students achieving L1 literacy and numeracy, by focusing on early identification of those at risk • Monitor and report the progress of Māori, Pasifika, and special needs priority learners to the board • To maintain the literacy pass rate at NCEA Level 1 to 100% for both Māori and non-Māori (roll based) and attending school • To maintain the numeracy pass rate at NCEA Level 1 to 100% Māori and non-Māori (roll based) and attending school
Baseline Data:	NCEA Literacy and Numeracy

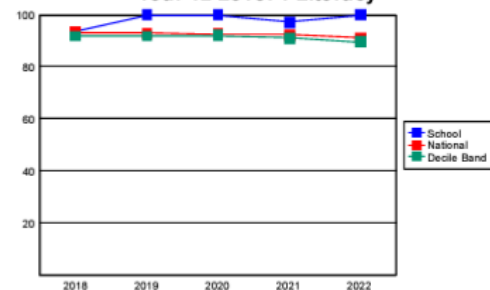
ANALYSIS OF VARIANCE 2022



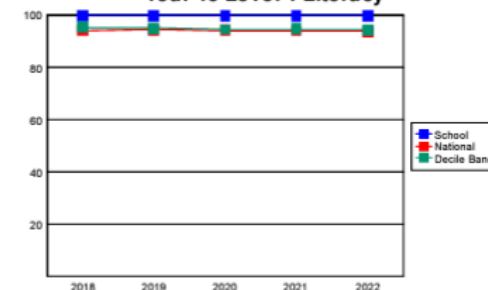
Year 11 Level 1 Literacy



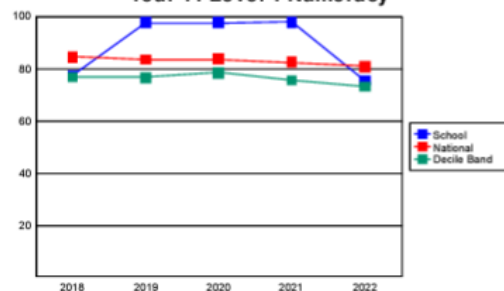
Year 12 Level 1 Literacy



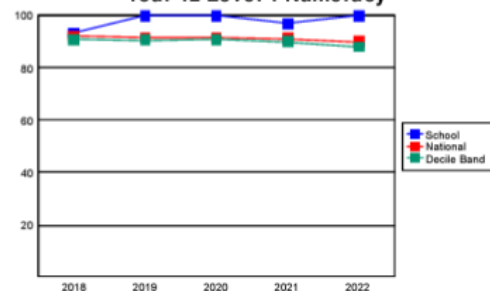
Year 13 Level 1 Literacy



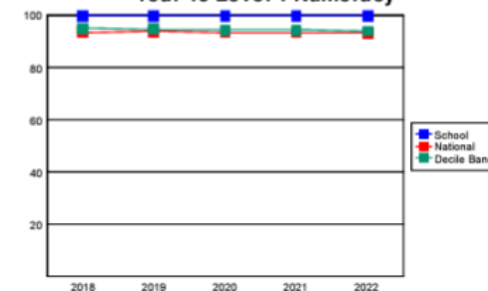
Year 11 Level 1 Numeracy



Year 12 Level 1 Numeracy



Year 13 Level 1 Numeracy



Comment:

Although the Year 11 results are disappointing compared to previous years, 100% of our Year 12 students achieve L1 literacy and numeracy by the end of their twelfth year. This is unlike the national and decile results.

