

HASTINGS GIRLS HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	228
Principal:	Catherine Bentley
School Address:	Pakowhai Road, Stortford Lodge, Hastings
School Postal Address:	P O Box 2441, Stortford Lodge, Hastings, 4153
School Phone:	06 873 1133
School Email:	pr@hastingsgirls.com

Members of the Board of Trustees

Name	Position	How Gained	Occupation	Term Expires/Expired
Celia Dent	Chairperson	Elected	Lecturer EIT	Nov 2019
Catherine Bentley	Principal	ex Officio		
Graeme Hunt	Parent Rep	Co-opted		Jun 2019
Hannah Smith	Parent Rep	Co-opted	Health & Safety Officer	Jun 2022
Grant Russell	Parent Rep	Co-opted	Enviro Consultant	Jun 2022
Jacqui Davis	Parent Rep	Co-opted	Funding Manager	Jun 2022
Anna Vignolini	Parent Rep	Elected	Finance Administrator	Jun 2022
Jason Whaitiri	Parent Rep	Elected	Freezing Worker	Jun 2022
Michael Duncan	Staff Rep	Elected	Teacher	Jun 2019
Emma Jensen	Staff Rep	Elected	Teacher	Jun 2022
Jasmeen Nijjar	Student Rep	Elected	Student	Sep 2019
Jordon Mou	Student Rep	Appointed	Student	Sep 2022

Accountant / Service Provider: Education Services Ltd

HASTINGS GIRLS HIGH SCHOOL

Annual Report - For the year ended 31 December 2019

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Hastings Girls High School

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

MANNING PORTAS

Full Name of Board Chairperson

M. Portas

Signature of Board Chairperson

19/16/2020

Date:

Catherine Bentley

Full Name of Principal

[Signature]
Signature of Principal

19/16/2020

Date:

Hastings Girls High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	7,324,648	7,071,286	7,434,444
Locally Raised Funds	3	547,525	396,600	514,460
Interest income		69,452	68,550	77,129
Gain on Sale of Property, Plant and Equipment		1,000	-	-
International Students	4	141,706	133,544	134,657
		<u>8,084,331</u>	<u>7,669,980</u>	<u>8,160,690</u>
Expenses				
Locally Raised Funds	3	425,256	302,550	453,851
International Students	4	37,735	30,750	44,590
Learning Resources	5	5,355,205	5,106,150	5,399,705
Administration	6	426,715	454,225	437,125
Finance		9,118	2,500	3,360
Property	7	1,673,101	1,660,500	1,572,539
Depreciation	8	232,690	275,000	234,364
Loss on Disposal of Property, Plant and Equipment		2,180	-	-
		<u>8,162,000</u>	<u>7,831,675</u>	<u>8,145,534</u>
Net Surplus / (Deficit) for the year		(77,669)	(161,695)	15,156
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(77,669)</u>	<u>(161,695)</u>	<u>15,156</u>

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

Hastings Girls High School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>3,680,881</u>	<u>3,646,009</u>	<u>3,646,009</u>
Total comprehensive revenue and expense for the year		(77,669)	(161,695)	15,156
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	19,716
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	25	<u>3,603,212</u>	<u>3,484,314</u>	<u>3,680,881</u>
Retained Earnings		3,603,212	3,484,314	3,680,881
Equity at 31 December		<u>3,603,212</u>	<u>3,484,314</u>	<u>3,680,881</u>

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.

Hastings Girls High School Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	201,420	608,689	162,601
Accounts Receivable	10	328,399	323,614	337,459
GST Receivable		17,619	48,012	41,309
Prepayments		20,906	27,366	9,518
Inventories	11	143,133	86,079	114,179
Investments	12	1,959,710	1,906,748	2,052,845
Funds owed for Capital Works Projects	18	-	-	2,539
		<u>2,671,187</u>	<u>3,000,508</u>	<u>2,720,450</u>
Current Liabilities				
Accounts Payable	14	461,270	393,313	497,843
Revenue Received in Advance	15	97,978	104,398	134,046
Provision for Cyclical Maintenance	16	97,929	20,118	79,051
Finance Lease Liability - Current Portion	17	50,788	12,027	28,142
Funds held in Trust	18	105,334	140,380	141,471
Funds held for Capital Works Projects	19	32,469	-	-
		<u>845,768</u>	<u>670,236</u>	<u>880,553</u>
Working Capital Surplus/(Deficit)		1,825,419	2,330,272	1,839,897
Non-current Assets				
Property, Plant and Equipment	13	1,321,086	1,465,109	1,338,986
Work in Progress		763,099	-	715,791
		<u>2,084,185</u>	<u>1,465,109</u>	<u>2,054,777</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	204,875	311,067	179,033
Finance Lease Liability	17	101,517	-	34,760
		<u>306,392</u>	<u>311,067</u>	<u>213,793</u>
Net Assets		<u>3,603,212</u>	<u>3,484,314</u>	<u>3,680,881</u>
Equity		<u>3,603,212</u>	<u>3,484,314</u>	<u>3,680,881</u>

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

Hastings Girls High School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,848,579	1,951,036	1,860,848
Locally Raised Funds		567,350	368,000	527,589
International Students		107,635	133,544	166,455
Goods and Services Tax (net)		23,690	-	6,703
Payments to Employees		(997,240)	(873,400)	(834,715)
Payments to Suppliers		(1,545,009)	(1,523,066)	(1,511,821)
Cyclical Maintenance Payments in the year		-	-	(7,740)
Interest Paid		(9,118)	(2,500)	(3,360)
Interest Received		68,688	68,550	88,550
Net cash from Operating Activities		64,575	122,164	292,509
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1,261	-	-
Purchase of PPE (and Intangibles)		(112,913)	(55,294)	(524,631)
Purchase of Investments		(158,500)	-	(146,097)
Proceeds from Sale of Investments		251,635	-	-
Net cash from Investing Activities		(18,517)	(55,294)	(670,728)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	19,716
Finance Lease Payments		(24,588)	(13,000)	(8,785)
Funds Administered on Behalf of Third Parties		-	-	1,091
Funds Held for Capital Works Projects		17,349	-	(26,021)
Net cash from Financing Activities		(7,239)	(13,000)	(13,999)
Net increase/(decrease) in cash and cash equivalents		38,819	53,870	(392,218)
Cash and cash equivalents at the beginning of the year	9	162,601	554,819	554,819
Cash and cash equivalents at the end of the year	9	201,420	608,689	162,601

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

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

Hastings Girls High School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 29.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 16.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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

i) Inventories

Inventories are consumable items held for sale and comprise of stationery and 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.

j) 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.

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	10-50 years
Building Improvements	10-50 years
Furniture and Equipment	3-10 years
Information and Communication	3-20 years
Motor Vehicles	5 years
Textbooks	5 years
Leased Assets	3 years
Library Resources	12.5% D

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) 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.

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

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

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

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

u) 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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

v) 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.

w) Budget Figures

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

x) 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	1,697,739	1,819,103	1,685,918
Teachers' Salaries Grants	4,262,649	3,993,000	4,401,610
Use of Land and Buildings Grants	1,152,697	1,110,250	1,129,711
Resource Teachers Learning and Behaviour Grants	2,609	18,000	-
Other MoE Grants	153,273	72,800	154,624
Other Government Grants	55,681	58,133	62,581
	7,324,648	7,071,286	7,434,444

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	8,172	35,000	24,453
Bequests & Grants	24,169	34,300	-
Activities	160,862	97,300	181,987
Trading	297,458	230,000	247,404
Other Revenue	56,864	-	60,616
	547,525	396,600	514,460
Expenses			
Activities	112,824	34,300	109,947
Trading	293,838	220,950	332,094
Fundraising (Costs of Raising Funds)	-	34,300	-
Vehicle Expenses	18,594	13,000	11,810
	425,256	302,550	453,851
<i>Surplus for the year Locally raised funds</i>	122,269	94,050	60,609

