

HASTINGS GIRLS' HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 228

Principal: Catherine Bentley

School Address: 508 Pakowhai Road, Stortford Lodge

School Postal Address: P O Box 2441, Stortford Lodge, Hastings, 4153

School Phone: 06 873 1133

School Email: pr@hastingsgirls.com

Accountant / Service Provider:

Education  Services.
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HASTINGS GIRLS' HIGH SCHOOL

Annual Report - For the year ended 31 December 2021

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Members of the Board

Kiwisport

Analysis of Variance

Hastings Girls' High School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

AMATAKA JULI

Full Name of Presiding Member



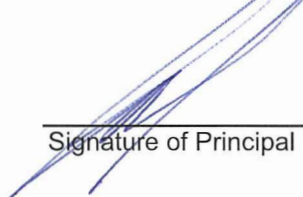
Signature of Presiding Member

31 May 2022

Date:

Catherine Sarita Bentley

Full Name of Principal



Signature of Principal

31 May 2022

Date:

Hastings Girls' High School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	8,577,664	8,483,530	8,014,806
Locally Raised Funds	3	230,403	49,200	383,352
Interest Income		17,189	16,000	52,285
Gain on Sale of Property, Plant and Equipment		5,662	-	7,188
International Students	4	24,650	13,273	122,072
Other Revenue		2,705	-	12,000
		8,858,273	8,562,003	8,591,703
Expenses				
Locally Raised Funds	3	115,095	37,750	307,432
International Students	4	2,170	585	27,560
Learning Resources	5	5,686,148	5,394,196	5,672,948
Administration	6	1,054,088	1,340,185	597,152
Finance		13,387	9,536	15,275
Property	7	1,443,754	1,735,331	1,735,845
Depreciation	12	239,462	199,451	219,692
Loss on Disposal of Property, Plant and Equipment		222	-	13,311
		8,554,326	8,717,034	8,589,215
Net Surplus / (Deficit) for the year		303,947	(155,031)	2,488
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		303,947	(155,031)	2,488

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 2021

	2021	2021	2020
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	2,937,021	3,341,124	3,603,212
Total comprehensive revenue and expense for the year	303,947	(155,031)	2,488
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	50,981	35,862
Gym Contribution to MoE	-	-	(704,541)
Equity at 31 December	3,240,968	3,237,074	2,937,021
Retained Earnings	3,240,968	3,237,074	2,937,021
Equity at 31 December	3,240,968	3,237,074	2,937,021

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 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	211,252	74,486	496,436
Accounts Receivable	9	420,344	328,399	357,433
GST Receivable		73,330	17,619	25,604
Prepayments		34,973	20,906	36,674
Inventories	10	19,464	143,133	27,484
Investments	11	2,010,043	1,759,710	1,544,073
Funds owed for Capital Works Projects	17	-	-	28,150
		<u>2,769,406</u>	<u>2,344,253</u>	<u>2,515,854</u>
Current Liabilities				
Accounts Payable	13	579,266	461,270	556,242
Revenue Received in Advance	14	33,901	203,312	64,939
Provision for Cyclical Maintenance	15	295,929	97,929	274,076
Finance Lease Liability	16	50,471	50,788	61,588
Funds held for Capital Works Projects	17	46,822	-	-
		<u>1,006,389</u>	<u>813,299</u>	<u>956,845</u>
Working Capital Surplus/(Deficit)		<u>1,763,017</u>	<u>1,530,954</u>	<u>1,559,009</u>
Non-current Assets				
Property, Plant and Equipment	12	1,599,573	1,808,101	1,547,253
		<u>1,599,573</u>	<u>1,808,101</u>	<u>1,547,253</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	68,430	464	71,884
Finance Lease Liability	16	53,192	101,517	97,357
		<u>121,622</u>	<u>101,981</u>	<u>169,241</u>
Net Assets		<u><u>3,240,968</u></u>	<u><u>3,237,074</u></u>	<u><u>2,937,021</u></u>
Equity		<u><u>3,240,968</u></u>	<u><u>3,237,074</u></u>	<u><u>2,937,021</u></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 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		2,909,769	2,154,338	2,242,724
Locally Raised Funds		218,242	49,200	374,025
International Students		24,650	13,273	50,609
Goods and Services Tax (net)		(47,726)	-	(7,985)
Payments to Employees		(1,300,053)	(932,535)	(1,018,796)
Payments to Suppliers		(1,540,902)	(1,553,890)	(1,523,291)
Interest Paid		(13,387)	(9,536)	(15,275)
Interest Received		19,557	16,000	72,639
Net cash from/(to) Operating Activities		270,150	(263,150)	174,650
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		9,570	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(191,486)	(43,500)	(287,795)
Purchase of Investments		(465,970)	-	(414,366)
Proceeds from Sale of Investments		-	200,000	830,003
Net cash from/(to) Investing Activities		(647,886)	156,500	127,842
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	50,981	35,862
Finance Lease Payments		(50,219)	(71,265)	(41,277)
Funds Administered on Behalf of Third Parties		142,771	-	(2,061)
Net cash from/(to) Financing Activities		92,552	(20,284)	(7,476)
Net increase/(decrease) in cash and cash equivalents		(285,184)	(126,934)	295,016
Cash and cash equivalents at the beginning of the year	8	496,436	201,420	201,420
Cash and cash equivalents at the end of the year	8	211,252	74,486	496,436

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

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

Hastings Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2021

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 and Training Act 2020. 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's 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 15.



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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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.

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

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

Other Grants

Other grants are recorded as revenue when the 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) 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.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) 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.

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:

Building Improvements	10-50 years
Buildings	10-50 years
Furniture and Equipment	5-15 years
Information and Communication Technology	3-5 years
Motor Vehicles	10 years
Textbooks	8 years
Leased Assets	3 years
Library Resources	12.5% D
Leased assets held under a Finance Lease	Term of Lease



k) 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.

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.