- NCEA literacy and numeracy data
- Junior Analysis of Variance – see Appendix A
- Quantitative and qualitative data provided by the preceding schools

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>At risk students identified in numeracy and literacy. Interventions and supports put in place to ensure students achieve their 10 literacy and 10 numeracy credits.</p> <p>Identify students at risk and put actions in place alternative programmes extra support etc.</p> <p>Student progress monitored by SLT, reported to staff and board at board meetings.</p> <p>Localise learning to include our environment and local stories.</p>	<p>Covid still impacts significantly on attendance, engagement and achievement.</p> <p>Progress was reported to staff regularly and at-risk learners were identified early in the year.</p> <p>Reporting to the board occurred via the principal's report at various times throughout the year.</p> <p>Implement literacy and numeracy focused lessons for all Year 9 and 10 students.</p> <p>Identify students who require added support for literacy and numeracy.</p> <p>Peer Reading initiative with Year 10 learners from Ruapehu College and Year 8 learners from Raetihi and Ohakune Primary Schools.</p>	<p>Covid, lockdown disrupted academic year:</p> <ul style="list-style-type: none"> - a student who didn't achieve L1 num rate dropped by 2.9% - due to absences in 2020, 2021 led to gaps in learning. <p>Staff inclusion was important for staff ownership and buy-in for initiatives.</p> <p>Regular updates to the board are a requirement of the strategic goals and NELPS requirements.</p> <p>Lit/num lessons and added interventions were vital for progress and readiness for the lit and num pilot exams.</p> <p>The reading initiative was to firstly; offer an opportunity for Year 10 learners who had literacy gaps to gain reading mileage with an authentic audience. Secondly, an opportunity for Yr8 learners to develop yes reading skills with support, but equally perhaps more, importantly to foster and develop authentic relationships with learners who will be seniors at Ruapehu College when they attend the following year.</p>	<p>Review the effectiveness of the PLD based on the baseline data.</p> <p>Develop a three-year plan for 2023 – 2025 that will continue to improve the literacy and numeracy levels in the Year 9 and 10 cohort.</p> <p>Continue to implement literacy and numeracy focused lessons at Year 9 and 10.</p> <p>Use the Response to Intervention / Tier Support Model https://inclusive.tki.org.nz/assets/Uploads/Response-to-Intervention-Tiered-Support-Model.pdf</p> <p>Continue to identify students who require support to succeed to ensure they achieve the literacy and numeracy standard required for NCEA Level 1</p> <p>Continue to report to the board around student literacy and numeracy</p>
Planning for next year: <ul style="list-style-type: none"> Implementing the new strategic plan based on the board's new strategic goals. 			

