

HASTINGS GIRLS' HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

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.**
Dedicated to your school

HASTINGS GIRLS' HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
------	-----------

1	Statement of Responsibility
---	-----------------------------

2	Statement of Comprehensive Revenue and Expense
---	--

3	Statement of Changes in Net Assets/Equity
---	---

4	Statement of Financial Position
---	---------------------------------

5	Statement of Cash Flows
---	-------------------------

6 - 20	Notes to the Financial Statements
--------	-----------------------------------

Independent Auditor's Report

Other Information

Members of the Board

Kiwisport Note

Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi

Hastings Girls' High School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Joel Husband

Full Name of Presiding Member



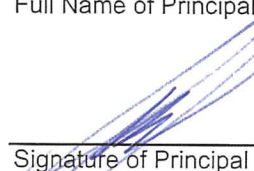
Signature of Presiding Member

1 July 2025.

Date:

Catherine Sarita Bentley

Full Name of Principal



Signature of Principal

1 July

Date:

Hastings Girls' High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	9,587,349	9,229,216	9,754,901
Locally Raised Funds	3	274,653	290,302	214,195
Interest		112,460	124,386	113,970
Gain on Sale of Property, Plant and Equipment		-	-	1,739
Total Revenue		9,974,462	9,643,904	10,084,805
Expense				
Locally Raised Funds	3	121,245	52,150	52,104
Learning Resources	4	6,436,958	6,463,484	6,644,997
Administration	5	1,777,723	1,628,326	1,579,379
Interest		7,696	5,467	8,803
Property	6	1,805,710	1,625,128	1,841,507
Loss on Disposal of Property, Plant and Equipment		1,438	-	4,892
Total Expense		10,150,770	9,774,555	10,131,682
Net Surplus / (Deficit) for the year		(176,308)	(130,651)	(46,877)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(176,308)	(130,651)	(46,877)

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		3,300,131	3,296,042	3,301,805
Total comprehensive revenue and expense for the year		(176,308)	(130,651)	(46,877)
Contributions from the Ministry of Education - Te Mana Tuuhono		96,653	-	-
Contribution - Furniture and Equipment Grant		-	-	45,203
Equity at 31 December		3,220,476	3,165,391	3,300,131
Accumulated comprehensive revenue and expense		3,220,476	3,165,391	3,300,131
Equity at 31 December		3,220,476	3,165,391	3,300,131

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.

Examined For Audit
Oldershaw & Co.

By MARC.NEL

Hastings Girls' High School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	345,137	1,198	527,346
Accounts Receivable	8	517,543	389,579	454,269
GST Receivable		-	71,999	34,950
Prepayments		52,726	47,466	46,594
Inventories	9	8,478	11,975	8,739
Investments	10	1,586,012	2,084,078	1,453,381
Funds Receivable for Capital Works Projects	16	147,656	-	119,562
		<u>2,657,552</u>	<u>2,606,295</u>	<u>2,644,841</u>
Current Liabilities				
GST Payable		16,853	-	-
Accounts Payable	12	581,921	551,422	594,891
Revenue Received in Advance	13	162,590	30,228	65,311
Provision for Cyclical Maintenance	14	89,351	104,035	111,635
Finance Lease Liability	15	52,934	55,573	34,823
Funds held for Capital Works Projects	16	56,107	-	12,177
		<u>959,756</u>	<u>741,258</u>	<u>818,837</u>
Working Capital Surplus/(Deficit)		<u>1,697,796</u>	<u>1,865,037</u>	<u>1,826,004</u>
Non-current Assets				
Property, Plant and Equipment	11	1,725,727	1,517,334	1,626,049
		<u>1,725,727</u>	<u>1,517,334</u>	<u>1,626,049</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	158,775	166,585	132,187
Finance Lease Liability	15	44,272	50,395	19,735
		<u>203,047</u>	<u>216,980</u>	<u>151,922</u>
Net Assets		<u>3,220,476</u>	<u>3,165,391</u>	<u>3,300,131</u>
Equity		<u>3,220,476</u>	<u>3,165,391</u>	<u>3,300,131</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 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		3,764,085	3,584,555	3,716,013
Locally Raised Funds		288,381	255,809	180,900
International Students		61,935	58,713	52,897
Goods and Services Tax (net)		51,803	-	37,049
Payments to Employees		(2,027,249)	(1,846,511)	(1,842,857)
Payments to Suppliers		(2,093,937)	(1,934,502)	(2,032,527)
Interest Paid		(7,696)	(5,467)	(8,803)
Interest Received		119,366	-	94,200
Net cash from/(to) Operating Activities		156,688	112,597	196,872
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,739
Purchase of Property Plant & Equipment (and Intangibles)		(157,644)	(113,859)	(225,810)
Purchase of Investments		(132,631)	-	-
Proceeds from Sale of Investments		-	-	630,697
Net cash from/(to) Investing Activities		(290,275)	(113,859)	406,626
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	45,203
Finance Lease Payments		(47,566)	(71,259)	(46,445)
Funds Administered on Behalf of Other Parties		(1,056)	-	(148,629)
Net cash from/(to) Financing Activities		(48,622)	(71,259)	(149,871)
Net increase/(decrease) in cash and cash equivalents		(182,209)	(72,521)	453,627
Cash and cash equivalents at the beginning of the year	7	527,346	73,719	73,719
Cash and cash equivalents at the end of the year	7	345,137	1,198	527,346

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

Examined For Audit
Oldershaw & Co.

By MARC.NEL

Hastings Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

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 statements have been prepared for the period 1 January 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 expense threshold of \$33 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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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.

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

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 expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of Stationery and Uniforms and Physical Education and Canteen. 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 material.

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

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

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

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the 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:

Board-owned Buildings	10-50 years
Building Improvements	10-50 years
Furniture and Equipment	4-15 years
Information and Communication Technology	3-5 years
Motor Vehicles	10 years
Textbooks	8 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised 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.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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 surplus or deficit.

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

l) 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.

m) 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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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

n) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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.

o) Funds Held in Trust

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

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

p) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

q) Shared Funds

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

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 the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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.

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 statement 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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,640,575	2,463,778	2,578,573
Teachers' Salaries Grants	4,476,735	4,594,963	4,764,051
Use of Land and Buildings Grants	1,184,094	968,303	1,167,688
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,208,597	1,132,690	1,136,627
Other Government Grants	77,348	69,482	107,962
	9,587,349	9,229,216	9,754,901

3. Locally Raised Funds

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations and Bequests	135	-	9,689
Curriculum related Activities - Purchase of goods and service	8,401	30,600	47,104
Fees for Extra Curricular Activities	126,151	49,989	85,753
Trading	24,170	-	5,239
Fundraising and Community Grants	3,000	1,000	1,200
Other Revenue	58,513	150,000	37,500
International Student Fees	54,283	58,713	27,710
	274,653	290,302	214,195
Expense			
Extra Curricular Activities Costs	68,182	22,650	24,486
Trading	22,043	-	6,227
International Student - Other Expenses	10,318	7,000	1,573
Vehicle Expenses	20,702	22,500	19,818
	121,245	52,150	52,104
<i>Surplus for the year Locally Raised Funds</i>	153,408	238,152	162,091

4. Learning Resources

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	352,518	409,390	403,500
Employee Benefits - Salaries	5,602,611	5,580,306	5,776,390
Staff Development	11,207	18,000	24,277
Depreciation	258,733	235,638	263,736
Other Learning Resources	5,034	10,250	6,432
Information And Communication Technology	126,472	116,500	109,009
Events	21,954	24,000	26,597
Pastoral	7,552	9,900	11,083
Non Curricular Expenses	18,531	21,500	6,834
Non Curricular Sports	25,725	20,000	13,058
Non Curricular Cultural	6,621	18,000	4,081
	6,436,958	6,463,484	6,644,997

Examined For Audit
Oldershaw & Co.