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) 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 students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

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

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

q) Shared Funds

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

r) 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

The 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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

The 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.

t) Borrowings

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

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

u) Goods and Services Tax (GST)

The 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.

v) Budget Figures

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

w) 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,973,759	1,954,887	1,870,779
Teachers' Salaries Grants	4,481,212	4,280,495	4,315,878
Use of Land and Buildings Grants	886,394	1,152,697	1,185,272
Other MoE Grants	1,146,830	1,038,203	558,433
Other Government Grants	89,469	57,248	84,444
	8,577,664	8,483,530	8,014,806

The school has opted in to the donations scheme for this year. Total amount received was \$102,000.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	4,375	-	3,107
Fees for Extra Curricular Activities	154,331	49,200	133,425
Trading	23,019	-	223,393
Fundraising & Community Grants	9,910	-	-
Other Revenue	38,768	-	23,427
	230,403	49,200	383,352
Expenses			
Extra Curricular Activities Costs	84,888	26,500	54,590
Trading	18,508	-	245,459
Vehicle Expenses	11,699	11,250	7,383
	115,095	37,750	307,432
<i>Surplus for the year Locally raised funds</i>	115,308	11,450	75,920

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	2	1	12
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
International Student Fees	24,650	13,273	122,072
Expenses			
Student Recruitment	1,000	-	10,524
Other Expenses	1,170	585	17,036
	2,170	585	27,560
<i>Surplus/(Deficit) for the year International Students</i>	22,480	12,688	94,512



5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	337,397	382,131	331,293
Library Resources	11,292	12,500	7,586
Employee Benefits - Salaries	5,166,253	4,798,295	5,151,924
Staff Development	19,318	29,000	19,264
Information & Communication Technology	115,351	124,120	129,203
Non Curricular Expenses	14,509	24,850	12,438
Non Curricular Sports	22,028	23,300	21,240
	5,686,148	5,394,196	5,672,948

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	9,669	9,000	8,790
Board Fees	4,968	5,060	5,025
Board Expenses	14,777	29,200	49,996
Communication	8,532	9,500	9,839
Consumables	25,284	34,500	40,995
Operating Lease	3,492	-	1,987
Legal Fees	-	2,000	-
Other	66,054	79,365	84,629
Employee Benefits - Salaries	235,000	222,560	223,159
Insurance	24,751	26,500	25,887
Service Providers, Contractors and Consultancy	26,400	26,500	25,440
Healthy School Lunch Programme	635,161	896,000	121,405
	1,054,088	1,340,185	597,152

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	16,843	13,200	11,240
Cyclical Maintenance Provision	18,399	50,423	43,156
Grounds	18,720	23,500	13,701
Heat, Light and Water	104,561	103,000	95,661
Rates	2,601	2,500	1,954
Repairs and Maintenance	56,994	49,500	47,473
Use of Land and Buildings	886,394	1,152,697	1,185,272
Security	4,454	3,500	3,935
Employee Benefits - Salaries	162,062	192,175	196,805
Consultancy & Contract Services	172,726	144,836	136,648
	1,443,754	1,735,331	1,735,845

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



8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	60,991	74,486	496,436
Short-term Bank Deposits	150,261	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>211,252</u>	<u>74,486</u>	<u>496,436</u>

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

Of the \$211,252 Cash and Cash Equivalents \$82,498 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	21,983	74	12,743
Receivables from the Ministry of Education	24,922	-	-
Interest Receivable	3,746	26,468	6,114
Teacher Salaries Grant Receivable	369,693	301,857	338,576
	<u>420,344</u>	<u>328,399</u>	<u>357,433</u>
Receivables from Exchange Transactions	50,651	26,542	18,857
Receivables from Non-Exchange Transactions	369,693	301,857	338,576
	<u>420,344</u>	<u>328,399</u>	<u>357,433</u>

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Canteen	-	1,848	-
Uniforms	19,464	141,285	27,484
	<u>19,464</u>	<u>143,133</u>	<u>27,484</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	2,010,043	1,759,710	1,544,073
Total Investments	<u>2,010,043</u>	<u>1,759,710</u>	<u>1,544,073</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	245,025	-	-	-	(6,142)	238,883
Building Improvements	371,593	36,461	-	-	(12,881)	395,173
Furniture and Equipment	419,413	146,707	(2,751)	-	(80,780)	482,589
Information and Communication Technology	150,263	104,643	-	-	(48,905)	206,001
Motor Vehicles	169,043	-	(1,158)	-	(20,063)	147,822
Textbooks	8,617	-	-	-	(1,311)	7,306
Leased Assets	150,136	7,494	-	-	(65,160)	92,470
Library Resources	33,163	608	(222)	-	(4,220)	29,329
Balance at 31 December 2021	1,547,253	295,913	(4,131)	-	(239,462)	1,599,573

The net carrying value of equipment held under a finance lease is \$92,470 (2020: \$150,136)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	307,064	(68,181)	238,883	307,064	(62,039)	245,025
Building Improvements	724,033	(328,860)	395,173	687,573	(315,980)	371,593
Furniture and Equipment	1,923,040	(1,440,451)	482,589	1,863,910	(1,444,497)	419,413
Information and Communication Technology	526,986	(320,985)	206,001	898,240	(747,977)	150,263
Motor Vehicles	277,422	(129,600)	147,822	280,903	(111,860)	169,043
Textbooks	109,263	(101,957)	7,306	109,263	(100,646)	8,617
Leased Assets	264,655	(172,185)	92,470	257,161	(107,025)	150,136
Library Resources	124,335	(95,006)	29,329	124,858	(91,695)	33,163
Balance at 31 December	4,256,798	(2,657,225)	1,599,573	4,528,972	(2,981,719)	1,547,253

13. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	161,474	106,277	67,021
Accruals	6,446	8,530	8,790
Banking Staffing Overuse	10,062	20,523	104,946
Employee Entitlements - Salaries	369,693	301,857	344,475
Employee Entitlements - Leave Accrual	31,591	24,083	31,010
	579,266	461,270	556,242
Payables for Exchange Transactions	579,266	461,270	556,242
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	579,266	461,270	556,242

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Income in Advance	-	4,061	209
Anonymous Shoe Donor	85	98	498
Parents Trust	26,665	38,617	32,098
R Kenwright Award 2019 - 2021	1,000	3,000	1,000
International Student Fees in Advance	-	157,536	24,650
International Students - Board Balances	2,967	-	2,967
International Students - Incidental Bala	3,184	-	3,517
	33,901	203,312	64,939

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	345,960	47,970	302,804
Increase to the Provision During the Year	46,741	50,423	49,861
Adjustment to the Provision	(28,342)	-	(6,705)
Provision at the End of the Year	364,359	98,393	345,960
Cyclical Maintenance - Current	295,929	97,929	274,076
Cyclical Maintenance - Term	68,430	464	71,884
	364,359	98,393	345,960

16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	58,878	50,788	74,657
Later than One Year and no Later than Five Years	63,351	101,517	115,172
Future finance charges	(18,566)	-	(30,884)
	103,663	152,305	158,945
Represented by			
Finance lease liability - Current	50,471	50,788	61,588
Finance lease liability - Term	53,192	101,517	97,357
	103,663	152,305	158,945