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	13	11	12
Revenue			
International Student Fees	141,706	133,544	134,657
Expenses			
Advertising	1,013	3,000	325
Recruitment	15,727	15,000	13,565
International student levy	2,487	4,500	3,931
Other Expenses	18,508	8,250	26,769
	37,735	30,750	44,590
<i>Surplus for the year International Students'</i>	103,971	102,794	90,067

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	370,867	400,750	377,782
Library Resources	10,587	12,000	6,188
Employee Benefits - Salaries	4,767,642	4,461,400	4,872,111
Staff Development	50,705	38,500	30,868
Information & Communication Technology	105,174	141,500	56,723
Non Curricular Expenses	23,238	28,700	22,029
Non Curricular Sports	26,992	23,300	34,004
	<u>5,355,205</u>	<u>5,106,150</u>	<u>5,399,705</u>

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,530	8,275	8,280
Board of Trustees Fees	5,445	5,500	5,535
Board of Trustees Expenses	20,396	18,000	8,691
Communication	13,858	18,550	17,145
Consumables	50,433	48,000	58,823
Operating Lease	-	-	916
Legal Fees	-	2,000	-
Other	83,795	104,200	87,894
Employee Benefits - Salaries	201,069	207,000	210,968
Insurance	22,179	21,000	24,468
Service Providers, Contractors and Consultancy	21,010	21,700	14,405
	<u>426,715</u>	<u>454,225</u>	<u>437,125</u>

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,309	11,000	14,029
Cyclical Maintenance Expense	44,720	50,000	(15,361)
Grounds	13,146	31,500	20,744
Heat, Light and Water	105,698	92,000	88,265
Rates	2,208	2,300	2,035
Repairs and Maintenance	35,844	58,950	56,181
Use of Land and Buildings	1,152,697	1,110,250	1,129,711
Security	4,681	6,000	1,626
Employee Benefits - Salaries	187,813	198,000	215,829
Consultancy & Contract Services	113,985	100,500	59,480
	<u>1,673,101</u>	<u>1,660,500</u>	<u>1,572,539</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	6,141	7,206	6,141
Building Improvements	12,701	14,414	12,284
Furniture and Equipment	103,289	132,131	112,606
Information and Communication Technology	57,149	66,454	56,634
Motor Vehicles	7,834	9,172	7,817
Textbooks	-	17,360	14,795
Leased Assets	40,399	21,406	18,243
Library Resources	5,177	6,857	5,844
	<u>232,690</u>	<u>275,000</u>	<u>234,364</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	200	200	200
Bank Current Account	196,025	179,815	132,608
Bank Call Account	5,195	428,674	29,793
Cash equivalents for Cash Flow Statement	<u>201,420</u>	<u>608,689</u>	<u>162,601</u>

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

Of the \$201,420 Cash and Cash Equivalents, \$61,803 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	74	15,857	360
Interest Receivable	26,468	37,125	25,704
Teacher Salaries Grant Receivable	301,857	270,632	311,395
	<u>328,399</u>	<u>323,614</u>	<u>337,459</u>
Receivables from Exchange Transactions	26,542	52,982	26,064
Receivables from Non-Exchange Transactions	301,857	270,632	311,395
	<u>328,399</u>	<u>323,614</u>	<u>337,459</u>

11. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Canteen	1,848	8,855	8,092
Uniforms	141,285	77,224	106,087
	<u>143,133</u>	<u>86,079</u>	<u>114,179</u>

12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	1,959,710	1,906,748	2,052,845
Total Investments	1,959,710	1,906,748	2,052,845

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Buildings	257,307	-	-	-	(6,141)	251,166
Building Improvements	396,174	12,713	-	-	(12,701)	396,186
Furniture and Equipment	471,157	38,073	(2,441)	-	(103,289)	403,500
Information and Communication Tech	86,927	38,481	-	-	(57,149)	68,259
Motor Vehicles	23,933	-	-	-	(7,834)	16,099
Leased Assets	62,465	127,159	-	-	(40,399)	149,225
Library Resources	41,023	805	-	-	(5,177)	36,651
Balance at 31 December 2019	1,338,986	217,231	(2,441)	-	(232,690)	1,321,086

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Buildings	307,064	(55,898)	251,166
Building Improvements	701,249	(305,063)	396,186
Furniture and Equipment	1,846,385	(1,442,885)	403,500
Information and Communication	848,746	(780,487)	68,259
Motor Vehicles	172,767	(156,668)	16,099
Textbooks	99,884	(99,884)	-
Leased Assets	197,369	(48,144)	149,225
Library Resources	126,524	(89,873)	36,651
Balance at 31 December 2019	4,299,988	(2,978,902)	1,321,086

13. Property, Plant and Equipment - continued

2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	263,448	-	-	-	(6,141)	257,307
Building Improvements	385,923	22,535	-	-	(12,284)	396,174
Furniture and Equipment	490,506	93,257	-	-	(112,606)	471,157
Information and Communication Tech	114,642	28,919	-	-	(56,634)	86,927
Motor Vehicles	30,438	1,312	-	-	(7,817)	23,933
Textbooks	14,795	-	-	-	(14,795)	-
Leased Assets	23,925	56,783	-	-	(18,243)	62,465
Library Resources	39,854	7,013	-	-	(5,844)	41,023
Balance at 31 December 2018	1,363,531	209,819	-	-	(234,364)	1,338,986

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	307,064	(49,757)	257,307
Building Improvements	688,536	(292,362)	396,174
Furniture and Equipment	1,894,538	(1,423,381)	471,157
Information and Communication	810,265	(723,338)	86,927
Motor Vehicles	172,767	(148,834)	23,933
Textbooks	99,884	(99,884)	-
Leased Assets	95,290	(32,825)	62,465
Library Resources	125,718	(84,695)	41,023
Balance at 31 December 2018	4,194,062	(2,855,076)	1,338,986

14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	106,026	85,997	89,545
Accruals	8,530	8,040	8,280
Capital Accruals for PPE items	251	-	23,092
Banking Staffing Overuse	20,523	-	41,388
Employee Entitlements - Salaries	301,857	270,632	311,395
Employee Entitlements - Leave Accrual	24,083	28,644	24,143
	461,270	393,313	497,843

Payables for Exchange Transactions	461,270	393,313	497,843
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	461,270	393,313	497,843

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income in Advance	4,061	-	-
Staff Presentation	-	6,050	3,900
International Student Fees in Advance	93,917	98,348	130,146
	97,978	104,398	134,046

16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	258,084	281,185	281,185
Increase/(decrease) to the Provision During the Year	44,720	50,000	(15,361)
Use of the Provision During the Year	-	-	(7,740)
Provision at the End of the Year	302,804	331,185	258,084
Cyclical Maintenance - Current	97,929	20,118	79,051
Cyclical Maintenance - Term	204,875	311,067	179,033
	302,804	331,185	258,084

17. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	62,669	12,027	30,806
Later than One Year and no Later than Five Years	114,422	-	36,685
	177,091	12,027	67,491

18. Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	105,334	140,380	141,471
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	105,334	140,380	141,471

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.



19. Funds Held (Owed) for Capital Works Projects

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Hall & Stage Upgrade	<i>in progress</i>	14,374	-	11,894	-	2,480
MOE Funded - Rear Entry	<i>completed</i>	(3,245)	3,749	504	-	-
MOE - Fire System Upgrade	<i>in progress</i>	(13,668)	335,974	347,550	-	(25,244)
Tech Block Alterations	<i>in progress</i>	-	-	4,090	-	(4,090)
Gym Remediation	<i>in progress</i>	-	69,210	9,887	-	59,323
Totals		(2,539)	408,933	373,925	-	32,469

Represented by:

Funds Held on Behalf of the Ministry of Education	61,803
Funds Due from the Ministry of Education	(29,334)
	32,469

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Hall & Stage Upgrade	<i>in progress</i>	18,883	-	4,509	-	14,374
40's Block upgrade	<i>completed</i>	30,185	-	30,185	-	-
MOE Funded - Rear Entry	<i>in progress</i>	-	23,391	26,636	-	(3,245)
MOE - Fire System Upgrade	<i>in progress</i>	(7,927)	20,870	26,611	-	(13,668)
MOE - Warm water to Toilets	<i>completed</i>	-	11,031	11,031	-	-
Totals		41,141	55,292	98,972	-	(2,539)

20. 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.

21. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	5,445	5,535
Full-time equivalent members	0.13	0.14
<i>Leadership Team</i>		
Remuneration	1,148,276	1,273,355
Full-time equivalent members	11.56	13.04
Total key management personnel remuneration	<u>1,153,721</u>	<u>1,278,890</u>
Total full-time equivalent personnel	<u>11.69</u>	<u>13.18</u>

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
110 - 120	1.00	-
100 - 110	1.00	2.00
	<u>2.00</u>	<u>2.00</u>

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

22. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	\$5,500	-
Number of People	1	-

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

The Board of Trustees have a number of capital commitments due for completion during 2020. The projects are listed under note 19. (Capital commitments at 31 December 2018: The same).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

25. Managing Capital

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

26. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	201,420	608,689	162,601
Receivables	328,399	323,614	337,459
Investments - Term Deposits	1,959,710	1,906,748	2,052,845
Total Financial assets measured at amortised cost	<u>2,489,529</u>	<u>2,839,051</u>	<u>2,552,905</u>
Financial liabilities measured at amortised cost			
Payables	461,270	393,313	497,843
Finance Leases	152,305	12,027	62,902
Total Financial Liabilities Measured at Amortised Cost	<u>613,575</u>	<u>405,340</u>	<u>560,745</u>

27. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

- A reduction in locally raised funds through loss of International Student Fees and Trading Activities such as the canteen where fixed costs will remain the same.
- Additional costs incurred developing alternative methods of delivering curriculum to students, so that they can learn remotely.

28. Comparatives

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

29. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

30. Failure to Comply with Section 87 of the Education Act 1989

Due to Covid-19 restrictions, see note 27, the Board of Trustees has failed to comply with Section 87 of the Education Act 1989 in that the Board did not report by 31 May 2020, the date fixed by the Minister of Education, by which Schools were required to have sent their financial statements to the Ministry of Education.



Hastings Girls' High School
QUALITY EDUCATION FOR YOUNG WOMEN

Kiwisport

Hastings Girls' High School was pleased to receive
Kiwisport funding to support student's participation.

Of the \$15,251.81 received, we paid \$21,745.05 as
wages to the Sports Co-ordinator.

We also spent \$4,442.16 on transport costs to sports
activities and \$7,641.35 on sports uniforms.

PRINCIPAL MRS CATHERINE BENTLEY
Pakowhai Road, PO Box 2441, Stortford Lodge, Hastings 4153
Tel: (06) 873 1133 Email: admin@hastingsgirls.com www.hastingsgirls.com

HASTINGS GIRLS' HIGH SCHOOL Annual Strategic Plan 2019

This section establishes for the relevant year the board's aims, objectives, directions, priorities and targets for intended student outcomes, the school's performance, and use of resources. It sets targets for the key activities and achievement of objectives for the year. *Education Act Sec 61 (3) (c)*. The charter must include the board's aims, objectives, directions, priorities, and targets for (a) student achievement, including the assessment of students against any national standard published under section 60A(1)(ba). *Education Act Sec 61 (4) (a)*.

	Aims	Objectives that are Priorities for our Direction
Student Outcomes	<p>To provide all students with a balanced, well rounded curriculum that is based on the New Zealand curriculum and is responsive to the unique needs of our community.</p> <p>To provide education which ensures that our students are well placed to achieve NCEA success and make successful transition to the future.</p>	<p>To constantly revise programmes to ensure that they remain relevant and engaging to our students while providing them with the necessary knowledge and skills to cope well with New Zealand's qualification system.</p>
School Performance	<p>To govern and manage the school in ways that give priority to student learning according to their identified abilities and needs.</p>	<p>To respond to the expectations of our parent body and to be proactive in ensuring this engagement.</p> <p>To maximise learning time and to find ways of minimising learning disruptions, distractions.</p>
Use of Resources	<p>To provide quality human and material resources needed for students to benefit from a balanced well-rounded curriculum according to their identified abilities and needs.</p>	<p>To determine resourcing decisions to maximise student achievement.</p>

Achievement Targets 2019 Analysis of Variance Annual Achievement Target 1

Strategic Goal: To enable our girls to be literate and numerate so that they can be contribute to and be successful in society.

Historical Position	Achievement Target	2019 Achievement Results	Explanation of Variation
<p>This strategic goal aligns with our COL achievement challenges: Literacy and Numeracy. A focus on addressing the levels of literacy and numeracy in years 9 and 10 in order to improve NCEA results in Year 11.</p> <p>We would also like to increase the percentage of students achieving their UE literacy requirements in Year 12.</p>	<p>Level 1 NCEA – 90%</p>	<p>80% Actual students 5 Students also gained Level 2 - 4 with Excellence Endorsement</p> <p>72.1% roll based</p>	<p>2019 Level 1 cohort was the last group of Year 11 students to have:</p> <ul style="list-style-type: none"> • been tested on day 1 by a PAT test and streamed. • spent Year 9 and 10 in the historic junior programme which dumbed down curriculum for “lower streamed classes” • had no identification in Year 9 and 10 for literacy or numeracy needs or SACs. <p>This group went into a 2019 NCEA Level 1 programme in which all subjects had moved to full Achievement Standard courses (except Horticulture and Supported Learning programmes).</p> <ul style="list-style-type: none"> • streamed Level 1 courses in Science, Maths and English - Some with staff who still carried a deficit approach to students’ ability, resubmission and reassessment. Many of the “lower streamed” courses did not offer exams <p>We knew that a 90% target would be a two-year target for the reasons above. The consistency of the pass rate (2% up from 2018) in 2019 for NCEA Level 1 is a credit to teachers who worked and talked self-belief into many students and these students are now better prepared for non-streamed Achievement Standard courses at Level 2 in 2020. Our Enrichment programme started in 2019 with 11 students taking a mixture of Level 1 and Level 2 (5 gaining Level 2 with</p>

Historical Position	Achievement Target	2019 Achievement Results	Explanation of Variation
	Continued...		<p>Merit/Excellence). Students identified as needing SACs all passed Level 1 with the support. In comparison with a National pass rate of 70.1% (All schools and all deciles), we are currently performing 9.9% higher. Our target in 2020 is still 90% and we believe it is attainable. Staff are positive and focused on ways to scaffold achievement.</p> <p>In our Year 11 cohort we have</p> <ul style="list-style-type: none"> • 4 students on a 2 year Level 1 course through a supported learning course and will gain L1 in 2020 • 1 student who went on an enrichment exchange to Germany (she will gain L1 through L2 in 2020) • 1 student who arrived from SA in May and did a mixture of Level1/2- will gain L1 in Term 1 2020 • 3 students who left before July 2019 • 2 international students on short stints who left in July and arrived in September. <p>All other students who got NA have a story that we are aware of as regards attendance, trauma and significant home issues and are a target group in 2020. These will form part of our focus in Hauora and Academic Dean meetings.</p>
	Maori 90%	64%	<p>The journey towards 90% pass rate started in 2019 and we know it is a 3 year journey as we shift perceptions of staff and classroom pedagogy. Whilst 64% achievement for HGHS Maori Students at Level 1 is 7% higher than National statistics for Maori Achievement, we are still aiming to improve the achievement for our students. The level of achievement in 2019 is a step towards our goal as for the first time all students achieved their credits through in school achievement standard courses. 87% of our Maori students gained L1 Literacy and Numeracy</p>