By MARC.NEL

5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	14,685	10,500	10,430
Board Fees and Expenses	18,635	30,200	39,255
Operating Leases	336	-	544
Legal Fees	-	1,000	-
Other Administration Expenses	120,523	84,330	139,468
Employee Benefits - Salaries	308,566	269,636	340,239
Insurance	32,545	39,500	33,260
Service Providers, Contractors and Consultancy	30,720	30,720	31,504
Ka Ora, Ka Ako - Healthy School Lunch Programme	1,081,770	1,132,690	971,824
Marketing	169,943	29,750	12,855
	1,777,723	1,628,326	1,579,379

6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	201,661	187,000	194,217
Cyclical Maintenance	40,660	42,000	54,518
Heat, Light and Water	138,227	152,500	147,803
Rates	3,300	3,300	2,966
Repairs and Maintenance	49,941	94,850	87,497
Use of Land and Buildings	1,184,094	968,303	1,167,688
Employee Benefits - Salaries	167,259	148,675	165,265
Other Property Expenses	20,568	28,500	21,553
	1,805,710	1,625,128	1,841,507

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

7. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	345,137	1,198	310,033
Short-term Bank Deposits	-	-	217,313
Cash and cash equivalents for Statement of Cash Flows	345,137	1,198	527,346

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

Of the \$345,137 Cash and Cash Equivalents, \$56,107 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$345,137 Cash and Cash Equivalents, \$162,590 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	53,022	1,099	10,861
Receivables from the Ministry of Education	38,480	-	28,750
Interest Receivable	12,864	-	19,770
Teacher Salaries Grant Receivable	413,177	388,480	394,888
	<u>517,543</u>	<u>389,579</u>	<u>454,269</u>
Receivables from Exchange Transactions	65,886	1,099	30,631
Receivables from Non-Exchange Transactions	451,657	388,480	423,638
	<u>517,543</u>	<u>389,579</u>	<u>454,269</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Canteen	148	-	-
Uniforms	8,330	11,975	8,739
	<u>8,478</u>	<u>11,975</u>	<u>8,739</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,586,012	2,084,078	1,453,381
Total Investments	<u>1,586,012</u>	<u>2,084,078</u>	<u>1,453,381</u>

Examined For Audit
Oldershaw & Co.

By MARC.NEL

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	226,600	-	-	-	(6,141)	220,459
Building Improvements	441,039	68,196	-	-	(15,950)	493,285
Furniture and Equipment	558,505	66,820	(658)	-	(80,229)	544,438
Information and Communication Technology	170,373	116,305	(780)	-	(72,372)	213,526
Motor Vehicles	151,404	-	-	-	(21,750)	129,654
Textbooks	4,684	2,221	-	-	(1,308)	5,597
Leased Assets	50,569	101,612	-	-	(57,546)	94,635
Library Resources	22,875	4,695	-	-	(3,437)	24,133
	<u>1,626,049</u>	<u>359,849</u>	<u>(1,438)</u>	<u>-</u>	<u>(258,733)</u>	<u>1,725,727</u>

The net carrying value of equipment held under a finance lease is \$94,635 (2023: \$50,569)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	307,064	(86,605)	220,459	307,064	(80,464)	226,600
Building Improvements	862,411	(369,126)	493,285	794,214	(353,175)	441,039
Furniture and Equipment	2,130,579	(1,586,141)	544,438	2,085,562	(1,527,057)	558,505
Information and Communication Technology	632,589	(419,063)	213,526	618,462	(448,089)	170,373
Motor Vehicles	317,728	(188,074)	129,654	317,728	(166,324)	151,404
Textbooks	111,484	(105,887)	5,597	109,263	(104,579)	4,684
Leased Assets	215,283	(120,648)	94,635	120,862	(70,293)	50,569
Library Resources	129,539	(105,406)	24,133	124,845	(101,970)	22,875
	<u>4,706,677</u>	<u>(2,980,950)</u>	<u>1,725,727</u>	<u>4,478,000</u>	<u>(2,851,951)</u>	<u>1,626,049</u>

12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	63,397	92,085	80,862
Accruals	14,685	9,959	6,839
Banking Staffing Overuse	36,273	12,364	64,102
Employee Entitlements - Salaries	413,177	388,480	394,888
Employee Entitlements - Leave Accrual	54,389	48,534	48,200
	<u>581,921</u>	<u>551,422</u>	<u>594,891</u>
Payables for Exchange Transactions	581,921	551,422	594,891
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>581,921</u>	<u>551,422</u>	<u>594,891</u>

The carrying value of payables approximates their fair value.

Examined For Audit
Oldershaw & Co.

By MARC.NEL

13. Revenue Received in Advance

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Parents Trust	32,987	30,228	16,403
International Student Fees in Advance	55,569	-	25,187
Grants in Advance - Ministry of Education	13,190	-	17,570
International Students - Board Balances	57,660	-	2,967
International Students - Incidental Balance	3,184	-	3,184
	<u>162,590</u>	<u>30,228</u>	<u>65,311</u>

14. Provision for Cyclical Maintenance

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	243,822	228,620	327,878
Increase to the Provision During the Year	48,457	42,000	40,841
Use of the Provision During the Year	(36,356)	-	(138,574)
Other Adjustments	(7,797)	-	13,677
Provision at the End of the Year	<u>248,126</u>	<u>270,620</u>	<u>243,822</u>
Cyclical Maintenance - Current	89,351	104,035	111,635
Cyclical Maintenance - Non current	158,775	166,585	132,187
	<u>248,126</u>	<u>270,620</u>	<u>243,822</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	58,627	55,573	40,248
Later than One Year and no Later than Five Years	45,438	50,395	23,216
Future Finance Charges	(6,859)	-	(8,906)
	<u>97,206</u>	<u>105,968</u>	<u>54,558</u>
Represented by			
Finance lease liability - Current	52,934	55,573	34,823
Finance lease liability - Non current	44,272	50,395	19,735
	<u>97,206</u>	<u>105,968</u>	<u>54,558</u>

Examined For Audit
Oldershaw & Co.

By MARC.NEL

16. Funds Held for Capital Works Projects

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

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Boiler Decommissioning		227459	(45,166)	175,647	(75,894)	-	54,587
Roof Remediation		227460	(64,492)	-	-	-	(64,492)
Water Leak		240601	12,177	28,282	(40,459)	-	-
Hot Water Cylinder		244050	(9,904)	12,904	(1,480)	-	1,520
Room 59 Computer Room			-	-	(22,989)	-	(22,989)
Cyclone Gabrielle		241459	-	799	(799)	-	-
Heating and Cooling - Science Block		240223	-	-	(60,175)	-	(60,175)
Totals			(107,385)	217,632	(201,796)	-	(91,549)

Represented by:

Funds Held on Behalf of the Ministry of Education	56,107
Funds Receivable from the Ministry of Education	(147,656)

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Boiler Decommissioning		227459	(2,940)	-	(42,226)	-	(45,166)
AMS30 IT/Fabric/Tech/Music		227462	(5,394)	5,606	(212)	-	-
Roof Remediation		227460	47,801	(1,935)	(110,358)	-	(64,492)
Blk10 Tap/Benchtop & Flooring		227458	(8,429)	29,554	(21,125)	-	-
Roof Remediation Stage 2		236063	6,054	(18,376)	12,322	-	-
Water Leak		240601	(7,515)	23,342	(3,650)	-	12,177
Hot Water Cylinder		244050	-	-	(9,904)	-	(9,904)
Cyclone Gabrielle		241459	-	8,064	(8,064)	-	-
Totals			29,577	46,255	(183,217)	-	(107,385)

Represented by:

Funds Held on Behalf of the Ministry of Education	12,177
Funds Receivable from the Ministry of Education	(119,562)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,105	4,380
<i>Leadership Team</i>		
Remuneration	950,215	958,755
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	954,320	963,135

There are 7 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	180 - 190
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	10.00	11.00
110 - 120	11.00	9.00
120 - 130	1.00	3.00
130 - 140	3.00	2.00
160 - 170	0.00	1.00
	25.00	26.00

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

19. 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:

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

Examined For Audit
Oldershaw & Co.

By MARC.NEL

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

21. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$255,420 (2023: \$318,605) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	\$
Boiler Decommissioning	252,615
Heating and Cooling - Science Block	2,805
Total	255,420

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

22. 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	345,137	1,198	527,346
Receivables	517,543	389,579	454,269
Investments - Term Deposits	1,586,012	2,084,078	1,453,381
Total financial assets measured at amortised cost	2,448,692	2,474,855	2,434,996

Financial liabilities measured at amortised cost

Payables	581,921	551,422	594,891
Finance Leases	97,206	105,968	54,558
Total financial liabilities measured at amortised cost	679,127	657,390	649,449

23. Events After Balance Date

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

24. Comparatives

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

25. Breach of Law - Statutory Reporting

The Board of Trustees has failed to comply with section 137 of the Education and Training Act 2020, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2025.