17. 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.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Tech Block Alterations	227462	(29,048)	-	29,048	-	-
Blk 30 LSC	218305	898	-	(898)	-	-
Boiler Decommissioning	227459	-	45,000	(14,693)	-	30,307
AMS30 IT/Fabric/Tech/Music	227462	-	20,000	(38,837)	-	(18,837)
Roof Remediation	227460	-	50,000	(41,810)	-	8,190
Floor Covering	227461	-	81,891	(77,882)	-	4,009
Toilet/Shower/Staffroom	227463	-	361,316	(321,324)	-	39,992
Blk10 Tap/Benchtop & Flooring	227458	-	11,606	(28,445)	-	(16,839)
Burst Pipe Remediation	229420	-	8,500	(8,500)	-	-
Blk20 Toilets Fire Damage	230193	-	11,435	(11,435)	-	-
Totals		<u>(28,150)</u>	<u>589,748</u>	<u>(514,776)</u>	<u>-</u>	<u>46,822</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	82,498
Funds Due from the Ministry of Education	(35,676)
	<u>46,822</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Hall/Stage Upgrade	151364	2,480	(7,685)	5,205	-	-
Fire System Upgrade	207347	(25,244)	57,248	(32,004)	-	-
Tech Block Alterations	227462	(4,090)	-	(24,958)	-	(29,048)
Gym Remediation	210845	59,323	-	(59,323)	-	-
Blk 30 LSC	218305	-	63,492	(62,594)	-	898
Totals		<u>32,469</u>	<u>113,055</u>	<u>(173,674)</u>	<u>-</u>	<u>(28,150)</u>

18. 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.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	4,968	5,025
<i>Leadership Team</i> Remuneration	1,685,596	624,464
Full-time equivalent members	15.78	5.67
Total key management personnel remuneration	<u>1,690,564</u>	<u>629,489</u>

There are 8 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (0 members) that met 8 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	-	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	11.00	4.00
110 - 120	1.00	3.00
120 - 130	3.00	-
	<u>15.00</u>	<u>7.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	-	\$45,899
Number of People	-	2



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$450,000 contract for the Boiler Decommissioning as agent for the Ministry of Education. This project is fully funded by the Ministry and \$45,000 has been received of which \$14,693 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$200,000 contract for the AMS30 IT/Fabric/Tech/Music as agent for the Ministry of Education. This project is fully funded by the Ministry and \$20,000 has been received of which \$38,837 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$500,000 contract for the Roof Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$50,000 has been received of which \$41,810 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$100,990 contract for the Floor Covering as agent for the Ministry of Education. This project is fully funded by the Ministry and \$81,891 has been received of which \$77,882 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$400,000 contract for the Toilet/Shower/Staffroom as agent for the Ministry of Education. This project is fully funded by the Ministry and \$361,316 has been received of which \$321,324 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$116,055 contract for the Blk10 Tap/Benchtop & Flooring as agent for the Ministry of Education. This project is fully funded by the Ministry and \$11,606 has been received of which \$28,445 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020:

\$0 contract for the Tech Block Alterations as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$29,048 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$81,746 contract for the Blk 30 LSC as agent for the Ministry of Education. This project is fully funded by the Ministry and \$63,492 has been received of which \$62,594 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).



23. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	211,252	74,486	496,436
Receivables	420,344	328,399	357,433
Investments - Term Deposits	2,010,043	1,759,710	1,544,073
Total Financial assets measured at amortised cost	<u>2,641,639</u>	<u>2,162,595</u>	<u>2,397,942</u>

Financial liabilities measured at amortised cost

Payables	579,266	461,270	556,242
Finance Leases	103,663	152,305	158,945
Total Financial Liabilities Measured at Amortised Cost	<u>682,929</u>	<u>613,575</u>	<u>715,187</u>

24. Events After Balance Date

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

25. Comparatives

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

26. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will 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 ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HASTINGS GIRLS' HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Hastings Girls' High School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2021, 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 2021; and
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, and our auditor's report thereon.

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

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

Independence

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

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

David Fraser

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

Hastings Girls' High School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jacqui Davis	Presiding Member	Elected	Sep 2022
Amataga Luli	Presiding Member	Co-opted	Sep 2022
Catherine Bentley	Principal		
Hannah Portas	Parent Representative	Elected	Dec 2021
Grant Russell	Parent Representative	Elected	Sep 2022
Anna Vignolini	Parent Representative	Elected	Sep 2022
Jason Whitiri	Parent Representative	Co-opted	Sep 2022
Jo-ell McDonald	Parent Representative	Co-opted	Sep 2022
Monique Goodson	Staff Representative	Elected	Sep 2022
Mercy Ili	Student Representative	Elected	Sep 2021
Zuggy Kireka-Russell	Student Representative	Elected	Sep 2022



Hastings Girls' High School

QUALITY EDUCATION FOR YOUNG WOMEN

Kiwisport

Hastings Girls' High School was pleased to receive Kiwisport funding to support students' participation of the \$16,772.

The funds were spent on wages for the sports department which had 2 members. We paid \$12,484 to a part-time Sports Administrator to support our Director of Sports in growing sports participation among our students.

Our sports department also spent \$22,028 on costs. The costs included transport costs, uniforms, equipment, stationery, and whole school sports days.

HASTINGS GIRLS' HIGH SCHOOL

ANNUAL STRATEGIC PLAN 2021

Strategic Goals		Core Strategies for Achieving Goals: 2018 - 2021
Students' Learning	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. To provide education which ensures that our students are well placed to achieve NCEA success and make successful transition to the future.	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.
School Performance	To govern and manage the school in ways that give priority to student learning according to their identified abilities and needs.	To respond to the expectations of our parent body and to be proactive in ensuring this engagement. To maximise learning time and to find ways of minimising learning disruptions, distractions.
Use of Resources	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.	To determine resourcing decisions to maximise student achievement.

ANNUAL SCHOOL IMPROVEMENT PLAN

Domain	Strategic Goal	Target	Short Report
Students' Learning	1. To enable our girls to be literate and numerate so that they can contribute to and be successful in society.	Level 1 NCEA – 90% -Māori 90% -Pasifika 90%	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.
		University Entrance Literacy Year 12- 75%	We would also like to increase the percentage of students achieving their UE literacy requirements in Year 12.
Student Engagement	2. 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.	100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR. 90% success in students working towards their learning goal.	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.
Curriculum Development	3. To develop and implement, a junior curriculum that works across all five competencies.	To work collaboratively across departments to develop planning and teaching and reviewing of four units in Year 9 which are locally based and are delivered through a lens of culturally responsive pedagogy. To develop and implement three Learning Hubs in the junior school.	Learning will be student centred and highly relevant to the lives and experiences of our mostly Māori and Pasifika students. 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.

ANALYSIS OF VARIANCE 2021

ANNUAL ACHIEVEMENT - GOAL 1

Domain: Student Learning

Goal: To enable our girls to be literate and numerate so that they can contribute to and be successful in society. He waka eke noa -*The canoe which we are all in without exception*

Monitoring: Progress report for the Board of Trustees to be completed by SLT at the end of terms 2 and 3 with predicted results at the start of term 4.