ANALYSIS OF VARIANCE 2022



Strategic Aim:	To continue to develop the capacity and capability of the teaching staff through professional development.
NELP Link:	<p><u>Quality teaching and leadership</u></p> <ul style="list-style-type: none"> • Quality teaching and leadership makes the difference for learners and their whānau. • Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. • Develop staff to strengthen teaching, leadership, and learner support capability.
Annual Aim:	<ul style="list-style-type: none"> • To raise the capacity and capability of teaching staff through professional development on effective data analysis and mentoring techniques. • Utilizing the Diploma of Learning, Habits of Mind and the High Impact Teaching Strategies to improve teaching practice
Target:	<ul style="list-style-type: none"> • A professional development plan that is purposeful and aligned with our goals and the Professional Growth Cycle. • The PD plan to incorporate Te Ao Māori that aims to improve staffs' understanding of Te Reo Māori me ōna tikanga. Mātauranga Māori • Senior leadership team to work with an appraisal experienced external provider with a focus on developing leadership. • Localise learning to include our environment and local stories. • Develop the faculty leaders' capability to drive the evaluation process. • Staff are engaged in a professional growth cycle plan that is aligned with the standards for the teaching profession.
Baseline Data:	<ul style="list-style-type: none"> • Staffs' self-evaluations of the impact teaching strategies. • The professional learning groups' reflection and feedback on the 'Standards for the Teaching Profession'.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Implemented a co-constructed professional growth cycle that focusses on development instead of appraisal.</p> <p>Continue to improve the quality of teaching and learning through relevant PLD.</p> <p>The PLD plan includes Te Ao Māori that aims to improve staffs' understanding of Mātauranga Māori.</p> <p>Established professional learning groups with a focus on improving teaching and learning.</p> <p>Senior leadership team to work with an appraisal experienced external provider with a focus on developing leadership.</p> <p>Develop the faculty leaders' capability to drive the professional learning groups.</p> <p>Provide staff PLD and teacher-only days [Accord Days].</p>	<p>SLT co-constructed with staff a PLD plan</p> <p>Using evidence based High Impact Teaching Strategies to improve teaching practice.</p> <p>Using the HOM and HITS described in 'The Agile Learner' to shift students' mindset on learning behaviours.</p> <p>A knowledgeable teacher was appointed to provide PLD for staffs on Mātauranga Māori.</p> <p>PLGs were established and led by either a faculty leader, a pedagogical leader or the specialist classroom teacher.</p> <p>Faculty and pedagogical leaders met every Friday with a SLT member.</p> <p>Rachel Allan was contracted to undertake the appraisal of the principal and the deputy principals.</p> <p>Teachers and teacher aides participated in the Kāhui Ako PLD on 4 Feb 2022.</p> <p>Accord days were utilised for prep for the new NCEA changes and implementing the NZ Histories curriculum.</p>	<p>The shift from the inquiry-based appraisal system to the professional growth cycle.</p> <p>SLT identified that in order for student endorsement results to improve, aspects of teaching practice will need to improve.</p> <p>Knowledge and understanding of Mātauranga Māori is required for the implementation of the new NCEA changes.</p> <p>Building capacity for distributive leadership.</p> <p>An external appraiser for the principal was actioned by the board.</p> <p>The deputy principals requested to be appraised as well.</p> <p>Because the principal was a beginner principal, an external appraiser was actioned for the deputy principals.</p> <p>PLD and Accord Days were to develop the capacity and capability of the teaching staff.</p>	<p>Review the effectiveness of the PLD based on the baseline data.</p> <p>Develop a three-year plan for 2023 – 2025 that will continue to develop the capacity and capability of the teaching staff through professional development.</p>
Planning for next year:			
<ul style="list-style-type: none"> Implementing the new strategic plan based on the board's new strategic goals. 			

ANALYSIS OF VARIANCE 2022



Strategic Aim:	To strengthen positive, active relationships and communication with the college, with whānau, iwi and the wider community.
NELP Link:	<u>Learners at the centre</u> <ul style="list-style-type: none"> • Learners with their whānau are at the centre of education. • Ensure places of learning are safe for all learners. • Have high aspirations for every learner.
Annual Aim:	<ul style="list-style-type: none"> • To strengthen the positive culture and communication through active relationships with whānau, iwi and the wider community. • To enhance our physical school environment reflecting our significant place in the community. • To improve communication to ensure information is delivered clearly and in a timely manner. • To continue the holistic focus on wellbeing and cultural connectedness as important aspects for the college. • Kāhui ako achievement challenge, to improve whānau and iwi engagement.
Target:	<ul style="list-style-type: none"> • To strengthen communication with staff, whānau, iwi and the wider school community with the aim that information is delivered clearly and in a timely manner. • Continue to support initiatives that encourage positive wellbeing and a sense of cultural connectedness to people and place.
Baseline Data:	<ul style="list-style-type: none"> • Board members feedback • Anecdotal community feedback • Anecdotal staff and student feedback • Community, staff and student surveys