Independent auditor's report

To the readers of the financial statements of Hastings Girls' High School for the year ended 31 December 2024

The Auditor-General is the auditor of Hastings Girls' High School (the School). The Auditor-General has appointed me, Marc Nel, using the staff and resources of Oldershaw & Co, 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, which comprise the statement of financial position as at 31 December 2024, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 2024, and
 - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 9 July 2025. 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 Opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1, and pages 24 to 81 but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Marc Nel | **Oldershaw & Co.**

On behalf of the Auditor-General | Wellington, New Zealand

Hastings Girls' High School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jo-ell Husband	Presiding Member	Elected	Sep 2025
Catherine Bentley	Principal	ex Officio	
Amataga Luli	Parent Representative	Co-opted	Dec 2024
Jesamine Te Huia	Parent Representative	Elected	Sep 2025
Amy O'Connor	Parent Representative	Co-opted	Oct 2024
Monique Goodson	Staff Representative	Elected	Sep 2024
Candyce Keelan	Staff Representative	Elected	Sep 2025
Tahatera Apatu	Student Representative	Elected	Sep 2024
Lani Kawana	Student Representative	Elected	Sep 2025

Hastings Girls' High School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$14,949 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Hastings Girls' High School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



Hastings Girls' High School

Ngā Rau Huia o Ākina

Analysis of Variance

**Hastings Girls' High School – Ngā Rau Huia o Ākina
2024**

ANNUAL IMPROVEMENT PLAN - STUDENTS' LEARNING			
Strategic and Annual Goal 1 TE KANORAUTANGA Ākonga achieving excellent and equitable educational outcomes Ki te whaiao, ki te ao marama – the continuous pursuit of excellence			
Annual Target Level 1 NCEA – 90% across all ākonga			
Key Improvement Indicators: Ākonga to achieve excellent and equitable education outcomes. • A culture of collective efficacy, working together to succeed. • Strengthening structures, systems and processes.			
Historical Position	Achievement Target	2024 Achievement Results	Explanation of Variance
Overall 2021 72% (125 ākonga) 2022 74% (99 ākonga) 2023 87% (153 ākonga) Māori 2021 69% (52 ākonga) 2022 67% (63 ākonga)	Level 1 NCEA – 90% across all ākonga	Overall 46% Māori 46% Pasifika 39% European 33% Asian 100%	Historical Position The 2024 NCEA Level 1 results are significantly below the annual target of 90%, with an overall pass rate of 46%. This marks a notable decline from 87% in 2023 and 72% in 2022. The drop is particularly evident among Māori (39%), Pasifika (32%), and European (33%) ākonga, while Asian students achieved 100% success. Several key factors contributed to this decline, aligning with previous explanations in the Analysis of Variance, Literacy and Numeracy Action Plan, and NCEA Implementation Review: <i>Introduction of CAARs (Common Assessment Activities)</i> The shift to compulsory literacy and numeracy co-requisites had a direct impact on Level 1 attainment. Many students struggled to meet these new requirements, resulting in a bottleneck effect that prevented them from earning full Level 1 certification.

Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

2023 85% (71 ākonga) Pasifika 2021 74% (24 ākonga) 2022 89% (42 ākonga) 2023 85% (15 ākonga)			While interventions were implemented throughout 2024, national trends suggest that CAARs have been a significant barrier across many schools. <i>Curriculum and Pedagogical Adjustments</i> The school has prioritised a more rigorous junior curriculum to prepare students for the new NCEA framework, but this transition phase impacted ākonga, particularly those already at risk. Assessment for Learning strategies and whole school numeracy and literacy approach were introduced, but the impact will take time to fully embed. <i>Cohort Readiness and New Guidance on CAARs</i> At the start of 2025, updated advice from the Evaluation Associates and NZQA indicated that students below Curriculum Level 4 should not sit the CAARs. This directly conflicts with the current HGHS model, where all Year 10 and 11 students were given the opportunity. Many ākonga who were not yet ready to sit these assessments struggled to meet the required standard, contributing to lower overall pass rates. Moving forward, a more targeted approach to entry into CAARs will be needed to ensure students are better prepared. <i>Changes in Cohort Demographics and Student Needs</i> The 2024 cohort included a higher proportion of students requiring additional learning support. Despite interventions, many ākonga struggled with the increased academic expectations of the new NCEA model. A review of pastoral care data indicates that attendance and engagement challenges were more prevalent within this group, directly affecting achievement outcomes. <i>Attendance and Engagement Trends</i>
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Through knowing their story and supporting them in their learning today, our ākonga will be best prepared for their tomorrow

			Despite steady attendance improvements since 2023, overall engagement levels remain inconsistent. Ākonga who struggled to meet CAAR requirements were less likely to stay motivated throughout the year, impacting overall credit accumulation. Next Steps <i>Refining CAAR Entry Criteria:</i> Align with 2025 guidance by restricting CAARs to students working at Curriculum Level 4 and above. Implement robust screening and intervention strategies to ensure all ākonga reach Curriculum Level 4 before sitting CAARs. <i>Enhanced Literacy and Numeracy Support:</i> Strengthen literacy and numeracy programs in Years 9 and 10 to better prepare students for CAARs. Utilise additional PLD funding to upskill kaiako in effective literacy/numeracy instruction. <i>Targeted Interventions for At-Risk Students:</i> Implement early identification processes to support students struggling with foundational skills. Continue developing personalised learning plans that offer targeted support to ākonga at risk of not achieving Level 1. <i>Curriculum Alignment and Assessment Adjustments:</i> Finalise the junior curriculum refresh, ensuring that Year 9 and 10 learning explicitly scaffolds into Level 1 success. Strengthen internal moderation and assessment consistency to ensure equitable outcomes across subjects. <i>Pastoral and Attendance Focus:</i> Continue refining attendance strategies to improve daily engagement and reduce disengagement at key assessment points.
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			Strengthen whānau partnerships to build collective responsibility for student success. While the 2024 results are below target, the structural and pedagogical shifts made throughout the year, along with the new CAAR entry criteria, are expected to create long-term improvements. The focus for 2025 will be ensuring that systems, interventions, and professional learning support both student achievement and staff capability in delivering the new NCEA model effectively
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When	What	Who	Indicators of Progress
All Year	Professional growth cycle to be refreshed, with a new cycle starting Term 1 2024. Personal goal(s) to be set and connected to department priorities and include a new classroom observation tool which supports the HGHS effective teacher profile.	Deputy Principal Systems and Compliance SLT	<i>The Professional Growth cycle will map evidence of school wide culturally sustainable practices, an HGHS common practice model which will in turn, better students' achievement.</i> Mid-Year: Our newly refined Professional Growth Cycle (PGC) is now much more aligned with our strategic direction, particularly in terms of curriculum and pedagogy. High Impact Teaching Strategies (HiTS) are now intentionally planned for and monitored through the curriculum tool, with Hubs collaborating to achieve their shared goals. End of Year: The streamlining of evidence collection and improved alignment have provided a sharper focus, enabling us to analyse progress and outcomes with greater clarity. Next Steps: To strengthen rigour across the school, we plan to introduce regular classroom visits next year. These visits will serve dual purposes: gathering constructive feedback on pedagogy to enhance teaching practices and focusing on classroom management strategies to create optimal learning environments. This initiative will support ongoing improvement and ensure consistency in quality across all classrooms.
All Year	Use of SPAR to strengthen and develop leaders and teacher data literacy skills.	Deputy Principal Systems and Compliance	<i>Curriculum leaders (HOD's / Hub Leads) will have a deep knowledge and understanding of student assessment and data concepts (e.g., value-added; growth; improvement; statistical significance). They will apply this knowledge into their planning and teaching practices.</i> Mid-year: The SPAR reports highlight inconsistencies across departments in terms of staff capability to effectively understand and analyse data. A key focus needs to be placed on the junior curriculum, as ensuring its rigor is crucial for preparing students for the demands of senior school. To address this, we will provide professional learning development (PLD) for Heads of Departments (HODs) on expectations, in conjunction with the planned Assessment for Learning PLD, which is set to begin in Term 4, ahead of the 2025 school year.