Key Improvement Strategies: Raising achievement in literacy and numeracy through culturally responsive practice

Historical Position	Achievement target	2021 Achievement results	Explanation of variation
Level 1 NCEA 82%	Level 1 NCEA: 90%	74%	<p>Our historical position appears to be based on a predicted pass rate at the end of February, whereas this year's data is taken as of 11.02.2022. If we were to use a similar approach to last year, our overall pass rate would sit at 78%, Māori 73%, Pasifika 92%. As with data gathered over the last 3 years, our numbers exclude students that did not complete the school year and students enrolled in a two-year program to gain Level 1. An increase of 26% in Level 1 for our Pasifika students substantial and is a direct result of our targeted strategic actions over the last 3 years.</p> <p>University Entrance Literacy continues to improve with another gain this year of 7% at Year 12.</p> <p>The shared responsibility across all staff to monitor UE literacy is an area we will strengthen in 2022.</p>
Level 1 NCEA Māori 78%	Level 1 NCEA: Māori 90%	69%	
Level 1 NCEA Pasifika 59%	Level 1 NCEA: Pasifika 90%	85%	
University Entrance Literacy in Year 12: 52%	University Entrance Literacy: 75% in Year 12	59%	

When	Activity	Person Responsible	Indicators of Progress
Terms 1 –2	Curriculum reviewing teaching and learning reflective process and resourcing to support our direction	<ul style="list-style-type: none"> – Specialist Classroom Teacher – Deputy Principal – Curriculum & Pedagogy 	<p>Teaching and learning professional development to develop staff capability to analyse and use data to inform learning.</p> <p>July progress to date: A number of staff PLD workshops were held i) understanding Easttle data ii) Using Easttle Data, targeting students to differentiate. iii) Literacy strategies using data. Next steps to embed this understanding and continue with PD through departments and Hub/whanau class groups. SPAR 2021 to Board in Term 1 - departments developed staff capability in presenting data to the team, analysis focuses on the impact of changes made to teaching and learning. Term 3, with a revised meeting structure provides more time for Departments to analyse data, review and plan using targeted strategies.</p> <p>End of Year:</p> <ol style="list-style-type: none"> 1. Term 4 PLD all focused on Hub Development – planning teams met every Friday to complete the planning tool step by step. 2. Term 3 department meeting structure has proved successful and we will continue with this into 2022. 3. The targeted strategies will be school wide – appointment of a WSCOL Literacy for 2022 to develop a literacy committee and kete of strategies across curriculum areas 4. The development of the curriculum planning tool will provide clarity for HoDs in regards to skills, knowledge and vocabulary in their learning areas <p>Next steps:</p> <ol style="list-style-type: none"> 1. Implementation of our literacy specialist, including RTLB training.

			<ol style="list-style-type: none"> 2. Agreed kete of literacy strategies and targeted PLD for staff led by Literacy coordinator WSCOL. 3. Development of a literacy committee 4. Full implantation of curriculum planning tool 5. Ongoing deliberate time at PD mornings focused on Hub curriculum development and teams planning together 6. Easttle unpacked within Hubs for all staff to grow literacy understanding of students 7. NCEA opportunities for literacy across curriculum areas to be developed and unpacked with early identification and intervention for students needing this. (tracking and Monitoring)
All Year	Continued development of growth coaching as part of best practice	<ul style="list-style-type: none"> – Specialist Classroom Teacher – Deputy Principal – Curriculum & Pedagogy – Lara Meyer 	The development of growth coaching conversations with the aim of building school wide culturally sustainable practices and bettering students' achievement.
			<p>July progress to date:</p> <p>The end of term 1 saw the introduction of our new Professional Growth Cycle Model, based on the new Teaching Council guidelines and aligned with our work on Evidence based coaching and observation. A number of workshops were offered to staff presented by staff and providers – Staff chose two of:</p> <ul style="list-style-type: none"> i) Unpacking the Standards from Te Ao Māori perspective, ii) Growth Coaching, iii) setting goals, iv) PGC guidelines and topics (all staff). <p>The vision is that this PGC is aligned with current strategic direction of the school, literacy, hubs, Te Tiriti O Waitangi or PCT journey and not an extra. A new model of peer coaching has been introduced and staff can work alone on their PGC or in groups.</p> <p>The decision has been made not to pursue the EBO tool, rather to grow coaching expertise in-house.</p>
			<p>End of Year:</p> <p>All staff completed PGC reflections at the end of 2021 related to Hub curriculum planning.</p>

			Use of smartsheets to record and track
			Next steps: 1. PGC will start Term 1 and have a fresh shape.

All Year	Continuation of numeracy professional learning and development, including mathematics staff focusing teacher as inquiry on numeracy. Development of cross curricular opportunities to embed numeracy. <ul style="list-style-type: none"> - Increased classroom observations and working with Academic Quality Management Team to map, track and have targeted actions for students towards NCEA. - Head of Department keen to build bridges sharing practise with Intermediate schools' teaching of Mathematics. 	<ul style="list-style-type: none"> - Deputy Principal - Curriculum & Pedagogy - Head of Department Mathematics - Mathematics Department - Jim Hogan 	Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.
			<p>July progress to date:</p> <p>The Numeracy project work has focused on the use of Easttle data to inform curriculum design and pedagogy. This is the second year of the new Junior Curriculum design in Mathematics. Recent Easttle data shows a significant movement of all students in both Hubs and Whanau classes up NZC levels. It is the second year that the Hubs have demonstrated the same, or better, movement in Mathematics as other classes. The Mathematics department were featured in Tokona Te Raki Research sent to the Ministry of Education in Wellington as a positive example of removing streaming and providing differentiated classes. Next steps are for the HoD to build relationships with Intermediate schools and teaching of Mathematics.</p>
			<p>End of Year:</p> <p>The numeracy report (Dec 2021) continues to show progress in student achievement and teacher efficacy in using data to develop teaching and learning. Successful PLD application for 2022 Jim Hogan worked with Science department to grow cross over numeracy opportunities Development of 1MANY to include Geography/science and business – as well as maths into 2022.</p>
			<p>Next steps:</p> <p>2022 – PLD on assessment for learning using Jim Hogan. Implementation of Numeracy course at L1 Intervention early in 2022 with students as needed.</p>
All year	Build and implement an annual plan for targeted professional learning and development which best meets the needs of	<ul style="list-style-type: none"> - Principal - Deputy Principal – Curriculum & Pedagogy 	<p>Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.</p> <p>July progress to date:</p>