Historical Position	Achievement Target	2019 Achievement Results	Explanation of Variation
	Continued...		<p>The variance here connects with the explanations above for all Level 1. Maori students in year 11 2019 were consistently in lower level streamed classes previously in Year 9 and 10. Only 2 of our 47 Maori students were in the higher streamed class in Year 9 and 10. This meant that our Maori students went into Level 1 less well prepared and with less confidence. Our recent Rongohia Te Hau data tells us that our Maori students are now feeling more cared for in the school but that there is still a gap between teachers and students around belief in success and learning that allows Maori to achieve as Maori. This is a focus area for the Curriculum leadership Group in 2020.</p> <p>Again there had been no identification of students needing Learning support in yr 9 and 10.</p> <p>Our Academic Dean for Year 11/Level 1 is a new position that started Term 2 2019. This is continued into 2020 and the goal is to know those who need support to succeed and connect with whanau. Work was done in term 4 to connect with whanau and keep target students in school doing resubmissions or reassessments.</p> <p>In 2020 no courses are streamed and students have come through a Junior curriculum that scaffolded learning, and students needing support have been better identified. This coupled with teachers focusing on pedagogy that raises Maori achievement should see a steady climb in our Maori students' success.</p>

Historical Position	Achievement Target	2019 Achievement Results	Explanation of Variation
	Pasifika 80%	77%	<p>Our achievement target of 80% is a 2-3 yr target. 77% achievement in 2019 is 17% higher than national achievement statistics for Pasifika learners. This pass rate also reflects a shift to Pasifika students having equal access to achievement standard courses and the PD work done with staff in order that our Pasifika students have the opportunity to succeed.</p> <p>All but one Pasifika student in Year 11 2019 had been streamed into lower ability classes for year 9 and 10 after one PAT test in 2017.</p> <p>2019: A focus on identifying students needing support, homework clubs for Pasifika students, a Pasifika WSCoL, PD for staff and a Samoan teacher as an English teacher all contributed to the success of our Pasifika students at Achievement standard courses at Level 1.</p> <p>86% Level 1 Literacy for Pasifika Students was an 11% rise from 2018 and previous years</p> <p>89% Level 1 Numeracy for Pasifika students was a 10% rise from 2018.</p> <p>The HGHS Pasifika Student Achievement plan was presented to the Board in 2019.</p>

Historical Position	Achievement Target	2019 Achievement Results	Explanation of Variation
	<p>University Entrance Literacy 75% in Year 12</p>	<p>57%</p>	<p>Our goal is that all students have the opportunity to gain UE Literacy and we recognised the need for students to have access to the 10 credits in Year 12/L2 as this gives them the opportunity to access year 13 courses and further education. Only 20% more students were gaining UE literacy in Year 13 courses.</p> <p>57% UE Literacy for students by the end of Year 12 in 2019 is a 13% rise on previous levels of 45%. 10 students in Year 11 also gained UE Literacy as part of this. This is due to the work done by the English Department and the Academic dean as well as teaching staff. The Ministry Funded PLD on literacy contributed to staff efficacy.</p> <p>3% more Maori students gained UE literacy. The biggest gain was with Pasifika students who improved Year 12 UE Literacy by 19% (18% to 37%) in 2019.</p> <p>Whilst we have designed all courses to ensure all students have access to UE Literacy credits, our 2019 Year 12 students had been part of the historic testing and streaming and Unit standard courses in Year 11. It is a credit to their hard work that we are seeing a rise in UE Literacy in Year 12 and expect this to continue as non-streamed courses and a stronger Junior Curriculum are now in place.</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
All year	School wide PLD plan on teaching literacy	WSCOL Lara Meyer Curriculum Team AP C&P	<p><i>Evidence in planning and teaching across all learning areas of specific literacy strategies.</i></p> <p>Progress to date: July</p> <p><i>A regular cycle of classroom observations / coaching conversations / collaborative planning / classroom observations with PLD provider. School currently exploring ways to extend this model of best practice as 150hrs comes to an end.</i></p> <p>End of year:</p> <p><i>Continuation of this work. HOD and Assistant HOD English, WCOL led PD with all teaching staff on scaffolding writing. Literacy wall developed. HOD English started working with other HOD's on understanding data and next steps.</i></p> <p>Next steps: Data wall owned by all staff. Evidence Based Observation tool to take centre place in classroom observations and conversations around learning. PLD funding approved by MOE for this. Lara Meyer to be our school based PLD Deliverer. Students to take centre stage in conversations around their literacy data, next steps and what works well.</p>
All year	Continuation of numeracy PLD including mathematics staff focusing teacher as inquiry on numeracy	HOD Mathematics Mathematics Department Jim Hogan AP C&P	<p><i>Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.</i></p> <p>Progress to date: July</p> <p><i>Ongoing, regular visits by PLD co-ordinator providing clarity and direction for new mathematics HOD and Assistant HOD. Regular classroom visits by HOD and PLD Co-ordinator ensure plan is fluid and meets the needs of the staff. HOD has focused on building a team culture through providing regular opportunity for conversation. HOD ensures parents and students are welcome, and encourages them to meet with her to discuss pathways, learning and any current issues.</i></p> <p>End of year:</p> <p><i>Numeracy PLD report highlights a considerable improvement in numeracy across most junior classes – coaching conversations with staff around their teaching practice and next steps have already taken place. The professionalism and team culture across the department have significantly changed, this coupled with improve pedagogical practices has made this one of our top performing departments. HOD Mathematics was invited to present our Junior program at the Hawkes Bay Mathematics teachers</i></p>