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			End of Year: HODs are making significant progress in developing common assessment tasks, student-friendly rubrics, and marking schedules for the junior school. This work includes mapping the UKD from Level 1 NCEA back to Phase 1 and integrating the language of assessment to ensure alignment and clarity. Next Steps: Introduction of new common assessment tasks across the Junior school. HODs will establish a Junior Moderation process to ensure consistency across departments. This will include cross-matching results across subject areas to confirm alignment with shared benchmarks and making necessary adjustments to maintain accuracy and fairness.
All Year	An annual plan for targeted professional learning, reflective processes, and resourcing to support our strategic direction.	Principal Deputy Principal Curriculum	<i>Provision of responsive, practical teacher professional learning to support all teachers impacting directly on student learning outcomes.</i> Mid-Year: We have established a regular rhythm for planning our PLD, with each term mapped out in advance while remaining responsive to staff needs. We have leveraged both internal expertise within the kura and external PLD providers where necessary. Moving forward, it will be crucial to continue gathering staff feedback to ensure that their needs are being met effectively End of Year: The primary focus for Term 4 has been on preparing staff for 2025, with significant emphasis placed on strengthening the junior curriculum. Next Steps: Develop a comprehensive PLD plan for Term 1, prioritising strategies to best support staff. This will include scheduled sessions with the funded PLD provider, focusing on literacy and data analysis to enhance teaching and learning outcomes.
All Year	Development of HGHS effective teacher profile: Shaping and strengthening teacher capacity.	Principal Senior Leadership Team	<i>Kaiako will have a clear vision of how it looks, sounds, and feels to be a highly effective Kaiako at HGHS.</i> Mid-Year: During Term 4, dedicated time will be allocated for staff to review our current effective kaiako profile and draft potential areas for refinement.

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	- Explore and apply pedagogy and assessment framework for the Te Mātaiaho as a model of best practice for Kaiako.		We anticipate raising the bar, particularly around culturally sustaining practices, as we have made significant progress since the profile was initially developed. Additional pedagogical approaches, such as High Impact Teaching Strategies (HiTS), will also need to be incorporated. Our aim is to have this work finalized by the end of the school year. End of Year: The effective teacher profile, developed at the start of Term 4, is now closely aligned with our strategic vision and new school values. It has been successfully mapped to the Professional Teaching Standards and the Leadership Framework. Next Steps: The profile will be integrated into the Professional Growth Cycle (PGC) and guide decisions regarding PLD support to ensure its impact is fully realised.
All Year	The introduction of High Impact Teaching Strategies as a means of developing a culture of expert teachers. - Build a classroom observation tool to support the effectiveness of the tool.	Principal Deputy Curriculum Deputy Systems and Compliance	<i>As part of our collective and ongoing commitment to improving learning outcomes for all ākonga, teachers will explore, apply, and develop expertise in using the 10 Hits.</i> Mid-year: The introduction of High Impact Teaching Strategies (HiTS) marks a significant next step in developing effective pedagogy, threading through both the Professional Growth Cycle (PGC) and our Curriculum Tool. Initially led by the PE department, these strategies were rolled out through a series of PLD sessions at the start of the year, and they are scheduled for a revisit at the beginning of Term 4. Staff are collaborating, with each team focusing on one HiTS for the entire year to ensure deep implementation and impact. End of year: The HiTs (High Impact Teaching Strategies) cycle was completed at the end of Term 4, achieving some successes. Next Steps: HiTs will continue to be a core element of the effective teacher profile, providing a framework for staff to enhance their skills in data-driven best practices. This requires intentional leadership, targeted professional development on HiTs, and the development of a classroom observation tool as part of the plan to support ongoing improvement.

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All Year	Effective schoolwide self-evaluative and review practices.	Principal Senior Leadership Team ERO Board of Trustees NKII	<i>The kura evaluative processes are effective in focusing the whole school's attention on core learning priorities as prioritized by iwi. There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.</i> Mid-Year: Our ERO visit in Term 3 provided an excellent opportunity to review the progress we've made over the past few years. A particular highlight was the use of Ngāti Kahungunu indicators to map our progress, which aligned closely with our internal evaluations, demonstrating that our review processes to date have been adequate. End of Year: To further enhance these processes and ensure the rigor of our junior school curriculum, we have initiated an Assessment for Learning action plan. Additionally, we have begun an internal review of Pastoral Care, using the ERO best practice review template to guide our improvements. Next steps: Proceed with the implementation of the Assessment for Learning Action Plan, ensuring all systems and processes, such as SPAR reports, departmental goals, junior moderation practices, and PGC, are fully aligned with curriculum assessment practices. This alignment will strengthen internal review systems and provide clarity on progress and outcomes. Additionally, incorporate key insights from the Pastoral Review into strategic planning for 2025 to address identified areas for development.
All Year	Schoolwide approach to the teaching of literacy and numeracy - Structured Literacy Programme to support schoolwide literacy achievement plan	Deputy Curriculum Literacy Lead (WSL) Numeracy Lead (WSL) Assistant Principal Learning Support	<i>Kaiako take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.</i> Mid-Year: Our WCOL roles for Numeracy and Literacy included regular PLD sessions as part of our annual plan. These sessions have been highly popular, providing staff with practical strategies and tips that they can integrate into their teaching programs. A kete of useful resources has also been developed. Following the departure of our WCOL Literacy leader at the end of Term 2, external providers and other staff have stepped in to fill the gap. The structured literacy program has continued throughout 2024, with a trial

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			implementation across an entire class. Data will be collected at the end of the year to inform us of the next steps for 2025. End of Year: The whole-school PLD for literacy and numeracy has continued throughout Term 4. The introduction of the new CAAs has raised the level of achievement expectations. National data released later in the year has prompted sector-wide interventions, particularly in the primary sector. At HGHS, the focus remains on ensuring value-added progress for all students. Next Steps: HGHS will incorporate additional support from the Ministry of Education (MOE) into its annual PLD plan. This support, provided through Evaluation Services, will focus on enhancing literacy and numeracy to better prepare students for CAAs.
All Year	Introduction of new NCEA Level 1 framework including new Literacy and Numeracy qualification	Deputy Systems and Compliance Deputy Principal Curriculum	<i>Extending our knowledge and skills with the new NCEA framework and continual development of our robust systems and procedures to support the changes.</i> Mid-Year: the NCEA changes have brought significant challenges this year, further complicated by shifts in government priorities, causing widespread uncertainty. In response, we have focused on managing what we can control, implementing CAAs (Common Assessment Activities) for Year 10 and Year 11. Despite ongoing, unplanned changes from NZQA and KAMAR, our internal systems have remained resilient, and staff are doing their best under the circumstances. Looking ahead, additional changes have already been signaled for 2025. End of Year: Participation in external examinations has been notably higher this year compared to recent years. These exams offered Year 11 students their final chance to secure Level 1 literacy and numeracy qualifications. The final CAA results, expected in early December, will provide a clearer picture of this year's pass rates and areas for continued focus. Next Year: Next year, we aim to refine our systems and processes further to ensure they are both effective and efficient. A whole-school focus on strengthening literacy and numeracy in the junior years will be a priority. For students who have not yet achieved their CAA qualifications, we will create

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			clear pathways for success, along with additional opportunities to meet these critical benchmarks.
All Year	Academic Tracking, Monitoring and Coaching to be further refined with key learnings from 2024 carried forward. Close analysis of Level 1. Milestone reporting to be presented to the BOT.	Assistant Principal Learning Support	<i>Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.</i> Mid-Year: With the introduction of new literacy and numeracy prerequisites at Level 1, we have decided to shift our focus towards offering a comprehensive support plan for Level 2 and 3 students after study leave begins. This plan will prioritize helping students complete their qualifications, providing tutorials for external examinations, and supporting those striving for excellence or merit endorsements. This approach aligns with research highlighting that Level 2 is the minimum education requirement. While Level 1 students are supported throughout the year, tracking at this level has become increasingly problematic with the introduction of CAA's and the KAMAR setup. Despite this, the expectation remains that Level 1 students will return to pursue Level 3, University Entrance, or scholarship qualifications. End of Year: Clear communication, timelines, and expectations significantly reduced the need for Level 2 and 3 post-study leave support. The few students requiring help (10) met their goals within 2–3 days, reflecting improved organisation and focus. While Level 1 results are anticipated to drop due to the new model, students' self-efficacy and learning agency are expected to improve as they transition to higher levels. Final data for levels 2 and 3 is pending but looks promising. Next Steps: Expand vocational pathways at Levels 2 and 3 to align with community data and student needs. This shift will enhance academic excellence and aim to boost endorsement rates and retention across the senior school.