	<p>our staff and supports the strategic direction of the school.</p> <ul style="list-style-type: none"> - Margaret Ross to return to start the 2021 year – working with all staff and in Term 2. - Bill Hamilton to work with smaller groups including the Board as they start to shape the new strategic plan. - Continued development of 90-minute lesson and differentiation will remain a priority. - Embedding restorative practise will continue to be a focus. 	<ul style="list-style-type: none"> - Professional Learning and Development Team 	<p>Margaret Ross returned to us at the start of the year for a full staff PD session on classroom management “Starting the year positively”. This helped our staff to develop routines instead of rules. Setting up structure and routines were better ways to develop the relationship with students as they will get to co-construct the routines in the classroom. We saw this as a very positive start to the year and staff were highly engaged in the session.</p> <p>Margaret Ross returned to us at the end of Term 2 where the focus was centred around the Deans, and they looked at “Motivational Interviewing”. This was again hugely beneficial to the Dean’s team as it is another skill that they can put in their tool kits and was a good opportunity for the Deans to network with other schools in our area.</p> <p>Systems and processes have been set up for staff PD to create and implement a transparent annual plan and map of all PD, costs and feedback. There are PD committee meetings every 4-5 weeks with regular agenda items</p> <ul style="list-style-type: none"> i) PD approval, ii) Friday PLD planning, iii) PLD applications and this committee has members from operational, administrative and pastoral teams as well as curriculum. A smartsheet tracks all staff PD and costs and there is a new application process which includes staff justification for the PD and how they will feed it back into the school community. We have been very fortunate that all staff (approx. 10) who have applied for subject specific conferences have been awarded PPTA grants for travel, fees and costs. This is significant in reducing costs and allowing more staff to access PD. Staff have attended Media Studies, Technology, Social Studies, Science, Drama, Mathematics and Samoan conferences on this basis. <p>The school has been awarded 50 hours for Te Tiriti O Waitangi PLD with Bill Hamilton and Whare Isaac Sharland with a specific focus on partnership in the Strategic Plan 2022-25 and curriculum design.</p>
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			<p>The Board are in the process of engaging an external provider to support them through the strategic review process.</p> <p>Two HoDs (Science and Performing Arts) are continuing work with the Curriculum Design Model in conjunction with the Knowledge Rich Schools project at University of Auckland. Next steps are to develop this model with other HoDs.</p> <p>Embedding restorative practices continues to be something that we work towards. Staff are more willing to use restorative ways but more training in this area still needs to be completed for us to be fully effective in this practice.</p> <p>End of Year: PD deliberately focused on Hub Curriculum planning PD committee established Restorative practises embedded throughout the school – stand down and suspension rate significantly reduced throughout the year and demographic representation is equal in the data.</p> <p>Next steps:</p> <ol style="list-style-type: none"> 1. Continue to host Margaret Ross mid year for Hawkes Bay PCT days – possibly whole staff on an Accord day 2. Further development of the Akina Coach role with a focus on monitoring and mentoring senior students and early intervention (Tracking and monitoring)
All Year	<p>Continued development of Learning Support Coordinator role to support transition of students between and within HGHS.</p> <ul style="list-style-type: none"> – Continue to refine the process particularly around the interviews to ensure we can capture the students' needs earlier. – Uniform shop to be located off site and no longer under HGHS umbrella. 	<ul style="list-style-type: none"> – Principal – Learning Support Coordinator 	<p><i>To develop a set process 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> <p>July progress to date: Review Student Profile sheet with Deans completed. Discuss with SENCO any additions that need to be made. Information will be sought directly for LSC, SENCO as early as possible to ensure applications are being made for ICS funding. Work on's: Transition plans for students exiting HGHS. Development of process to ensure all students leave with a transition plan. Liaise with Deans and Nga Ara to ensure this is completed.</p>

	<p>– Learning Support Coordinator will develop the transition team which will include Careers, Gateway, SENCO, ELL and Star leaders. The purpose is to strengthen and streamline systems and processes to meet the pathway needs for girls in and out of school.</p>		<p>Use Alt Ed and Ākina more effectively. We have increased the referrals to both so far this year and have had some very good results.</p> <p>Students transitioning back into school with less incidents reported both in and out of the classroom.</p> <p>Referral systems developed for both SENCO and Guidance Counsellor. These will be stored electronically in the Teachers Toolkit.</p> <p>Working to develop an ‘inculcation’ plan to support students transitioning into HGHS. This will be a whole school approach targeting all aspects of school life. A 360 review at the end of week 6 2022 will provide feedback for the plan moving forward.</p> <p>Uniform Shop has moved off site and stock has been transferred to The Uniform Group, who are now our independent supplier of the school uniform.</p> <p>End of Year:</p> <p>Development of transition process and plan for students leaving throughout the year – DP pastoral and LSC involved in process and meet with whanau and have an exit interview. Gather data to inform for improvement</p> <p>Whakawhanaungatanga map has been developed for start of 2022 Year 9 and all Juniors</p> <p>Use of Alternative Education and Akina successfully in Pastoral support plan.</p> <p>Development of flexible transition processes responsive to Covid restrictions – use of technology to film and video</p> <p>Next steps:</p> <p>Principal to build a relationship with new Principal of Heretaunga as part of Kahui Ako and to build reciprocity pastorally and curriculum connections</p> <p>Continuing to refine and build our transition plan</p> <p>Video Hubs and other events to share on social media for Year 8s.</p>
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All Year	<p>Establish an Academic Quality Management Team</p> <ul style="list-style-type: none"> - To monitor student progress through course-specific academic checkpoints and respond accordingly as soon as students meet criteria placing them either at risk or in need of extension. - The cornerstone of this system will be a newly developed course outline and assessment plan for each individual course 	<ul style="list-style-type: none"> - Principal - Deputy Principal – Operations - Careers Advisor - House Deans 	<p><i>Data will be used throughout the school to identify gaps in student learning.</i></p> <p><i>Professional development will build teachers’ and leaders’ data literacy skills; kotahitanga</i></p> <p><i>Increasingly, students and or whānau included as part of these conversations.</i></p> <p>July progress to date:</p> <p>The academic quality management team now consists of a Year 13 Academic Dean who works in conjunction with the Pastoral Deans who oversee Year 11 and Year 12 academic tracking.</p> <p>‘At risk’ tracking process set up July 2021 to catch NCEA level 1 students who will need more support and a specific programme on Fridays to gain credits.</p> <p>Ongoing targeted support for AKINA coaches, helping them track and map credits</p> <p>Targeted endorsement mentoring to start at the beginning of term 3 – this will support students aiming for a M or E Endorsement.</p> <p>End of Year:</p> <p>Year 13 academic tracking has been successful and this will provide a model for 2022 academic tracking and mentoring for yr 11 and 12. Learnings for us have been around the value of face to face communication, teams meeting</p> <p>Return from Covid the focus was Hauora and academic took a back seat and on Year 13 and their pathway. Year 13 tracking similar to 2020.</p> <p>Implemented Literacy and NCEA achievement emergency tutorials in term 4 2021 – the success of this was due to huge staff input. There was a deliberate employment of non-teaching staff to assist in this Term 4 programme.</p> <p>Next steps:</p> <p>Two systems will be run in conjunction</p> <ol style="list-style-type: none"> 1. Akina coaches tracking academic pathway during Term 1 with tools and support from DP (PN)
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			<p>2. Data Based analysis with Deans beginning Term 1 in regular meetings between Deans and DP (PN) – focused on early intervention with students.</p> <p>Once at-risk students identified they will have structured and deliberate support in Study and Kahui. These will be timetabled. Whanau hui will take place at this point. Identification of barriers for these students in order to improve teaching and systems and cross curricular opportunities.</p>
All Year	<ul style="list-style-type: none"> Visual tracking of ‘Names and Needs’ 	<ul style="list-style-type: none"> Learning Support Coordinator Deputy Principal - Pastoral 	<p><i>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> <p>July progress to date: Deans and Pastoral Team continue to use the wall. The Deans are making a deliberate approach in ensuring Akina Coaches are recorded as significant adults if they have a genuine connection with students and are aware of their story.</p> <p>End of Year: Best use of Names and needs was in transitioning out – left space on wall and could track students and levels – then Deans could meet to discuss stories.</p> <p>Next steps: To be used in 2022 with the plan of incorporating that into Kamar as an online process.</p>
All Year	<p>Further development of Departmental / Team goals – targets and connected to annual targets and goals.</p> <ul style="list-style-type: none"> Curriculum leaders will continue to set goals around 	<ul style="list-style-type: none"> Principal Deputy Principal - Pastoral Deputy Principal – Curriculum & Pedagogy Learning Support Coordinator 	<p><i>A school wide focus (narrowing and sharpening) on the 2021 strategic learning priorities.</i></p> <p>July progress to date: All departments developed detailed SPAR with more involvement from teaching staff in 2021, these were presented and discussed in start of the year department and curriculum group meetings.</p>