Completion	Actions	Person Responsible	Evidence & Monitoring
All Year	Establish a Professional Learning Team to lead targeted professional development (late start)	AP C&P Principal SCT SENCO	<p>conference. HOD trialling cross curricular opportunities across Music and Visual Art. Growth and development of detailed data analysis and using this to inform next steps has been a significant factor departments growing success.</p> <p>Next steps:</p> <p>Ongoing PLD with Jim Hogan. Developing the Year 10 programme as a continuation of the Year 9 programme which has been the current focus. The appointment of a new permanent full time staff member to the team for 2020 will strengthen this current focus. Development of cross-curricular opportunities to embed numeracy.</p> <p>Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.</p> <p>Progress to date: July</p> <p>Professional learning team created a targeted PLD map for staff in line with the strategic plan. Feedback from staff at the end of each term, ensures PLD is responsive to the needs of the teachers. Increasingly, HGHS staff are stepping into the space and leading these sessions.</p> <p>End of Year:</p> <p>A PD committee was formed and a vision created visually to show clearly how all PD was connected to the strategic plan and Teacher as Inquiry. New in 2019 was a Late start time given to staff PD and Teaching as Inquiry. Feedback from a staff survey was positive especially around time to focus on Teaching as Inquiry, Culturally responsive pedagogy, Literacy and Differentiation. There was also PD led by the SENCO to support staff in better accommodating the needs of their learners in classroom learning. Specific PLD in Literacy and Numeracy was led by outside providers throughout the year. The Year 9 Maths results showed improvement across all classes.</p> <p>Next Steps:</p> <p>PLD map to be created for 2020, as part of the analysis of data. Targeted sessions will support the strategic direction for the year, with a wider team of staff offering leadership in this space including our new LSC. A PLD team to be established and will be representative of the needs of the school.</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
			<p><i>Teaching and Learning PD to develop staff capability to analyse and use data to inform learning, and the development of growth coaching conversations using an Evidence based Observation tool all with the game of building schoolwide culturally sustainable practices and bettering students achievement. PLD has been approved to support this</i></p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Terms 1 - 2	Review of senior English courses	HOD English AP C&P	<p>Use data as evidence to shape a senior course which is responsive to our student's needs.</p> <p>Progress to date: July</p> <p>With the decision made in July not to stream in any senior classes across all curriculum areas from 2020, this has created an opportunity for all areas to review senior courses – building courses which create pathways and opportunities for learners. AP and P visited Hauraki Plains College to discuss pathways and senior courses – this has provided a model for staff to build on. Once the timetable review is complete, new courses will be mapped out accordingly.</p> <p>End of year:</p> <p>New classes created for Levels 1 – 3 for 2020. Student's self-selected courses which they felt best matched their interests, skills and pathways. The final stage of the review will be the recommendations which come out of the 2019 Departmental SPA report.</p> <p>Next steps:</p> <p>The English department welcomes three new staff members to the team for 2020, the newly shaped courses, coupled with the new shaped team provide further potential for improvement across all year levels. As the 2019 results indicated, Level 2 literacy levels will take some time to build, but as the junior programmes, targeted PLD and assessment tools continue to strengthen, this is sure to be the case.</p>
Ongoing	Regular achievement data workshops – Easttle and NCEA with teachers and Akina coaches	AP C&P AP O&P DP	<p>Data will be used throughout the school to identify gaps in student learning.</p> <p>Professional development will build teachers' and leaders' data literacy skills; kotahitanga</p> <p>Progress to date: July</p> <p>Schoolwide PLD on understanding EAsttle data lead by Literacy PLD provider. Decision has been made not to pre-entry test Year 9's for 2020, instead to gather data once the students have settled into school.</p> <p>End of year:</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
			<p>English department staff attended EAsttle PD, PD with the NZQA English leader, a KAMAR specialist and attended a Hawkes Bay English Teachers Association literacy focused PD session. From here, the English department lead full staff PD on how to best use EAsttle data to inform next steps in teaching writing.</p> <p>Next steps: 2020 focus on the school wide use of EAsttle as both a formative and summative test tool. Increasingly, students will be included as part of these conversations. One staff member is to begin training around the use of PACT.</p>
Ongoing	Development of Diverse needs register – including	SENCO	<p>An awareness of the needs of students requiring extra support in their learning and suggested targeted actions/strategies which work.</p> <p>Progress to date: July</p> <p>Ongoing, regular meetings between SENCO and AP have supported the development of the SENCO role. Targeted PD and relationships with key stakeholders have also proved beneficial. The diverse needs register is now in place, with clear processes in place to identify students early. SENCO working closely with School Counsellor to build a Learning Support Register as part of COL trial. HGHS has been allocated a full time Learning Support Co-ordinator for 2020, this position will have oversight of both SENCO and Counsellor.</p> <p>End of year:</p> <p>We have appointed Amanda Greville, our current School Counsellor, into the role of LSC. The job description has been shaped to best meet the needs of our wider pastoral needs. The LSC has started attending MOE information sessions and has had more hands on role in the transition of Year 8 into Year 9 for 2020; feedback and ideas for further improvement next year have already been drafted. The Learning Support Register is now up to date. The number of students identified as requiring extra support for their learning is now higher than ever before. We have appointed two new teacher aides, one of which is Pasifika and has a real interest in working with our Pasifika students.</p> <p>The number of senior students receiving special assessment conditions in 2019 increased from 3 to 18. This will continue to increase. The work SENCO is doing with contributing schools and connected agencies to support students transitioning into HGHS is now well established and is now a best practice model. SENCO actively targets specific PD for teacher aides in the use of learning tools to support students eg. STEPS</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
			<p><i>programme. SENCO has either lead or resourced an outside provider for whole PD in supporting and understanding the learning needs of students. Through these multiple actions, staff are now front footing the identification of students with learning needs and seeking support from her. Our team of teacher aides are now on permanent contracts.</i></p> <p>Next steps:</p> <p><i>Consolidation of the work from the past 18 months. Further development of the Special Assessment conditions register. Use of KAMAR for communication the needs and strategies of students. Strengthening the Teacher Aide team and developing closer relationships between teachers and teacher aides, which will benefit student learning.</i></p> <p><i>To appoint a new full time school counsellor. The LSC to work closely with the Principal to develop a set processes to support their job role; and which will include the transition and monitoring of all new students, these will provide a clear framework for all staff working within the pastoral scope.</i></p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Visual tracking of literacy	WSCOL	<p><i>Data on student achievement will provide evidence of successful teaching of literacy.</i></p> <p>Progress to date: July</p> <p><i>Data wall in staffroom of Year 9 literacy data provides a visual reference for staff. Regular PLD opportunities for English Department, HOD leading conversations around use of data.</i></p> <p>End of year: As above</p> <p>Next steps:</p> <p><i>To further develop the model of data sharing and tracking of student needs, SENCO and LSC to create a detailed 'Names and Needs' wall for girls needing extra support in learning and or pastoral care. Their lead 'support person' will be identified as part of this.</i></p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Development of Departmental goals – targets and connected Teacher as Inquiry	Principal DP AP – C & P	<p>Literacy data will be captured and used by groups of teachers surrounding junior classes. Time will allocated for targeted discussions and analysis of data. This should strengthen collective use and understanding of data.</p> <p>A school wide focus (narrowing and sharpening) on the strategic learning priorities.</p> <p>Progress to date: July</p> <p>Departmental goals form an important part of the regular, scheduled, individual meetings between HOD and AP. AP uses the leadership capabilities framework to coach and strengthen the team. As a team, the group has become increasingly future and solution focused.</p> <p>End of year:</p> <p>Throughout the year, Department leaders have meet with the Board to share student progress and achievement in their subject areas. The sharing of departmental goals was also part of this conversation. These will be reviewed in term 1 2020.</p> <p>Next steps:</p> <p>The completion of the SPAR with a review of the goals for 2019. Goals for 2020 to be set in alignment with the 2020 strategic goals and targets. This process has made a significant change to the professional standards across the school.</p>

Achievement Targets 2019

Analysis of Variance

Annual Achievement Target 2

Strategic Goal: To ensure that all our students feel connected to and have strong positive relationships with at least one significant adult in the school who knows their story.

He Māori ahau e noho Māori nei ki tōku ao Māori mā runga i tēnā ka tohea e au

I am Māori, I live in my identity and through my identity I will strive to my personal excellence