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Annual Improvement Plan - Student Engagement			
Strategic Goal and Annual Goal 2 TE TUAKIRITANGA Ākonga seeing and feeling their identity, language, and culture on a daily basis. Providing a culture of extraordinary care He Māori ahau e noho Māori nei ki tōku ao Māori mā runga i tēnā ka tohea e au - <i>I am Māori, I live in my identity and through my identity I will strive to my personal excellence</i>			
Annual Target Through fostering positive relationships, ākonga have a deep sense of belonging and purpose. • Attendance Data – 100% of students regularly attending school. • Academic Learning Goals – 100% of students setting, tracking, and achieving their academic learning goals.			
Key Improvement Indicators Ākonga and whānau to see and feel their identity, language, and culture on a daily basis. • Collaborative community partnerships. • Enhanced Ākina coach capacity. • A schoolwide culture of shared values – Pono, Manaakitanga, Whanaungatanga, Whakaute, Kaitiakitanga.			
Historical Position – Average Daily Attendance	Annual Target	2024 Attendance Data	Explanation of Variance
Term 1 (2019,2020,2021/2022/2023) -, 0, 14, 15, 27 Term 2 (2019,2020,2021/2022/2023) 43, 32, 14, 11, 24	100% (80% national goal)	Term 1 2024 43 Term 2	Throughout 2024, significant progress was made in student attendance, with data showing notable improvements compared to previous years. The overall attendance average for Term 1 reached 43%, up from 27% in the previous year, and other terms similarly exceeded historical benchmarks. These gains can be

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Term 3 (2021/2022/2023) 40, 26, 15, 16, 27 Term 4 (2021/2022/2023) 20, 11, 9, 7, 21		2024 37 Term 3 2024 37 Term 4 2024 38	attributed to a combination of targeted strategies and systemic changes aimed at addressing the barriers to attendance and promoting student engagement. Key Factors Contributing to Variance <i>Engagement Through Extracurricular Activities:</i> Data shows that students involved in extracurricular activities, such as sports, cultural events, and leadership opportunities, are more likely to attend school consistently. However, gaps remain, as some students with poor attendance lacked participation in these activities. Efforts to encourage involvement through Ākina coaches, assemblies, and whānau communication were effective but require further emphasis moving forward. <i>Addressing Barriers:</i> Uniform and footwear issues were identified as potential obstacles to attendance. While immediate support was provided, there is a need for sustained solutions, such as subsidised uniform options. Surveys and restorative meetings revealed barriers to participation in key events like Noho, particularly for students struggling with social skills or family-related challenges. These insights informed adjustments for future planning. <i>Improved Monitoring and Communication:</i> Enhanced attendance tracking systems, including weekly reports for Ākina coaches and deans, allowed for more targeted interventions. Automated absentee texts and clearer communication with whānau also helped in reducing unexplained absences. Regular feedback loops, such as celebrating 100% attendance and sharing attendance stories (e.g., ex-student presentations), positively influenced student attitudes toward attendance. <i>Targeted Interventions for Junior Students:</i> Focused efforts on Year 9 and 10 students with historically low attendance, including home visits and personalised support, showed promising results.
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			Tracking these students weekly helped identify patterns and areas for intervention, contributing to improved attendance habits. <i>Pastoral Care and Restorative Practices:</i> Shifting to a more student-centered pastoral system helped address underlying attendance issues. Youth Workers and deans played a critical role in building relationships with students and whānau, while restorative practices encouraged students disengaged from school to return. Challenges Identified Despite overall progress, some challenges persist: • Low attendance on early-finish days indicates the need for clearer communication about the importance of attending these shortened schedules. • Students transitioning to Te Kura due to disengagement highlight the need for stronger school-based support and proactive outreach. • Variability in staff marking attendance rolls contributed to discrepancies, requiring ongoing reminders and system improvements. Please note: the MOE have changed the way attendance data is reported, hence we have used a revised reporting/measure to show our attendance data which aligns with the new model.
When	What	Who	Indicators of Progress
All Year	Strengthening and embedding our pastoral Ākina system within specialist areas. - Whakawhanaungatanga map to be enacted from the start of term one - Ākina Coaches to have target PLD on tracking, monitoring and coaching conversations.	Deputy Principal Pastoral Assistant Principal Learning Support Deans Team	<i>Developing collective efficacy across the school to support our ākonga in their journey through HGHS and in preparation for their tomorrow.</i> Mid-Year: Weekly Ākina coach meetings are led by the Deans team. There is work to be done to ensure this time is well planned and aligns with our strategic direction. The principal is to support the DP Pastoral in leading this from the start of term 2. When Ākina coach meetings align with the 'bigger picture' the effect size is far greater and ākonga begin to see the value in Ākina time. DP to work with Deans team to create a map for the year.

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			End of Year: A comprehensive pastoral review conducted at the end of Term 4 revealed critical areas for improvement within the pastoral system. One key finding was the need to strengthen communication across the pastoral team to ensure alignment and consistency in supporting ākonga. A major focus is the intentional and well-planned delivery of Ākina time, which remains central to building strong relationships and reinforcing the school's values. To address this, a structured Whakawhanaunga plan has been developed for 2025. This plan includes splitting Ākina groups into Year 9 and 10 cohorts, allowing for more targeted support for new students. This approach acknowledges that Year 9 students, in particular, require additional guidance and structure as they transition into secondary school. Refining this system will ensure students feel supported, connected, and motivated to engage fully with their learning. Additionally, with two Deans leaving at the end of the year, roles and responsibilities within the Deans team have been reviewed and refined to ensure clarity and efficiency. A deeper understanding of job descriptions across the pastoral roles will be prioritized in 2025 to help maintain consistency during this transition. The Deans are also working to align attendance processes with existing uniform and cellphone policies, reinforcing high expectations and a unified approach across the school. Next steps: Developing New Processes: Introduce a suite of processes designed to support students in meeting the school's high standards for attendance, uniform, and cellphone use. These processes will aim to create clear expectations and ensure consistency in their application across all year levels. Strengthening the role of Ākina Coaches: Enhance the Ākina coach role to better align with the school's strategic vision. This will include providing targeted professional development to equip coaches with the tools and confidence to lead their groups effectively.
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			Coaches will focus on fostering a sense of belonging and accountability among students, ensuring that Ākina time is meaningful and contributes to their overall success. Streamlining Pastoral Systems: Build capacity within the Deans team by supporting them in their revised roles and ensuring they have a clear understanding of expectations. This will include ongoing training and mentorship for new team members. Strengthen communication systems within the pastoral team to promote collaboration and proactive problem-solving. Supporting Year 9 and 10 Students: Implement targeted strategies for Year 9 and 10 cohorts to provide early intervention and tailored support. This will include building strong whānau connections, focusing on attendance, and promoting positive engagement through Ākina time and extracurricular activities.
All Year	Further development of our schoolwide attendance strategy - Review, refine and further development of our schoolwide attendance strategy which provides both soft caring (pull factors) and harder caring (push factors) to address schoolwide attendance. - Provide targeted leadership support for our House Leaders with a focus on building House Spirit and engagement, using the school calendar of events as a road map.	Deputy Principal Pastoral	<i>Strengthening of our community culture of collective efficacy around improved engagement and attendance as evidenced through data.</i> Mid-Year: Our weekly attendance hui has been refined to include our Data Analysis Administrator, DP Pastoral and Principal. Details of the numerous targeted strategies are recorded on our Attendance Hui 2024 Smartsheet. One such example is the introduction of our Late Process. This worked in a similar way to our uniform and cell phone process where repeat lates had an accumulative consequence to support students in developing and strengthening their attendance. The end of term one data has reached 81.4% attendance, this is the first time since 2020 our attendance has exceeded 80%. From the start of 2024, House Deans have weekly meetings with House Leaders during Tuesday Ākina time. This is to ensure student leaders feel well supported in leading house meetings on the following day. Our whole school swimming sports and athletic sports were both well supported, with attendance the highest since 2020. House Deans are using this time to reward 100% attendance and to map the Ākina badge process.