	<p>teaching and learning development.</p> <ul style="list-style-type: none"> - KERU project to continue and AU want to apply for TRIF for 2022 solely with HGHS. - The Hauora Team will continue to form part of our regular meeting cycle. Exploring the possibility of establishing mirimiri as part of our hauora vision. - Pastoral team to develop an AKINA girl vision - Establishment of Academic Quality Management Team - Establishment of Business Manager Role 	<p>- Deputy Principal – Operations</p>	<p>Departmental goals were set with annual targets and specific alignment to Strategic vision.</p> <p>KERU – UoA did not get the funding and the project will finish in 2021</p> <p>A formal Assessment and Moderation plan has been developed in which teachers register their assessments, expected assessment dates and re-assessment opportunities before the commencement of each individual course. This system then prompts for and captures internal moderation evidence and student acknowledgement of achievement, as well as functioning as a running record of assessment at the school.</p> <p>This plan forms part of the broader Academic Quality Management Plan – a working document that has been created and from which the Academic Quality Management System is enacted.</p> <p>Hauora meetings have included Neurodiversity and Trauma the effects on the Brain.</p> <p>The first meeting was on the roles of specialists and how we work together.</p> <p>Family Violence Co-ordinator for the Police. Spoke to the groups around the trends in our community and how we can best help our students.</p> <p>Continuing to develop no traditional ways of assisting students heal from trauma needs to be a priority. Mirimiri is one of the possible therapies.</p> <p>AKINA girl vision has being put on hold as needs to be part of a bigger whole school strategic plan.</p> <p>A review of the PA position and its alignment with the school Leadership model has resulted in its disestablishment and the shaping of a new position of – Business Manager. In this role focus will be given to developing system and processes to support staff in their projects, and public relations manager. To be reviewed again at the end of 2021.</p> <p>End of Year: BoT and SLT are working with an outside provider to review and refresh our Strategic Plan.</p>
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			<p>HGHS won the PM Excellence award for leadership Curriculum structures review and survey (Grow HR) to streamline structures to support new curriculum development New Department established Nga Ara Reo me ona Tikanga Review of line management of teams and some changes made Review of itinerant music teacher programme</p>
			<p>Next steps: Monitoring the success of the new management of teams Support and check in processes with the Hub Coordinators.</p>

ANNUAL ACHIEVEMENT - GOAL 2

Domain: Student Engagement

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*

Monitoring: Regular monitoring of academic goals by DP report of progress to the BOT with predictions of progress start of term 3. Academic monitoring via Deans and Academic Dean.

Resourcing: As detailed in the PLD plan

Historical Position	Achievement target	2021 Achievement results	Explanation of variation
Individual learning goals introduced to the school in 2019.	100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR.	90% students had a learning goal recorded at the start of the year. This goal was shared with whānau and used to track and map progress against.	New students arriving at school throughout the year, students not in attendance when goals were initially shaped. With focus on monitoring and tracking being sharpened in 2022, this should address this issue.
Close monitoring and mentoring of students to support them in achieving their individual learning goals introduced in 2019.	90% success in students working towards their learning goal.	Refer to results in target 1 for senior students. Data not collated for junior goals.	Interruptions due to COVID and our schoolwide decision to limit contact where possible, our plan to have multiple Hui with whānau was somewhat reduced. Should this continue into 2022, we will need to find more creative ways to ensure connection is maintained. Our schoolwide focus shifted from academic achievement being the priority to hauora.

When	Activity	Person Responsible	Indicators of Progress
All Year	– Strengthening HGHS Pasifika community group.	– Pasifika Dean – Teacher in Charge Samoan	<i>Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement.</i>

	<ul style="list-style-type: none"> - Growth of Samoan pathway. - Continued development of Lalaga se fou space. 		<p>July progress to date: We continue to benefit from the impressive leadership of our Pasifika Dean and TIC Samoan Excellent results from L1 Samoan 2020 has led to the growth of L1 and L2 NCEA on offer. For the first time HGHS and HBHS connected with community and led a week of learning and events to celebrate Samoan Independence week. This culminated in a Samoan evening attended by the community from both schools. The development of Lalaga Se Fou into a bigger classroom and as Kahui space on a Friday. A new Junior Hub for 2022 – Tautua Pasifika Academic and wellbeing Tracking of Pasifika students by the Pacifica Dean including pathways after school with CENZ for two students. \$20,000 Funding awarded from the Ministry Pasifika Innovation Funding for a Youth lift up/homework club in conjunction with the Pasifika Community \$1800 funding from the Bilingual Funding for an in-house Expert in Samoan Language and Culture to work with students and teacher</p> <p>End of Year: Independence Week innovation in connection with HBHS – annual event started Holiday programme for Tupulaga ma Taeaο – just for HGHS 2021 due to Covid restrictions but 2022 this will be expanded The Tautua Hub was a popular choice Pasifika Dean hours extended to support the work done to help students. Pasifika student invited to Hui in Wellington around Pasifika Leadership.</p> <p>Next steps: Growth of Expert Partner for the Hub – 2022 NZEI Pasifika Fono – Principal to be guest speaker</p>
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			Appointment of Tupulaga Ma Taeao (Youth of Tomorrow) Coordinator Expansion of programme
All Year	<ul style="list-style-type: none"> - Develop a Māori community group - The Board of Trustees are looking to engage an external provider from Ngāti Kahungunu to lead us through the envisioning of our strategic plan. 	<ul style="list-style-type: none"> - Principal - Board of Trustees - Senior Leadership Team - Within School COL Māori 	<p><i>Partnering with Whanau and Iwi to establish a strengths based / high expectations approach to raising Māori achievement.</i></p> <p>July progress to date: Kapa Haka Whānau Community Group re-established and investment from Board of HGHS and HBHS into kapa haka tutors and noho marae. Te Ropu Mana Huia qualified at regionals for Nationals in 2022. Growth on WSCOL lead to develop Te Reo Māori with Teachers, waiata and school tikanga. She provided weekly teaching for staff and led staff PD on Te Ao Māori in the teaching standards. Next step is an effective teacher profile that feeds into observation, further development of staff Te Reo, tikanga, waiata and the building of Te Ao Māori within curriculum design. Funding of 50 hours awarded to work with Dr Bill Te Puia Hamilton on Board Strategic planning.</p> <p>End of Year: BoT appointed consultant to work with the teams on the new strategic plan. She has met with us twice to begin this work. Expert partners in Matauranga Maori for Hubs budgeted for through money from the PM award. These relationships have been started with Hub Coordinators Growth of Puhoro STEM programme in to Year 11 and Juniors School Haka and waiata developed with students Staff have weekly Waiata practise Relationship with NKII and HGHS has gone from strength to strength as evidenced through our invitation to a NKII/ERO pilot looking at evaluation through a Te Ao Maori lens. HGHS invited to present at the NKII STEM Forum Effective Teacher Profile of Maori Students developed by WSCOL Mana Wahine development</p>