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Using the NELPS to create questions to gather community viewpoint on how the college can improve.</p> <p>Embed iwi wide relationships.</p> <p>Evaluate and embed effective three-way conferences which involves the academic mentor, the learner and their caregiver.</p> <p>Build on the relationships with our primary feeder schools through the Kāhui Ako achievement challenge.</p> <p>Kick started projects that will enhance our physical school environment with art work that reflects us and our community</p>	<p>Four face to face community meetings held with low community attendance and forty-eight responses to the google form. Feedback was taken in account to construct the board's strategic goals for the next three years.</p> <p>Iwi representatives were guest speakers and workshop facilitators at the Kāhui Ako PLD day.</p> <p>Three-way conferences for junior students had a 75-80% participation by parents or caregivers. This is a significant improvement compared to the traditional parent-teacher interviews of 25% participation.</p> <p>Our primary feeder schools are actively promoting the college which has resulted in increased numbers transitioning to the college.</p> <p>Mural work with a narrative about our environment, kaitiakitanga, conservation and sustainability</p>	<p>Community consultation is good practice and also a requirement of the strategic plan process.</p> <p>The Kāhui Ako recognises the importance of an authentic relationship with the iwi and the valuable contribution they can make to our local schools.</p> <p>Academic mentors made phone calls to caregivers.</p> <p>A weekly scheduled meeting hosted by our DP in charge of juniors, the ASL, LSC and RTLB.</p> <p>The college identified the necessity for an improved relationship built on professional trust between local schools.</p> <p>The need for a transition plan was identified in the Kāhui Ako.</p> <p>The college wanted to beautify the sterile look of the containers as well as tell a narrative that reflects who we are and what we value.</p>	<p>Develop a three-year plan for 2023 – 2025 that will continue to strengthen positive, active relationships and communication with the college, with whanau, iwi and the wider community.</p> <p>Continue to develop the three-way conference model.</p> <p>Continue to develop positive relations with our feeder schools and continue to build on the work done with our transition plan.</p>
Planning for next year:			
<ul style="list-style-type: none"> Implementing the new strategic plan based on the board's new strategic goals. 			



Appendix A

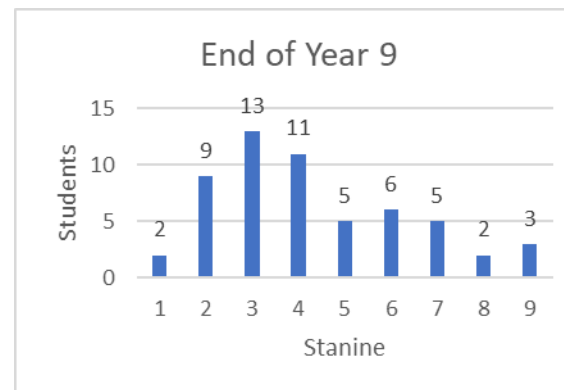
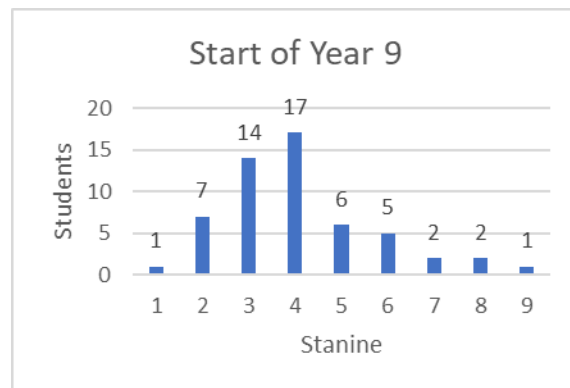
Junior School Analysis of Variance 2022

All junior students are tested at the beginning and at the end of the year using the Progressive Achievement Tests (PAT's). For this analysis, the only results used are from Math and Reading Comprehension. PATs give us an early indication where students are potentially placed on the curriculum level progression scale. Further to this, teacher judgements and topic assessments will give teachers a more accurate indication of ability and areas requiring extra support or further extension.

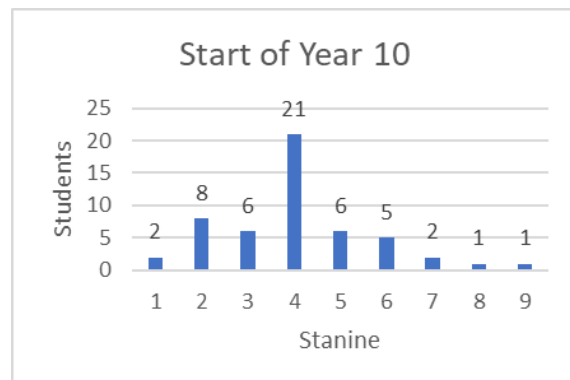
The goal is for students to be achieving at Level 5 or above by the end of Year 10 as a minimum requirement for NCEA success. This is a challenging goal given the level of the students on entry to the college as is highlighted in the stanine results for each PAT.