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			End of Year: The focus on attendance and engagement throughout 2024 has had positive results. End-of-year data reflects sustained progress, with attendance averages consistently exceeding 80% across multiple terms for the first time since 2020. The implementation of the Late Process has proven to be less effective in addressing punctuality issues as the success of uniform and cellphone policies by fostering accountability and reinforcing attendance habits. This will be reviewed and modified ahead of 2025. Additionally, targeted initiatives such as weekly attendance hui, the involvement of the Data Analysis Administrator, and collaborative efforts among House Deans, House Leaders, and Ākina coaches have contributed to a stronger culture of collective efficacy. Next Steps: Refinement of Attendance Processes: Continue to enhance attendance tracking systems, ensuring consistency across all year levels. Build on the success of the Late Process by reviewing and adapting the model to address other barriers to attendance. Targeted Support for At-Risk Students: Expand individualised interventions for students with attendance below 80%, including home visits, restorative meetings, and whānau engagement. Utilise insights from the Attendance Hui Smartsheet to guide strategies. Strengthen Data-Driven Practices: Leverage attendance data to identify trends and implement responsive actions. Provide ongoing professional development for staff on using data effectively in planning and interventions. Enhance Student Leadership: Continue supporting House Leaders through regular meetings with House Deans. Encourage student leaders to model positive attendance habits and promote engagement within their houses. Celebrate Attendance Successes: Regularly acknowledge and reward students with high attendance through Ākina badges, house points, and public recognition during assemblies and house meetings.
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All Year	Shaping and implementing of HGHS school values enacted through our Kawa o Te Kura. - Focus mapped out throughout the year and communicated through all aspects of the wider school community. What does this look, sound and feel like at HGHS? - Hubs to examine values through Ākina time	Principal Senior Leadership Team	<i>There is a strong sense of belonging and pride in the school.</i> Mid-Year: School values have been introduced, one per term, and are presented at assemblies by the Senior Leadership Team (SLT). These values are incorporated into the curriculum tool as part of Hub term planning, with Hubs informally setting collaborative goals around each value. There is a plan to assign specific values to Pou starting in 2025. Throughout the year, student leaders and Te Huia Kaimanawa have consistently promoted the values. The next step is to formalise the reporting of progress in the junior reporting plan. End of Year: The school has strengthened its culture of belonging and pride through the integration of its values across all aspects of school life. A new classroom framework, Kawa o te Akomanga, has been introduced, providing clear expectations for students and staff while fostering a positive learning environment aligned with school values. The completion of the Teacher Effective Profile further reinforces these values, ensuring they are embedded in teaching practices and staff development. Throughout the year, values have been consistently promoted in assemblies, serving as a foundation for maintaining high expectations Next steps: Explicit Integration in Curriculum: Incorporate explicit teaching of the school values into the junior curriculum, ensuring students understand and can demonstrate the values in their learning and behavior. Ongoing Communication: Continue promoting the values through assemblies, social media updates, and the principal's regular messages to whānau, reinforcing their importance and relevance. Formal Reporting of Progress: Develop a system for formally reporting student progress in demonstrating the values as part of the junior reporting plan. Celebration and Recognition: Celebrate students and staff who exemplify the values, integrating recognition into assemblies, newsletters, and social media to reinforce a sense of pride and belonging.
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All Year	Strengthening and streamlining schoolwide communication - Review, refine and further development and implementation of Communications and Marketing Annual Plan. - Development of the school brand to align with the 2024 – 2027 Strategic Plan.	Business Manager Principal	<i>Explicit processes are in place to ensure ongoing and effective communication – sometimes across networks of partners – and there are documented plans for monitoring and reviewing the effectiveness of each.</i> Mid-Year: The Board has funded an extensive review of our marketing and branding plan with the goal of increasing student enrolments. Through this process, we have gained clear insights into the current barriers, and from these, a plan has been developed. The project is expected to span over two to three years. One key finding is that our potential market for enrolments is predominantly non-Māori and non-Pasifika. Quest Marketing will present their recommendations to the Board toward the end of the year as part of our branding review. Within the kura, our communications continue to grow stronger as we transition further into a non-paper landscape. However, we are challenged by the number of whānau with limited access to IT, which remains a key consideration. End of Year: At the end of the year, significant progress has been made in strengthening and embedding communication processes across the school and its community. The marketing and branding review, funded by the Board, has provided actionable insights into key barriers and opportunities for growth, particularly in expanding the school’s reach to underrepresented demographics. Recommendations from Quest Marketing are being integrated into planning for 2025, with clear goals to enhance visibility and reputation. Despite challenges such as limited IT access for some whānau, ongoing efforts have fostered stronger internal and external communications, including a shift toward a non-paper landscape. Next Steps: Moving forward, the school will focus on implementing the communication strategies outlined in the 2024 Communications Plan. This includes: Operationalising Quest Marketing Recommendations: Using data-driven strategies to address identified barriers and capitalize on branding opportunities, ensuring inclusivity in outreach. Expanding Digital Communication: Enhancing digital channels, including SEO, social media campaigns, and the school website, to effectively engage diverse target audiences.
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			Addressing IT Accessibility: Exploring solutions to bridge digital access gaps for whānau with limited IT resources, ensuring equitable communication. Refining Feedback Mechanisms: Establishing robust feedback loops with parents, students, and staff to continuously refine communication effectiveness. Leveraging Alumni and Community Networks: Strengthening ties with feeder schools and local communities while engaging alumni for advocacy and mentorship. Promoting Inclusive Branding: Highlighting the school's commitment to cultural inclusivity and academic excellence through storytelling and targeted campaigns.
All Year	Partnering with whānau to establish a strength based, high expectation approach to ākonga achievement. - Create meaningful opportunities for whanau to engage in conversations centred around their students learning. - Further develop procedures underpinning the reporting system to ensure it is effective for ākonga and whānau and efficient for all stakeholders. - Continued development of Junior Student profile reporting framework which clearly communicates student progress e.g. Curriculum levels UKD, e-asTTle data, attendance data, key competency	Assistant Principal Learning Support	<i>Through focusing on whanaungatanga in the first few years of school, Whānau will feel their value, working with and alongside alongside the kura as their ākonga progress through the school.</i> Mid-Year: Strengthening relationships with whānau remains a key focus for us, as it is essential to improving attendance and educational outcomes. Building trust takes time, and for some of our whānau, this is a foundational step. We've been intentional in fostering these relationships, from informal BBQs for junior whānau to more focused, deliberate conversations around formal qualifications. Our junior curriculum now includes a phase dedicated to 'whānau engagement,' offering opportunities for whānau to witness their students demonstrating learning outcomes in authentic settings. Since this is new for 2024, implementation across Hubs has been inconsistent, but we aim to strengthen this over time End of Year: A significant focus this year has been the development of the Assessment for Learning Map, which aims to enhance kaiako understanding of curriculum progressions and establish consistency across teaching and assessment practices. This work has resulted in each department creating a suite of Assessment for Learning Packs, including common assessment tasks, rubrics, marking schedules, and model answers, all aligned with the NZC curriculum progressions. These resources are designed to strengthen teacher judgments, support moderation processes, and provide clarity for students and whānau. Additionally, the integration of SPAR reports focusing on junior data will enable more precise analysis and targeted teaching interventions. These reports combine curriculum knowledge, data interpretation, and pedagogical strategies