			<p>Next steps: Strategic plan finalised NKII/ERO pilot continues Development of Matauranga Maori Curriculum map Effective Teacher Profile implemented along with teaching and learning observation process development in alignment Continued building of the 'Way we do things' at HGHS through lens of Te Ao Maori</p>
Terms 1 and 3	<ul style="list-style-type: none"> - Pasifika Hui - Māori Hui 	<ul style="list-style-type: none"> - Senior Leadership Team - Within School COL Māori - Pasifika Dean - Board of Trustees 	<p><i>Building and maintaining high trust relationships in the form of a partnership with the Māori and Pasifika communities. Creating authentic and regular opportunities for us to listen and respond to the needs of the school community.</i></p> <p>July progress to date: During the process of application for the PM excellence award we sought feedback from community members and whānau. The feedback indicated that we have come a long way to building trust and families feel welcome in our school. They feel their daughters are raised up and inspired to be their best, and believed in. Next steps are to establish a Māori Council. This work run parallel with the current student council but will be built for Māori by Māori. The Creatives in school project awarded to HGHS – Creating a Mural has enabled junior students to work with a local Pacifica artist and community to create a mural for an outside wall showcasing inspirational woman from tangata whenua The youth group funding from the Pasifika Innovation fund will help us develop more community ties with our Pasifika Community. We still need to have the hui with community to listen to further needs.</p> <p>End of Year: Announcement of first Amorangi and Amokura student leaders on student leadership team and as leaders of Maori Council</p>

			<p>Mural completed – and further junior murals completed Two Creative in Schools Projects/PLD awarded to HGHS for 2022 – Darryl Thompson (Art/Rapper) and Renata Nepe for Kapa Haka Tutor for Nationals</p> <p>Next steps: Establishment of the Maori student Council Mapping of expert partners and sharing of data with iwi Hope to have Hui and Fono in the community dependent on Covid restrictions Review of events such as Prize Giving to ensure they align through this lens Developing a cultural space outside Te Waiwaia to serve multiple purposes including Powhiri.</p>
All Year	<ul style="list-style-type: none"> – Further development of the ĀKINA coach – development of Ākina Coach handbook supporting Ākina Coaches in mentoring students. – Development of My Mahi across the school – Staff website built with links for all systems and key processes/information – Development of Sports Vision. 	<ul style="list-style-type: none"> – Deputy Principal – Deans Team – Deputy Principal – Operations – Learning Support Coordinator – Careers – Head of Department Physical Education and Health 	<p><i>Developing collective efficacy across the school to support our girl in her journey through HGHS and in preparation for her tomorrow.</i></p> <p>July progress to date: Still further development of Ākina coach is needed. We have reinstated the Akina coach meetings with the deans. This is so that the deans can help and support Ākina coaches with their needs. We have set aside in Deans meeting a 10min timeslot to talk about all things that relate in this area. This is still a work in progress. Ākina Coach Handbook is now in the teachers Toolkit and on the staff website. My mahi is at this stage being used by Nga Ara. This will be possibly looked at in stages for other areas of the school.</p> <p>End of Year: My Mahi on hold as a platform as Kamar Upgrade was the focus Connection with Dingle Foundation to build programmes for 2022 Careers Appointment of Kete Coordinators and development of a programme Shemozzle held again</p>

			<p>Next steps: Akina coaches Term 1 mapped out underpinned by the monitoring and tracking plan and whakawhanaungatanga map Deliberate Careers programme timetabled for all students, Dingle programme for disengaged students Kete programme embedded in yr 12-13 Study time sports strategic vision ready for consultation for SLT</p>
All Year	<ul style="list-style-type: none"> - Strengthen communication within and beyond school. - Building school website, Pānui and Facebook - Development of staff website. - Building individual capacity of staff in project management. 	<ul style="list-style-type: none"> - Principal - Board of Trustees - Business Manager 	<p><i>Streamlining of school wide communication</i></p>
			<p>July progress to date: As we carry on developing our communication channels, such as Facebook, Instagram, and the school website, we are strengthening our connect with whānau, students and staffs. The school website continues to be improved upon, with a focus on 'our learning' and 'enrolment' as priority areas. We have increased our Facebook posts resulting in more likes and comments on our page. We now have an Instagram account, where posts are more focused towards our students. Work is underway to upskill specific staff in strategic planning, with an outcome of defined marketing strategics for each department and systems in place to streamline activities to ensure that all areas, have equal opportunities to promo activities to better support funding applications and to build brand identity.</p>
			<p>End of Year: Our Return to Work planning Embedding of Panui as one stop shop communication to staff Sports website developing</p>
			<p>Next steps: Sports Website launched and utilized Ensure that staff use the Panui as their main form of communication so whole staff email addresses only with SLT/Admin Continued development of expertise in project management across SLT and SLT become expert communicators</p>

All Year	<ul style="list-style-type: none"> - Create meaningful opportunities for whānau to engage in conversations centred around their students learning. - further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders. - Continue to provide opportunities to engage with whānau kanohi ki te kanohi. 	- Deputy Principal Operation	<p><i>Establish a reporting schedule in response to the findings in the Reporting Review.</i></p> <p>July progress to date: Student learning goal-driven reports are in their third iteration and have been well received by whānau. A junior progress hui has been successfully undertaken in Term 1 of 2021. A senior NCEA passport (Term 1) with learning goal and NCEA progress summary (Term 2), were again circulated in Term 1, but may well be replaced by a digital version via the My Mahi app at a later stage. The above documents are used to inform discussions held with ākonga and whānau at the Senior Progress Hui (Term 2) and Senior Pathways Hui (Term 3).</p> <p>End of Year: Disruption to the school year due to COVID has resulted in the need for us to be flexible around both the timing of reporting and the way in which we engage with whānau. We have agreed on the need for us to publish our reporting plan with staff and whānau at the start of the year with the hope that this will give clarity for all. Not being able to meet kanohi ki te kanohi with whānau is a huge challenge for us all and will need rebuilding in 2022. The development of the Monitoring and Tracking map will also add a crucial element to this process.</p> <p>Next steps: Publish the plan and approve the academic dates calendar Hub Graduate Profiles developed that Hubs report against</p>
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ANNUAL ACHIEVEMENT - GOAL 3