Historical Position	Achievement Target	2019 Achievement Results	Explanation of Variation
<p>This strategic goal aligns with our COL achievement challenge : Student Wellbeing. It covers the dimensions of Taha Hinengaro: mental wellbeing, Taha Wairua: spiritual wellbeing, Taha Tinana: physical health and wellbeing, and Taha Whanau: wellbeing that comes through extended family and social systems, at HGHS this is primarily through our pastoral care program.</p>	<p>100% of students to set a learning goal for the year. 90% of students to achieve their learning goal.</p>	<p>90% of students set a learning goal</p>	<p>All Akina coaches worked with students to support them in setting a learning goal at the start of the year. PLD for staff in coaching students in goal setting proved valuable.</p> <p>How the goals were recording and the regularity of how they were shared and tracked and monitored, varied across the school with mixed results. In order for this to have the desired effect, further work needs to be done around self and collective efficacy with both students and staff.</p> <p>2020 students goals will be recorded on KAMAR and the Deans team will support Akina coaches to ensure goals are shared with Whanau and regularly checked and monitored.</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Develop a Pasifika community group	WSCOL	<p>Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement.</p> <p>Progress to date: July</p> <p>We have established a Pasifika community group which includes EIT, Dove HB, HB DHB, HGHS, HBHS working towards developing a symposium for Pasifika youth.</p> <p>End of year:</p> <p>HGHS in collaboration with the Pasifika community group hosted a HB Pasifika Symposium which included the following workshops and keynotes: Josephina Ah Sam – “Empowering and informing mathematical educators”.</p> <p>Amy Moli - Hastings Girls' High School, CoL Pasifika Lead</p> <p>Developing a school wide Pasifika Education Plan</p> <p>Tofilau Talalelei Taufale (Pacific Health Development Manager, Pacific Health Team, HBDHB)</p> <p>Amataga Iuli (Pasifika Health Promoter, Pacific Health Team, HBDHB)</p> <p>Dr. Diane Mara (Pacific Consultant)</p> <p>Tumema Faioso (Pacific Community Leader)</p> <p>Professor Damien Saleasa</p> <p>This event was open to all HB schools at a cost of only \$50 per person. All HGHS staff were in attendance and feedback was overwhelmingly positive. A student panel were also included in the event; Pasifika students shared the challenges and barriers they face in their everyday school life and offered staff ideas of how they can best support Pasifika learners.</p> <p>Next Steps:</p> <p>To continue to meet regularly with the community group and work towards planning our next symposium – perhaps early in 2021.</p> <p>Dove HB and HGHS have partnered to travel to Samoa to purchase a set of artefacts which will be used to support our Samoan curriculum; to be introduced at the start of 2020. The</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
			<p>artefacts have been commissioned to meet the particular needs of our students and will become presented to the school community as part of our 2020 Fiafia night planned for term 1 2020.</p>
Ongoing	Develop a Maori community group	WSCOL	<p>Partnering with Whanau and Iwi to establish a strengths based / high expectations approach to raising Maori achievement.</p> <p>Progress to date: July</p> <p>End of year:</p> <p>The COL have formally partnered with Ngati Kahungunu Incorporated to form part of the new achievement challenge for 2020 and beyond.</p> <p>Next steps:</p> <p>Recognition that this goal needs to be carried over into 2020 and to be led by the Principal, supported by the BOT. This will form part of the 2020 strategic plan.</p>
Term 1 and 3	Pasifika Hui Maori Hui	SLT WSCOL BOT	<p>Building and maintaining high trust relationships in the form of a partnership with the Maori and Pasifika communities. Creating authentic and regular opportunities for us to listen and respond to the needs of the school community.</p> <p>Progress to date: July</p> <p>We have had a hui at Mihiroa Marae and fono at Flaxmere Cook Island Hall, to hear from our families around how to work with whanau and students and school as a collective to support the achievement and wellbeing of the student. We also asked how can we as a school better provide for our Maori and Pasifika families.</p> <p>SLT attended the Ministry of Pacific Peoples fono, to hear from the Minister and the National Strategic Plan.</p> <p>End of year:</p> <p>See above, re: Pasifika Symposium. Hui at Mihiroa Marae took place in both terms 1 and 3, with the later having a focus on working directly with the students.</p> <p>Next steps:</p> <p>Schedule regular Hui to take place in the 2020 school year and to have staff, student, parent and BOT representation.</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Development of a Pasifika education plan	SLT WSCOL BOT	<p><i>Work with the Pasifika community to develop an education plan designed to raise engagement, participation and accelerate success for our Pasifika learners.</i></p> <p>Progress to date: July</p> <p>WSCOL has been working with community groups, students and other schools to work towards shaping an education plan for HGHS, the draft of which to be presented to the BOT by the end of 2019.</p> <p>End of year:</p> <p><i>The draft plan has been presented to the Board at the end of year. This will provide clear direction for the school when working with our Pasifika students. A Pasifika Dean has been appointed for the 2020 school year.</i></p> <p>Next steps:</p> <p><i>The completed and final version of the Pasifika Education plan to be presented to the Board for adoption at the start of the 2020 school year this will run parallel to and support the 2020 Strategic Plan.</i></p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Development of a Maori education plan	SLT WSCOL BOT	<p>Work with the Maori community to develop an education plan designed to raise engagement, participation and accelerate success for our Maori learners.</p> <p>Progress to date: July</p> <p>WSCOL having informal conversations with community groups.</p> <p>The MoE Iwi representative to attend SLT/BOT in Term 3, to offer support moving forward. Tumuaki and staff having regular opportunity to meet with Ngati Kahunungu to build understanding and knowledge from important historical landmarks.</p> <p>End of year:</p> <p><i>A formal partnership has been established between MOE/Ngati Kahunungu and Ngā Hau e Whā Kāhui Ako. Although in its infancy, this relationship is crucial to our next steps.</i></p> <p>Next Steps:</p> <p><i>Establish a working party, inclusive of BOT and Ngati Kahunungu representation and lead by the Principal, to start shaping a Maori Education plan, working towards a final completion date at the end of the 2020 school year.</i></p>
Ongoing	Pastoral and Curriculum teams to lead the development of a high expectation culture in regards to learning and behaviour.	SLT	<p><i>Learning and action plans will ensure students can achieve quality outcomes across both curriculum and pastoral areas in the school.</i></p> <p>Progress to date: July</p> <p>The development of a visual representation of the Pastoral behavioural development plan. That has clarified the direction of pastoral support at the school. This has been underpinned by opportunity for staff to train in restorative practice and target a PLD to embed the new systems.</p> <p>End of year:</p> <p><i>The Pastoral development plan is yet to be embedded across the school.</i></p> <p>Next Steps:</p> <p><i>The appointment of a LSC for 2020 has led to the establishment of a Hauora team – a wider, student needs focused group with the student at its heart. The LSC will lead this</i></p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Establish a homework club in the library – including Friday night catch up internals	Librarian Curriculum Team	<p>team with a lens to build capacity across the team aligned with the strategic vision. A coaching model of leadership for line managers will add further support to this.</p> <p>Strengthened professional relationship between Library staff and teachers; targeted resourcing and library development to reflect student learning needs and support classroom programmes. The establishment of the tuakana-teina program to provide support for younger learners.</p> <p>Progress to date: July</p> <p>This has been underway since Term 2. Staff are starting to utilise this more now to support learners that require extra time or further assistance with their learning. Term 3 we hope to staff this on a Wednesday evening as well.</p> <p>End of year:</p> <p>The library club continues to be a popular spot for students, particularly some of our pasifika learners.</p> <p>Next Steps:</p> <p>This will be included as part of our school systems and structures for 2020 and beyond.</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Mentor groups for at risk – Maori and Pasifika	SLT WSOL Academic Dean	<p>Development of a register of at risk students and a plan of targeted actions to raise individual student achievement.</p> <p>Progress to date: July</p> <p>We have appointed a Year 11 Academic Dean to work alongside the Year 12 and 13 Academic Dean. At risk students have been identified and a range of strategies have been put in place, including: meeting with parents and students, home visits, utilising the library and review of courses. Development of assessment outline has created a clear maps for students and Akina coaches to follow.</p> <p>End of year:</p> <p>Appointment of Academic Deans (WSOL) across all levels and a Pasifika dean for 2020.</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Term 1	Ensure courses and programmes meet individual academic needs of the students (NCEA)	Curriculum Team Academic Dean	<p>Next Steps:</p> <p>The academic deans team to meet regularly with DP Curriculum from the start of the year and develop an action plan and agreed processes and systems around the tracking and monitoring of students at risk of not meeting their academic goals. The academic team will travel through with the students as they move up the school. This team will also form part of the Hauora team, led by the LSC. With over 60% of our girls identified as Maori, all Deans need to continue to develop their cultural lens to best support our students - developing sustainable culturally responsive practices will continue to be a school wide focus.</p> <p>Close analysis of courses and learning outcomes with specific targeted next steps for further improvement including targeted resourcing.</p> <p>Progress to date: July</p> <p>Departmental analyses have been completed with HODs having the opportunity to present to the BOT during the year.</p> <p>End of year:</p> <p>A review of the senior courses, course structures and systems and processes around course selection, has resulted in a number of significant changes ahead of 2020. With advice and guidance provided, students now have responsibility for selecting their own courses. There will be no streaming at any level in the school from 2020, although we offer a supported learning class. Students will be free to choose courses based upon their specific skills, strengths and interests, this does include students selecting courses at different levels. A senior subject selection day/evening provided time for students and or caregivers to meet with subject specialists to find out about their subjects.</p> <p>A reporting review has also been completed. Recommendations have been collated and forwarded to the curriculum team.</p> <p>Timetabling review – as detailed above.</p> <p>Next Steps:</p> <p>To formalise a clear set of systems and processes and to review other systems such as ‘course confirmation’, a review of all corresponding policy and guidelines will support be included.</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Further development of the AKINA coach – including the monitoring of entries, courses and credits of individual students	DP	<p>DP to develop and implement a clear plan of action for the targeted development of the AKINA coach.</p> <p>Progress to date: July</p> <p>Development of an assessment map for students, to help with monitoring individual progress, we have developed reflection sheets at keys milestones throughout the year, and goal setting. NCEA handbook has been developed for students to assist with understanding. The Academic Deans have developed systems to predict success rates.</p> <p>End of year:</p> <p>Action plan developed however this focused on one aspect of the AKINA coach (entering data on KAMAR) rather than developing the role of the AKINA coach. Raw attendance data indicates a drop in attendance across all levels – no analysis of steps/interventions/processes taken.</p> <p>Next Steps:</p> <p>DP Pastoral to lead the House Deans, supported by LSC to develop a detailed plan for the development of the AKINA coach including – targeted PLD, coaching and mentoring, streamlined systems and processes.</p> <p>Attendance Action Plan with specific steps to improve attendance and 2020 a Review of current systems and processes and the role of the Attendance Officer. Findings and recommendations to inform planning for 2020 and beyond.</p> <p>A review of the Stand down and suspension process including roles/responsibilities and possible conflict of interest, led by Principal.</p>
Ongoing	Targeted PLD for AKINA coaches – including goal setting and effective coaching conversations.	SLT Prof Learning Team	<p>Providing targeted effective teacher professional learning will impact directly on student learning outcomes.</p> <p>Progress to date: July</p> <p>Restorative practice with Marg Thorsborn, was offered to five staff, which means that we now have at least 40% of our staff trained in the restorative practice. The new pastoral plan supports this process. Specific PLD has been provided for all staff around managing difficult conversations, de-escalation and engaging with families and whanau. The pastoral team have established a trial group to gather objective data to measure the effectiveness of the new system.</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
			<p>End of year: <i>Trial findings were non-conclusive.</i></p> <p>Next Steps: <i>PLD for 2020 includes developing skills for staff in having coaching and reflective conversations.</i></p> <p><i>Hauora Team to work collaboratively to ensure all aspects of pastoral care are managed with a restorative lens. Hauora Team to have representation on the PLD committee to ensure PLD is planned, specific to our needs and timely.</i></p>
Ongoing	Strengthen communication within and beyond school.	Principal School wide	<p><i>The development of guidelines/expectations for communication across and beyond the school.</i></p> <p>Progress to date: July <i>A key appointment of the principal's PA has created scope for us further develop school wide com's. To date; a review of the administration team has created three new roles which align with the strategic direction of the school and associated job descriptions, review of the BOT communication/minutes/sharing of information – all electronic and streamlined, rebuilding of school website which clearly communicates up to date information for all stakeholders, introduction of facebook with regular up to date blogs posted, more effective use of school app, re writing all school marketing collateral e.g. prospectus, enrolment forms, photographs</i></p> <p>End of year: <i>Year Nine enrolment process electronic (Google form feeding into Smartsheet). Ensuring all collateral is available electronically.</i></p> <p><i>BOT – electronic (team drive, resources, smartsheet for meetings, meeting agenda) Hard copies retained on copy.</i></p> <p>Next Steps: <i>Trialing and electronic enrolment system. Streamlining of school wide communication – no Weekly Bulletin, KAMAR pastoral only, use of email, electronic booking systems, clarity of roles including reporting lines and team – PLD timetabled for the start of the year.</i></p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Create meaningful opportunities for whanau to engage in conversations centred around their students learning.	SLT WSCOL	<p><i>Working alongside the community in the design of a reporting framework which best meets the needs of our school community, which focuses on improving educational outcomes for our girls through partnership.</i></p> <p>Progress to date: July</p> <p>At the end of Term 1 we piloted a whanau day at the school, in which the staff were available for parents to come in and meet Akina Coaches. In term 1 we also meet with the whanau of girls on the enrichment pathway to talk about opportunities for their daughters learning. Term 1 we surveyed families around how we can better communicate with families about how we report back to them.</p> <p>End of year:</p> <p><i>Subject selection open day – see above</i></p> <p><i>Reporting review – see above</i></p> <p><i>Development of the Academic Dean – targeted students meeting with dean and whanau to develop wrap around support</i></p> <p><i>Development of the role of SENCO – see above</i></p> <p>Next Steps:</p> <p><i>Draft reporting policy to be presented to the Board early 2020. Continue to building upon opportunities to engage with whanau around their students learning.</i></p> <p><i>Further development of Academic Dean – see above</i></p> <p><i>Review of processes and systems for course selection, course confirmation – see above</i></p> <p><i>Appointment of LSC – see above</i></p>