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			to determine next steps for ākonga learning. The groundwork laid this year will contribute to a more robust reporting plan, ensuring alignment between curriculum progressions, data analysis, and teaching approaches. Next Steps: Embedding Assessment for Learning Practices: Finalise and implement the Assessment for Learning across all departments to ensure consistency in teaching, assessment, and reporting. Use these tools to enhance kaiako expertise in making accurate and reliable teacher judgments. Enhancing Reporting Systems: Incorporate SPAR data into regular reporting cycles, providing actionable insights to kaiako and whānau. Share rubrics with ākonga and whānau at the start of each unit to build transparency and foster understanding of assessment expectations. Graduate Profiles: Finalise and integrate Year 9 and Year 10 Graduate Profiles, ensuring alignment with curriculum progressions and school values. Building Kaiako Capability: Provide targeted professional development to deepen kaiako knowledge of learning progressions, curriculum phases, and the UKD framework. Continue developing shared language for assessment (e.g., identify, explain, justify) to ensure clarity and consistency across curriculum areas. Strengthening Whānau Engagement: Expand opportunities for whānau to engage with student learning, incorporating insights from the Assessment for Learning Map to showcase progress and outcomes in authentic settings. Use reporting to strengthen communication with whānau, ensuring a collaborative approach to student success.
All Year	Regular timetabled support and check in with Hub Leads with a focus on both planning and pastoral support. - Deputy Principal's freed up from Ākina coach role and moving into a	Deputy Principal Curriculum Deputy Principal Pastoral	<i>Through a collaborative approach, quality planning is completed.</i> <i>Regular monitoring of the overall Wairoa of the hub ensures we can be responsive to the needs of students.</i> Mid-Year: The mentoring of Hub leads has been overseen by our Deputy Principal of Curriculum. As part of this, we conducted a review of the Hub structure, as well as the roles and responsibilities of Hub leads. We have decided

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	more rigorous targeted mentoring and monitoring of Ākina coaches		to move from 11 Hubs to 5 Pou, primarily to support staff with planning time. Currently, staff may be teaching across up to three Hubs, making it difficult to coordinate meetings and planning. With the new structure, we aim for staff to be assigned to just one Pou, enabling meetings to take place within a single time slot. Additionally, Hubs will shift from a Year 9/10 mix to separate Year 9 and Year 10 classes. This change will enhance the transition process, ensure clearer communication of expectations, and provide better support for Year 9 students during their initial terms, contributing to the strengthening of our high-expectations culture. End of Year: The new structure for junior Pou has been finalised and is set to roll out in 2025, with significant enhancements aimed at improving planning, collaboration, and support for staff and students. The revised structure reduces the number of Pou from 11 to 5, each encompassing two Hubs: one Year 9 and one Year 10. This separation enables targeted support for students during their foundational years, particularly Year 9, improving their transition into high school and ensuring clearer communication of expectations. Pou leads, selected for their expertise in curriculum and data analysis, are primarily Heads of Department (HODs). They will be allocated time for planning, and collaboration. The streamlined structure reduces the number of staff teaching across multiple Pou, simplifying meeting schedules and allowing for greater focus on strengthening teaching and learning practices. These changes will promote a culture of high expectations while supporting staff with clearer roles and responsibilities. Next Steps: Implement and Monitor the New Structure: Launch the revised Pou structure at the start of 2025 and ensure clear communication of roles, responsibilities, and expectations to all staff involved. Monitor the impact of the new structure on planning, collaboration, and student outcomes through regular feedback from Pou leads and staff. Professional Development for Pou Leads: Provide targeted PLD to support Pou leads in their roles, particularly in curriculum leadership, data analysis, and effective collaboration strategies.
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			Encourage the use of allocated time for observations, mentoring, and improving teaching practices across the Pou. Enhance Student Support: Use the Year 9 and 10 Hub separation to develop tailored approaches for addressing the unique needs of students in these cohorts, ensuring smooth transitions and targeted interventions. Leverage data analysis to identify and address areas for improvement in teaching and learning. Streamline Processes and Meetings: Evaluate the effectiveness of reduced cross-Pou teaching and streamlined meeting times, ensuring that staff collaboration is optimised. Adjust scheduling and planning processes as needed based on staff and student feedback. Build Whānau Engagement: Strengthen communication with whānau through regular updates on student progress.
All Year	Partnering with Aiga to further enhance our strengths based / high expectations approach to raising Pasifika achievement - Strengthening HGHS Pasifika community group. - Growth and development of Tautua Pasifika hub including access to multiple expert partners. - Continued participation in WOWbeing Leadership training to strengthen connections with students in Year 8. - Providing opportunities for our Pasifika students to connect with students from contributing schools and across the Kahui Ako.	Principal Pasifika Lead (WSL)	<i>Opportunities to partner with Aiga are each carefully planned and designed to enhance ākonga outcomes, develop more positive attitudes, increase engagement levels, and create applied learning opportunities for ākonga.</i> Mid-Year: With the appointment of a new Teacher in Charge (TIC) of Samoan this year, fono were held with key stakeholders from the Pasifika community and another with our aiga. In response, pastoral support was strengthened to assist students, including providing school uniforms and establishing a regular after-school study support program in the library. Our Fiafia event saw a record attendance of approximately 1000 people, with over 120 performers. Throughout the year, performance groups visited other kura and early childhood centers. Language weeks have gained momentum, with students taking increased ownership of these celebrations. End of Year: The school has made significant progress in fostering partnerships with aiga to enhance ākonga outcomes and engagement. Pasifika representation on the Board of Trustees has strengthened the connection between the school and the Pasifika community, ensuring their voices are integral to decision-

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			making. The Tautua Pasifika Hub will merge with Te Whai next year, broadening its scope to include a wider lens on cultural engagement and student support. Next Steps: Broaden the Scope of the Pasifika Connections Pou: Ensure the integration of Tautua Pasifika into Te Whai supports a holistic approach to cultural engagement while maintaining strong Pasifika representation and initiatives. Strengthen Distributed Leadership: Provide ongoing support and professional development to staff taking on distributed leadership roles in Pasifika initiatives, ensuring a seamless transition from the previous Pasifika Dean structure. Encourage collaboration between staff, aiga, and ākonga to maintain momentum in celebrating and supporting Pasifika culture. Enhance Engagement Opportunities: Build on the success of the Fono and Fiafia events by planning additional opportunities for aiga to engage with the school, including academic and cultural showcases. Continue to promote student-led initiatives, such as language weeks, to foster ownership and pride in cultural celebrations. Sustain Academic and Pastoral Support: Monitor and Evaluate Impact: Develop measures to evaluate the impact of merged hubs and distributed leadership on Pasifika ākonga outcomes, attitudes, and engagement levels. Use feedback from aiga, ākonga, and staff to refine and strengthen initiatives.
All Year	Partnering with Whānau and Iwi to further enhance our strengths based / high expectations approach to raising Māori achievement. - NKII & ERO collaborative pilot for schoolwide review - Continued building a schoolwide culture of the 'Way we do things' at HGHS through lens of Te Ao Māori.	Principal Senior Leadership Team Board of Trustees	<i>Opportunities to partner with whānau and iwi are each carefully planned and designed to enhance ākonga outcomes, develop more positive attitudes, increase engagement levels, and create applied learning opportunities for ākonga.</i> Mid-Year: We actively seek opportunities to engage with whānau across multiple settings. Remove barriers for whānau to attend e.g no or limited costs We are aware that building trust takes time. End of Year: the school has made meaningful progress in partnering with whānau and iwi to enhance ākonga outcomes, foster positive attitudes, and increase engagement. A deliberate communication plan to engage whānau has been further refined, with alignment to the curriculum tool to ensure a consistent and