2022 Year 9 Cohort **Mathematics** - No. of Students vs Stanine Results

2022 PAT 6 Maths



2023 PAT 7 Maths



For this Year 9 cohort, 55 students were included in the start of year [SOY] PAT 6 test and 22 of those scored a stanine [1-3] result that falls in the considerably below average category in a normal distribution. This indicated that approximately 40% of students in mathematics were potentially below the expected curriculum level 4 when they started at the college in Year 9. This information was used to identify students who became our Year 9 target group for added maths and numeracy support. At the end of the year, there was positive movement in the upper stanines but not in the lower end.

Maths and numeracy interventions put in place for Year 9 in 2022 were:

- One-hour numeracy lessons each week for all Year 9 which was on top of the four hours timetabled for general maths.
- A Numicon maths class targeted for students with a stanine 1-3. Movement between this class and the general maths classes was flexible and fluid depending on the support required for individual students.

The roll dropped to 52 for the same cohort in Year 10. On a positive note, there were slightly less [16] in the stanine 1-3 for the PAT 7 maths test that is a step up in level and difficulty. However, the 21 students with a stanine four [slightly below average] combined with the other lower stanines means 70% are potentially not in a good position to achieve NCEA L1 in maths or numeracy, because ideally students should be at 5 or above.

Numeracy interventions put in place for 2023 were:

- One-hour numeracy lessons each week for all Year 9 and Year 10 which is on top of the four hours timetabled for general

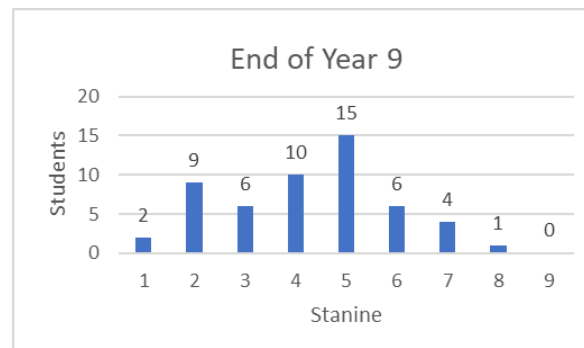
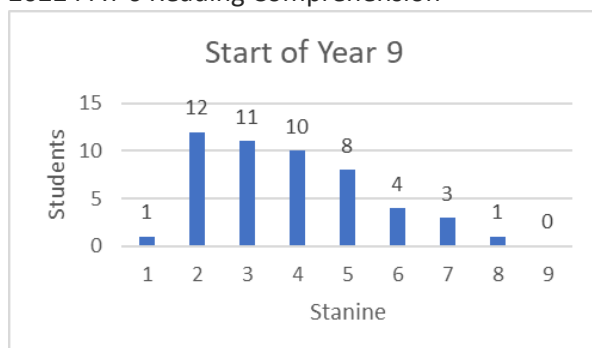


maths.

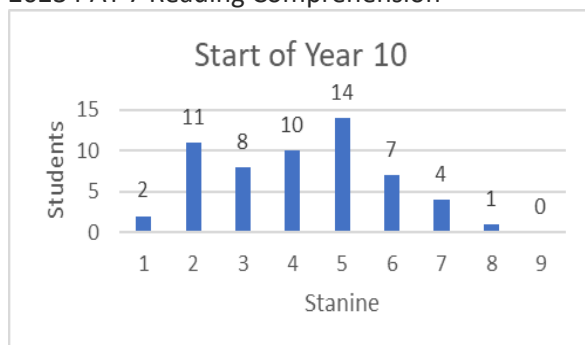
- A qualified maths teacher with Number Works experience was employed part-time to support junior maths either in the class or with small target groups outside the class.