Achievement Targets 2019

Annual Achievement Target 3

Strategic Goal: Use the NZC to develop and implement, a junior curriculum that is locally based and culturally responsive.

Mā te whiritahi, ka whakatutoki ai ngā pumanawa ā tāngata *Together weaving the realisation of potential*

Historical Position	Achievement Target	2019 Achievement Results	Explanation of Variation
<p>Learning will be student centred and highly relevant to the lives and experiences of our mostly Maori and Pasifika students.</p> <p>A strong focus on a curriculum which uses local contexts, resources, people and which is focused on increasing equity, social justice, critical thinking and enhancing democracy.</p>	<p>To complete planning and teaching of four cross-curricular units in Year 9</p>	<ol style="list-style-type: none"> 1. Year 9 classes as whanau houses sharing the same teacher for PE, English, Maths, Social sciences and science. 2. Planning and data shared across this group - focus was on strategies that could be holistic across subjects 3. Term 1 - Social sciences led a Marae based Unit which culminated in a Marae visit. English worked on identity and Pepeha. 4. Term 1 Art visit to Marae with science and writing connections. 5. Term 4 - Year 9 Maths/Art Unit 6. Term 4 - English/Science class trip Yr 9 Purple to the wetlands exploring Sustainability. 7. Easttle data shared across subject areas and some strategies shared 8. Literacy wall in staffroom 9. Term 4 2019 - start up and shaping of 2 Hubs for 2020 to trial integrated curriculum 	<p>2019 was a good start in bringing teachers together who teach the same students in non-streamed classes in order that they could focus on teaching strategies, literacy strategies and cross-curricular planning. Time has been allocated during the PD slot to meet.</p> <ol style="list-style-type: none"> 1. Teachers needed more cross curriculum guidance and time to plan as the impact of a shift from streamed to non-streamed classes meant they needed support in differentiation, Focus in 2019 remained on differentiation strategies and literacy 2. The appointment of three HoDs over 2019 also slowed down the cross-curricular planning. 3. All departments did develop strength at using new planning templates and focusing on local contextual resources. Technology and Performing Arts created an individualised junior programme with the student at the centre. 4. The appointment of an Arts Administrator meant that junior students had more access to local events and artists. Visits to Hastings Art Gallery, spoken word poets, Opera and Plays.

Historical Position	Achievement Target	2019 Achievement Results	Explanation of Variation
<i>Continued...</i>			Focus in 2020 is more time given in PD sessions for cross-curricular planning to happen and cross curricular learning projects once in each term. Hub leaders to share planning and thinking.