Domain: Domain Curriculum Development

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 tangata - *together weaving the realisation of potential*

Monitoring: How are we going? Use the Now What? So What? End of unit reflection framework to review each curriculum unit

Historical Position	Achievement target	2021 Achievement results	Explanation of variation
Streamed classes based upon PAT tests taken on first day of school at HGHS. Once in a class, students were looked into its specific pathway.	To complete planning and teaching of four cross-curricular units in Year 9	Cross curricular units have been completed across the three learning hubs as part of the trial of our junior learning hub curriculum.	We have achieved our target. Learning from this has informed our next step – to have all the junior school in Learning Hubs from 2022. Students will self-select a hub based upon their own particular interests, skills and talents and through using our Curriculum Design planning tool, we will build curriculum which places equitable value upon Mātauranga Māori and subject specific knowledge.

When	Activity	Person Responsible	Indicators of Progress
Ongoing	<ul style="list-style-type: none"> - Building capacity with our Senior and Middle leaders - Continue to refine and build SLT way of working as a team where feedback, reflection and growth becomes fluid and safe. - Working together to support Middle leaders and on projects. - School Business manager having oversights of projects and upskilling us in managing these. These ways of working will role model for middle leaders' best practise and provide strong communication channels for Middle Leaders. 	<ul style="list-style-type: none"> - Deputy Principal – Pastoral - Deputy Principal – Operations - Deputy Principal – Curriculum and Pedagogy 	<p><i>Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more targeted support to middle leaders. A focus on online managers coaching to grow capacity rather than people management and task driven. Opportunity for PLD as an SLT around HR best practice and managing difficult conversations.</i></p> <p>July progress to date: Continued meetings with Middle leaders on an individual basis to grow their leadership.</p> <p>End of Year: Appraisals with HoD's</p> <p>Next steps: HoDs to develop strong relationship with new DP C&P HoDs developing intentional curriculum work in Dept meetings to align with Hub development HoDs to explore opportunities at a senior level for naturally occurring evidence to be used to support student achievement.</p>
Terms 1 - 3	<ul style="list-style-type: none"> - Establish a working party/team to review and develop the HGHS Curriculum Policy. 	<ul style="list-style-type: none"> - Principal - Deputy Principal – Curriculum & Pedagogy - Board of Trustees 	<p><i>New curriculum policy to be developed which supports, guides and reflects our curriculum</i></p> <p>July progress to date: This has started with a departmental curriculum structural review consisting of i) HOD/Asst HOD meetings with DP Curriculum ii) Survey to all staff by departments iii) data collection of numbers of staff working across departments Next steps are to provide a draft curriculum policy which also includes recommendations from above, learning support (with LSC and SENCO) and enrichment, dux and data.</p>

			<p>End of Year: SLT approved recommendations and all have been implemented</p>
			<p>Next steps: nil</p>
Ongoing	<ul style="list-style-type: none"> - Development of SENCO role - To have Teachers and Teacher Aides working collectively on planning directly with each other. - SENCO to become more focused on students' individual needs and assessments and meeting with families. - Teacher Aides to attend all curriculum and student-based professional development meetings 	<ul style="list-style-type: none"> - Learning Support Coordinator 	<p><i>Further development of the Diverse Learners Register. Which includes students with Special Assessment Conditions and specific learning needs including those who are working on an accelerated learning plan. Supported Learners will have a purple triangle on Kamar for communicating 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>July progress to date: Develop a strengths-based training programme with Teacher Aides sharing their expertise with others. Training as reader writers is also planned. As hub develop next year the Teacher Aides will be involved as much as possible in planning alongside Teachers.</p> <p>End of Year: The Teacher Aides continue to go from strength to strength. We are becoming increasingly strategic in our appointments, ensuring staff have the skills and strengths to best support our learners. An ever-increasing number of students require Special Assessment Conditions; this is as a result of early diagnostic testing and fine tuning systems and processes for identifying students requiring extra learning support. Discussion around the process for IEP's for students needing extension in one or more subjects; next year this will fall under the umbrella of SENCO and LSC. The transition plan for students requiring extra learning support has meant they are placed into hubs (of their own choice) with teacher aides attached.</p> <p>Next steps:</p>

			<p>SENCO and LSC doing Pearson treatment to identify students with Learning needs.</p> <p>Continued growth of Diverse Needs register including Gifted and Talented (all areas of sport, academic and cultural) and process of IEP moving forward</p>
Ongoing	<ul style="list-style-type: none"> Establishment of a Hub based junior school 	<ul style="list-style-type: none"> Principal Deputy Principal – Curriculum & Pedagogy 	<p><i>Building a hub approach to student learning, which builds on the students' passions/skills. 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> <p>July progress to date:</p> <p>A team was built with a WSCOL role allocated to a curriculum systems person, and a fixed term MU for a Hub Design Project leader. A detailed plan was put together with clear processes. HoDs were upskilled and brought into collaboration, then departments and then the whole staff. Time in staff meetings has been given to ensure all staff understand the HUB vision and structure. Processes have been set up for Hub Selection. An information letter and evening were used to communicate with year 9 parents. The website has the new Hub information for 2022. Next steps are to create the timetable design and staff leads, and to continue embedding differentiation strategies in staff PD</p> <p>End of Year: Much of the focus for term 3 and 4 has been preparing for the roll out of our new junior curriculum. The launch of Catherine Bentley's curriculum planning tool has provided the structure for planning and mapping of Matauranga Māori, subject knowledge, skills, and literacy. Critical Consciousness will explicitly taught across all hubs building in NZ Histories and helping students examine, disrupt and challenge wrongs which have occurred in the past. Throughout the remainder of the year, all department meetings, staff meetings and PLD sessions were planned to scaffold staff in planning for term 1. Another innovative element in the planning process has been the inclusion of an expert partner to support with Matauranga and or Hub focus. A large proportion of</p>

			our PLD budget has been set aside for this purpose for 2022. Staff are collaborating across departments with curriculum design.
			<p>Next steps:</p> <p>PLD Map for Term 1 which includes departmental, hubs and Targeted PLD.</p> <p>Develop HGHS common skills kete</p> <p>Principal has been invited to work with the MoE National Office on Curriculum Refresh Specialist Team</p>