2022 Year 9 Cohort Reading - No. of Students vs Stanine Results

2022 PAT 6 Reading Comprehension



2023 PAT 7 Reading Comprehension



24 out of 50 students started the college in Year 9 at stanine 1, 2 or 3 with curriculum levels between 1 and 3. Curriculum levels at the end of Year 10 indicate that there are interventions required for NCEA success as the majority of our students are still operating



at Level 4 and below.

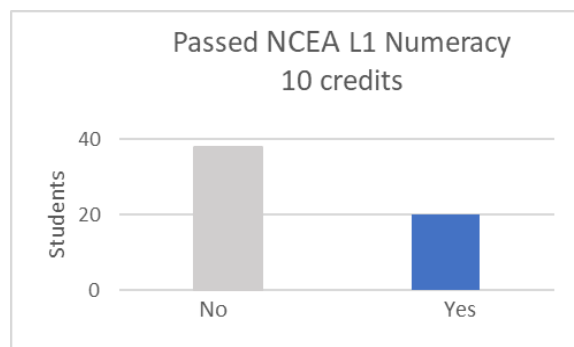
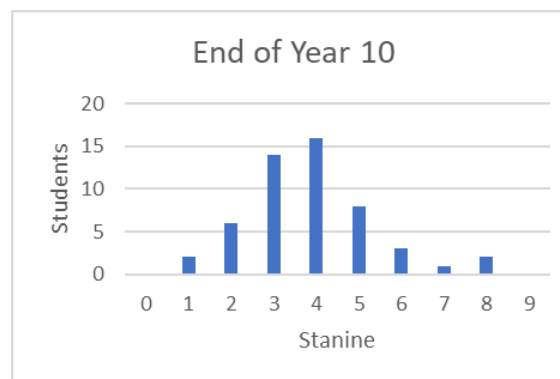
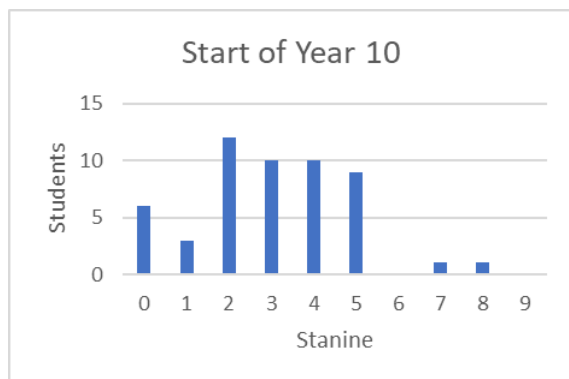
Literacy interventions put in place for 2023 were:

- One-hour literacy lessons each week for all Year 9 and Year 10 which is on top of the four hours timetabled for general English.
- To achieve some writing mileage amongst Year 9 students, all subjects are required to do a writing task [250 - 300 words] each term and marked according to the NCEA L1 literacy pilot exam.
- A qualified English teacher has been appointed to support literacy across all curricular subjects. This is a new appointment and the role is still evolving.



2022 Year 10 Cohort Numeracy

2022 PAT 7 Maths - No. of Students vs Stanine Results



2022 Year 10 Cohort NCEA Numeracy Pilot Exam [June/Nov]

At the start of Year 10, the majority of students were placed in the below average section indicating they are working at Level 4 of the curriculum or below. Although there was some progress by the end of Year 10, the majority of students are still working at Level 4 or below.