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	Middle Leaders Programme	Curriculum Team AP C&P	<p><i>Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership.</i></p> <p>Progress to date: July</p> <p>First round of middle leaders programme has been completed and we have provided a second opportunity for staff, which is for the whole year of 2019. The curriculum group have spent time on the leadership capabilities including a presentation from Katie Geary. Each HOD has a personal leadership goal.</p> <p>End of year:</p> <p><i>Final meeting / debrief with Charissa Barham (NZSS Netball). The program has been hugely successful in both supporting new middle leaders and in building the capacity of Aspiring leaders. 2020 three participants have been appointed into new middle leader positions (Deans x 2 , Aspiring Leader SLT).</i></p> <p>Next Steps:</p> <p><i>To offer more targeted support to middle leaders. A focus on line managers coaching to grow capacity rather than people management and task driven.</i></p> <p><i>MOE PLD Literacy, to work with selected HOD's, SCT and other middle leaders to develop coaching conversations and using data to lead reflective conversations.</i></p>
Term 1	Development of Departmental Reporting including data analysis	Principal AP C&P Curriculum Team BOT	<p><i>Middle leaders to use quantitative and qualitative data to identify problems or challenges in ways that open up real discussion and identification of needs, and solutions for our girls' and to share these findings with the BOT.</i></p> <p>Progress to date: July</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
			<p>Departmental reports completed. HOD's have opportunity throughout the year to report findings to the BOT; HOD's share possible next steps. A developing sense of inquiry, knowledge building processes to build capability. Reporting framework to be reviewed ahead of the end of the 2019 school year.</p> <p>End of year: Reporting framework review complete, with recommendations to be implemented in 2020 – school wide systems, processes and guideline</p> <p>Next Steps: New curriculum policy to be developed early 2020. MOE funded PLD plans (literacy/mathematics) continue the focus of developing data analysis skills with staff, including coaching conversations for further improvement.</p>
Terms 1-2	Review of assessment and reporting	AP C&P Curriculum Team Deans Team Academic Dean	<p>Through engaging with our school community develop an assessment and reporting plan which draws on a range of evidence to evaluate the progress and achievement and learning across the curriculum and which best meets the needs of our school community.</p> <p>Progress to date: July</p> <p>We have decided to continue this process for the duration of the school year. Rather than changing the existing structure in 2019, each stage of the current reporting framework is being reviewed as it occurs. A review team was set up at the start of 2019, they are responsible for collating evidence and forming a proposal for consideration to be presented to Curriculum Leaders and HOD's.</p> <p>End of year: Appointment of Aspiring Leader into the SLT for 2020 (WSCOL) with responsibility for leading the Physical Education and EOTC Hub along with taking a lead role on the reporting team.</p> <p>Next Steps: Proposal presented to Curriculum team. Modifications to reporting structure to be rolled out during 2020. New reporting policy/guidelines to be co-constructed to support the new reporting plan (early – mid 2020)</p>
Ongoing	Development of SENCO role	AP C&P RTL	<p>The development of a Diverse Needs register so that all teachers will have an increased understanding of the specific learning needs of the students in their class and the development of a kete of teaching strategies which work.</p> <p>Progress to date: July</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
			<p>Identification / referral process is ensuring an increasing number of students are being identified as needing specific teaching and learning strategies. Students are flagged on KAMAR with specific strategies listed for all staff to access. JULY SENCO and PN met with NZQA to ensure our processes for supporting students with Special Assessment conditions is robust. Awaiting final report.</p> <p>SENCO has regular and ongoing opportunity for PD. Meeting fortnightly with AP Curriculum. Development of clear transition processes for students entering Year 9 – strengthening relationships with contributing schools.</p> <p>JUNE – COL invited to pilot Learning Support Project. SENCO and School Counsellor working to create register.</p> <p>End of year:</p> <p><i>As above: The number of senior students receiving special assessment conditions in 2019 increased from 3 to 18. This will continue to increase. The work SENCO is doing with contributing schools and connected agencies to support students transitioning into HGHS is now well established and is now a best practice model. SENCO actively targets specific PD for teacher aides in the use of learning tools to support students eg. STEPS programme. SENCO has either lead or resourced an outside provider for whole PD in supporting and understanding the learning needs of students. Through these multiple actions, staff are now front footing the identification of students with learning needs and seeking support from her. Our team of teacher aides are now on permanent contracts.</i></p> <p>Next Steps:</p> <p><i>As above: Consolidation of the work from the past 18 months. Further development of the Special Assessment conditions register and the implementation of the conditions across the school year. Use of KAMAR for communication the needs and strategies of students. Strengthening the Teacher Aide team and developing closer relationships between teachers and teacher aides, which will benefit student learning. The appointment of LSC has led to a restructure of the reporting team – there will be a period of adjustment for both roles in 2020.</i></p>
Terms 1-3	Review of senior courses	Curriculum Team Academic Dean	<p><i>Develop a 2020 senior curriculum with an overarching lens of culturally responsive pedagogy, high expectations and which builds pathways for future career opportunities for all types of learners.</i></p> <p>Progress to date: July</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Term 4	Review of new junior performing arts and technology hub	HOD Music HOD Drama HOD Technology	<p>February – A timetable review committee established, which include Careers Advisor, AP, Timetabling team, students and some HOD's.</p> <p>June – HOD's informed that the current system of streaming senior core subjects would not continue into 2020. Courses to offer pathways of learning to support a range of different types of learners. Principal and AP visited Hauraki Plains College to explore what these senior pathways may look like. Curriculum team to reflect on whether a semester system may be a viable option for 2020.</p> <p>Timetable review team to present recommendations to Curriculum team mid-term 3.</p> <p>End of year: <i>Subject selection reshape – see above</i></p> <p>Next Steps: <i>Regular cycle of review for all courses embedded and recommendations included as part of the annual SPAR report. Review of HOD role and departmental structure scheduled for 2020.</i></p> <p><i>The development of a Technology and Performing Arts planning hub approach which builds on the students' passions/skills</i></p> <p>Progress to date: July</p> <p>Cycle has entered its second rotation at the start of term 3. Hub teams gathered voice from students at the end of the first rotation and have used this to modify program ahead of term 3. Providing a suitable dance teacher has been problematic, however a recent appointment hopes to rectify this for the remainder of the year.</p> <p>A larger than expected Year 9 cohort at the start of the year, has provided opportunity for a trial of an Inquiry Based learning hub. This will be reviewed at the end of the year, and inform junior curriculum decisions ahead of 2020.</p> <p>End of year: <i>Principal has shared the HGHS vision of junior curriculum (2-3 year plan). 2020 two cross curricular learning hubs will be trialled as a first step (Physical Activity and Design Innovation Hubs). These will provide a passion pathway for students leading into NCEA and beyond.</i></p> <p><i>Currently working through the appointment of HOD Performing Arts.</i></p> <p>Next Steps:</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
			<p><i>Two learning hubs are full for the 2020 start. New staff with cross-curricular strengths/interests have been employed. A cycle of review and reflection will be shaped for the duration of the year – this will inform our next steps beyond 2021.</i></p>

Completion	Actions	Person Responsible	Evidence & Monitoring
Ongoing	To create whanau based core classes in Year 9 with a focus on understand and develop high expectations and differentiation in each classroom.	Curriculum Team	<p>A schoolwide understanding that we will make the most impact through all playing our part – whanau based teachers will work as a collective</p> <p>Ako -share good practice.</p> <p>Progress to date: July</p> <p>Due to the Year 9 numbers, decision was made to make core classes House based, in an effort to strengthen relationship between pastoral and learning. PLD during terms 1 and 2 focused on developing staff skills in providing differentiated programs of learning for students to improve achievement for students. Ongoing developed program to ensure planning is relevant, real, and best meets the needs of our many Maori and Pasifika learners. MAY/ JUNE school successful in receiving Local Curriculum In-school Support through Evaluation Associates; selected HOD's had 1-1 planning time with Irene Anderson, we have applied for further funded support.</p> <p>End of year:</p> <p>Core based classes for all Year 9 and 10 classes for 2020.</p> <p>Next steps:</p> <p>Regular planning slots created for staff to collaborate around core groups of students working towards building cross curricular links.</p>
Ongoing	Continuation of Poutama Pounamu	Full staff	<p>Further strengthening of Te Reo Maori and Tikanga as evidenced in across all aspects of school life.</p> <p>Progress to date: July</p> <p>Poutama Pounamu has been timetabled into our terms 1 and 2 full staff meeting schedule. With some change in staff at the start of 2029, Akonga have been reviewed and reshaped to cater for this.</p> <p>End of year:</p> <p>Course completion end of 2019.</p> <p>Next steps:</p> <p>See above re: Maori Education plan development. Some staff will continue their personal development through enrolling in Te Reo.</p>

Completion	Actions	Person Responsible	Evidence & Monitoring
			<p><i>The principal is working with Dr Ann Milne as coach and appraiser – with a focus on building sustainable cultural practice across the school. A Board Personal sub-committee has formed and are also included in the appraisal conversations.</i></p>



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HASTINGS GIRLS' HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Hastings Girls' High School (the School). The Auditor-General has appointed me, Maxwell John Dixon, using the staff and resources of PricewaterhouseCoopers, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2019, 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 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 19 June 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 22 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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.

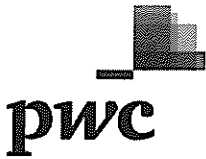
Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise 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 of Trustees.



- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees 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 of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Kiwisport Statement, and the Board of Trustees List which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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



Independence

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

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

A handwritten signature in black ink, appearing to read 'M. John Dixon', with a long horizontal flourish extending to the right.

Maxwell John Dixon
PricewaterhouseCoopers
On behalf of the Auditor-General
Napier, New Zealand