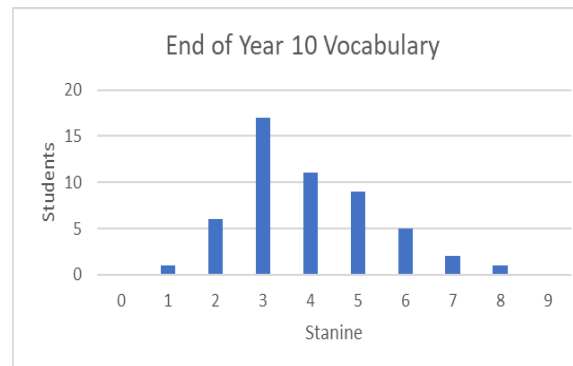
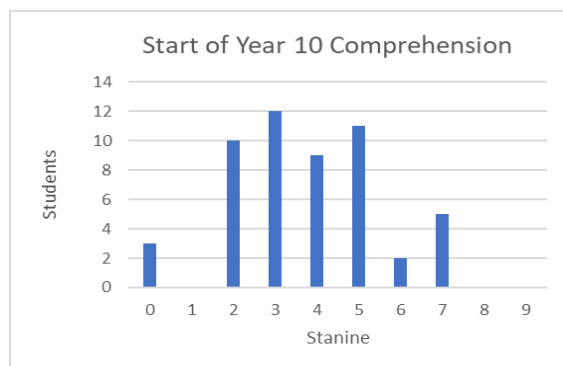
This cohort had two attempts to pass the level one numeracy pilot exam. By the end of November, 20 students had passed the exam and therefore awarded 10 numeracy credits. The 38 that failed became the focus group to prepare them to

sit the exam again in 2023.

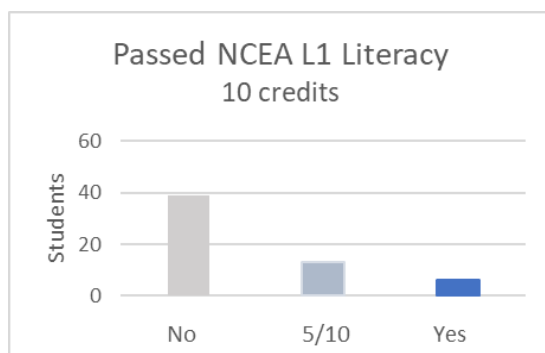


2022 Year 10 Cohort Literacy

2022 PAT 7 Comprehension and Vocabulary



2022 Year 10 Cohort NCEA Literacy Pilot Exam [June/Nov]



Due to missing data and that comprehension and vocabulary are different tests, it was difficult to discuss progress.

The literacy exam consists of two parts, reading and writing. The pilot exam showed that 39 out of 58 students did not achieve any credits and this includes students who were absent for both opportunities to sit the exam. 13 students passed the reading exam and gained 5 credits, and six students passed both parts and gained 10 credits.



Interventions for Improved Achievement

For the first time, our feeder schools engaged in delivering the PAT assessments to their Year 8s in November 2022 in their own settings, instead of the college doing it at the start of 2023. It was important for the feeder schools to facilitate this assessment in their own environments and with familiar teachers to get genuine engagement and reliable data from their students. Some of our feeder schools also provided samples of work and the students' end of year progress reports.

We are continuing to build this relationship and partnership with the shared primary focus of putting the learner at the heart of what we are doing-if it is best for our learner, it is right for us.

A continuation to better share data between subject teachers and mentors to identify at risk students and inform every one of the interventions being taken. This data is also being used by teachers to plan differentiated lessons for all individuals.

Professional development continues on how to use this data better, to identify students requiring added support and to improve pedagogical practice using High Impact Teaching strategies as researched by John Hattie and Universal Design for Learning [UDL] which is a research-based framework that helps teachers plan learning to meet the diverse and variable needs of all students.

A school wide ban on cell phone use in school for juniors and in class time for seniors is having a significant impact on student engagement.

The Junior Diploma is a tool used to accelerate the achievement of our Junior students. The focus is on the learning values and behaviours that need to be developed for success in the senior school. This tool is currently being developed to make it even more effective.

Whole school blended learning initiatives are being developed further so that learning is more relevant to students and they can more readily make connections in their learning across the curriculum.



Rapuhia ko te mātauranga - Seek further knowledge

30 Tainui Street OHAKUNE 4625 Telephone: 06 3858398 Email: principal@ruapehu.school.nz

To whom it may concern,

Re: Kiwi sport report

Ruapehu College received \$5156.52 (net) in the operations grant for sport.

The college used this money for sport including financing a sports coordinator, sports uniforms, sports gear and transport to sports venues.

Yours Faithfully,

Marama Allen

Principal

Ruapehu College



RUAPEHU COLLEGE

RAPUHIA KOTE MATAURANGA – SEEK FURTHER KNOWLEDGE

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>Following health and safety requirements and procedures set out by the board of trustees and worksafe.</i></p> <p><i>A primary objective of the board of Ruapehu College is to ensure that the school is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s. 127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1).</i></p> <p><i>This is the underlying principle of our Health, safety and wellbeing policy.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>The board:</i></p> <ul style="list-style-type: none"> <i>- appoints a member to be the EEO officer – the principal currently has this role.</i> <i>- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, personal and career development.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>Following the employment process, and using a variety of persons on the employment panel, SLT, HODs and Board members where applicable.</i></p> <ul style="list-style-type: none"> <i>- all vacancies are externally advertised.</i> <i>- ensures that employment and personnel practices are fair and free of any bias.</i> <i>- the process and appointment can be appealed.</i> <i>- selection is based on recruiting the person most suited to the position in terms of skills, experience, qualifications, and aptitude.</i>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <i>- The aims and aspirations of Maori,</i> <i>- The employment requirements of Maori, and</i> 	<p><i>We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect mātauranga Māori and tikanga Māori and working in partnership with whānau, local iwi and our community.</i></p> <p><i>Ruapehu College aims to work in partnership with our local Māori community to support</i></p>

<p>– Greater involvement of Maori in the Education service?</p>	<p><i>rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori.</i></p> <p><i>We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).</i></p> <p><i>Ruapehu College actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia .</i></p> <p><i>We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.</i></p> <p><i>We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Ruapehu College board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board:</i></p> <ul style="list-style-type: none"> ● <i>takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees</i> ● <i>considers staff health and wellbeing (hauora) and work-life balance.</i> ● <i>promotes high levels of staff performance through:</i> <ul style="list-style-type: none"> ● <i>performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)</i> ● <i>acknowledgement of staff achievements</i> ● <i>salary units and management allowances and non-contact time.</i> <p><i>We recognise that professional development:</i></p> <ul style="list-style-type: none"> ● <i>ensures staff are informed about the latest developments in education</i> ● <i>builds staff capability and competence</i> ● <i>enhances the quality of teaching, learning, and school support services</i>

	<ul style="list-style-type: none"> • <i>is an integral part of the school's performance management system</i> • <i>is a central factor leading to student success and job satisfaction.</i>
How are you recognising the employment requirements of women?	<p><i>The board meets its obligations under the Public Service Act 2020 and the Human Rights Act 1993.</i></p> <p><i>The principal acknowledges that the primary care of children falls upon women. Therefore, the principal is committed to work with the employee to find an agreed solution that is a win-win for both parties.</i></p> <p><i>Women are given equal opportunities in all aspects of employment for leadership opportunities, promotion and personal and career development.</i></p>
How are you recognising the employment requirements of persons with disabilities?	<p><i>The board:</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Learners and their family/whānau are at the centre of Ruapehu College. We empower our students to be engaged in their learning, and to experience success. This includes students who identify as LGBTQIA+, have disabilities, have learning support needs, are neurodiverse, or come from diverse ethnic communities (NELP Priority 1).</i> • <i>At Ruapehu College we recognise the diverse learning needs of our students, and the need for barrier-free access to education. We work with students and their families/whānau to identify and address any barriers that may stop students from accessing, participating in, or remaining engaged in education. This includes Māori and Pasifika learners, disabled learners, and those with learning support needs (NELP Priority 3).</i>

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?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	