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	- Create authentic opportunities throughout the year for whānau to celebrate student success.	intentional approach across learning areas. The ERO review highlighted significant strengths, including: Ākonga feeling a strong sense of belonging and confidence in their identity, language, and culture. A curriculum that increasingly reflects local contexts and incorporates Mātauranga Māori, providing relevant and meaningful learning experiences. Teachers effectively employing culturally responsive practices that engage learners with purposeful and authentic learning opportunities. Leaders demonstrating a commitment to Te Tiriti o Waitangi partnerships and valuing the cultural backgrounds of ākonga through initiatives, programs, and practices. These accomplishments underscore the school's focus on fostering relational trust, supporting innovation, and using both internal and external expertise to enhance capability building and drive improvement. Next Steps: Strengthen Communication with Whānau and Iwi: Fully implement the deliberate communication plan to engage whānau, ensuring it is visible across the curriculum and consistently enacted. Use a variety of communication methods, including face-to-face hui, digital platforms, and events, to remove barriers and increase accessibility for all whānau. Enhance Curriculum Design: Continue to embed Mātauranga Māori at the forefront of curriculum and programme design, ensuring local contexts and iwi aspirations are reflected. Build on the schoolwide curriculum sequencing to explicitly align learning pathways with the aspirations of ākonga, whānau, hapū, and iwi. Expand Engagement Opportunities: Plan further opportunities for whānau and iwi to participate in and observe authentic learning experiences, such as project showcases, cultural events, and whānau evenings. Encourage ākonga-led initiatives that involve whānau and iwi, fostering agency and shared ownership of learning outcomes. Deepen Cultural Responsiveness:
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			Provide ongoing professional development to support teachers in using culturally responsive pedagogies and practices. Ensure all staff maintain a commitment to Te Tiriti o Waitangi partnerships and actively demonstrate tangata whenuatanga in their teaching and interactions. Continue to inform learners about the diverse pathways, programmes, and support available, aligning these with their aspirations and those of their whānau.
Terms 1 and 2	Supporting our ākonga as they transition into HGHS through a Hauora check and connect with home.	Assistant Principal Learning Support	<i>Building powerful connections with whānau starts with establishing relationships throughout all stages of the transition process. Prioritising regular check-ins to nurture strong connections throughout the transition phases.</i> Mid Year: Making early connections with whānau is crucial in supporting the transition of students into Year 9, and Ākina coaches are becoming increasingly effective in this role. The start-of-year BBQ following the noho provided a great, low-key opportunity to establish those initial relationships. While some Hubs are proactive in fostering these connections, there remains inconsistency across the school. Where strong relationships exist, we observe improved attendance and achievement. A pastoral review conducted at the end of the year captured feedback from Year 9 students and whānau regarding the transition process, with most feedback being positive. We have also identified staff who excel in building these connections and use them as models of best practice. Moving forward, it's essential to monitor these connections more closely to ensure we are all aligned. End of Year: Significant progress has been made in strengthening connections with whānau throughout the transition process. A review of the school calendar and the whakawhanaungatanga map has enabled a more structured and deliberate approach to fostering relationships, including the reintroduction of interviews for Year 8's upon enrollment. Feedback loops with Year 9 students and their whānau have been implemented to assess the effectiveness of transition activities, with the majority of responses highlighting positive experiences. Identifying staff who excel at building strong connections has been instrumental, as their best practices are now being modeled across the school. However, some inconsistencies remain, and a focus on alignment and consistency will be key moving forward. Next Steps: Enhance Consistency Across Hubs:

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			Ensure all Hubs adopt effective strategies for building relationships with whānau, using identified best practices as a foundation. Provide targeted support and professional development for staff to foster consistent engagement practices. Strengthen the whakawhanaungatanga map: Embed the whakawhanaungatanga map into transition processes, ensuring clear and intentional steps for establishing connections with whānau. Monitor its implementation and adjust as needed based on feedback from students, whānau, and staff. Expand Feedback Loops: Regularly gather and analyse feedback from whānau and students throughout the transition process to identify strengths and areas for improvement. Use this feedback to refine transition activities and create a more personalised experience for incoming students. Prioritise Early Engagement: Plan and implement additional low-key events, such as the start-of-year BBQ, to provide informal opportunities for whānau and staff to connect. Encourage Ākina coaches to maintain regular check-ins with whānau throughout the year to nurture relationships. Monitor and Evaluate Outcomes: Track the impact of strong whānau connections on attendance and achievement, ensuring these metrics are part of ongoing reviews. Use data to highlight successes and inform strategies for continuous improvement.
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Improvement Plan - Curriculum Development			
Strategic Goal and Annual Goal 3 KAITIAKITANGA Developing ākonga as guardians of our past, present, and future. Growing, embedding, reviewing and refreshing exceptional curriculum			
Annual Target Ākonga thrive within a curriculum that is locally based, knowledge rich and culturally sustaining.			
Key Improvement Indicators Hastings Girls' High School has a curriculum that is locally based, knowledge rich and culturally sustaining as evidenced through: • Curriculum review • Enhanced leadership capacity • Responsive and comprehensive PLD • Building and maintaining curriculum mapping tool making learning connections across curriculum areas.			
When	What	Who	Indicators of Progress
All Year	Middle Leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. - Targeted support for middle leaders – coaching to grow capacity	Senior Leadership Team	<i>Middle leaders are committed to further leadership development based on shared understandings of what this looks like in practice and in alignment with the schoolwide vision.</i> Mid-Year: Reestablishing regular 1-2-1 meetings across all levels has been instrumental in enhancing support and accountability. During meetings with the principal, the Senior Leadership Team (SLT) discusses the individual staff they manage, enabling targeted coaching conversations and personalised support. Early identification of underperformance ensures that appropriate plans are promptly put in place to address any concerns. With multiple changes occurring across the sector in both NCEA and Curriculum, middle leaders are under increasing pressure.

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			End of Year: The decision to distribute HODs across the SLT has enhanced targeted support and streamlined communication. However, the frequency and consistency of 1-2-1 meetings remain a critical priority. Missed meetings have occasionally disrupted communication and created additional pressure on staff, particularly when SLT and Principal 1-2-1s are affected. It is essential to ensure that any missed meetings are promptly rescheduled to maintain alignment and support. The annual plan is an invaluable tool, but its consistent reference throughout the year needs to be more intentional. Using the annual plan as a “road map” during meetings will help track progress, align actions with strategic priorities, and prevent unnecessary distractions or deviations from the agreed direction. Clear and consistent communication is paramount, particularly during periods of change. The need to cross-check messages across SLT before implementing changes has been highlighted, as inconsistent messaging can lead to staff stress and confusion. Strengthening this process will ensure that changes are introduced smoothly, minimizing the need for rewinding or correcting errors. By addressing these areas, middle leadership can continue to operate effectively while reducing stress and maintaining alignment with the school’s goals and values. Next Steps: Strengthen Meeting Structures and Consistency: Prioritise regular 1-2-1 meetings across all levels, ensuring missed meetings are rescheduled promptly to maintain continuity. Develop a shared calendar system to track meetings and follow-ups, reducing the risk of miscommunication or overlooked discussions. Enhance Use of the Annual Plan: Embed the annual plan into all meetings with senior and middle leaders, using it as a consistent reference to guide discussions and track progress against strategic goals, avoiding distractions from agreed priorities. Refine Communication Processes: Implement a protocol for cross-checking communications across SLT and middle leaders before changes are introduced to avoid conflicting messages.
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			Develop a clear change-management plan for any new initiatives or adjustments to reduce stress and confusion for staff. Targeted Support for Middle Leaders: Continue to distribute HOD responsibilities among SLT to provide personalised and targeted coaching. Identify professional learning and development (PLD) opportunities tailored to the needs of middle leaders, focusing on managing pressure from NCEA and curriculum changes. Focus on Proactive Leadership Development: Create a framework of shared understandings about leadership practice, aligned with the school's vision, to build consistency across middle leadership teams. Introduce collaborative sessions for middle leaders to share challenges, successes, and strategies, fostering a stronger support network. Monitor and Respond to Underperformance: Use the regular 1-2-1 meetings to monitor performance, celebrate successes, and address areas of concern early. Promote wellbeing strategies and encourage middle leaders to balance leadership demands with their personal and professional development. Leverage Technology for Efficiency: Utilise digital tools for tracking progress on goals, meeting notes, and communication to enhance accountability and reduce workload.
All Year	A regular cycle of review, refresh and embed a rich place based, Hub shaped junior curriculum. - Development of junior rubric for reporting - EasTTle - Attendance data - Curriculum data	Deputy Principal Curriculum Principal	<i>Ākonga thrive within our unique locally based, knowledge rich and culturally sustaining curriculum, which builds on the ākonga passions and skills. The tool makes explicit what Kaiako should teach, and students should learn. The curriculum is implemented throughout the school and is shared with whānau and the wider community. A strong alignment has been achieved between the overall curriculum tool, classroom teaching and the regular assessment of ākonga progress in relation to curriculum expectations.</i> Mid-Year: As a staff/leadership team we are quite well down the track with most of the indicators but work to be down into drilling down specifically through the

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	- Curriculum maps created via the tool - School values to be woven through curriculum	Ngāti Kahungunu lens. Critical consciousness is included in our junior curriculum tool. A real strength demonstrated through leadership is our ability to see and actively resolve inequities across the organisation Next Steps: Being able to provide evidence that this is occurring e.g. tool is populated but how do we know it is being taught and the impact this has on ākonga learning outcomes? How do we measure this? We need to build capability with leaders to able read and interpret data and really understand inequities – then problem solve ways to address these. A clear timeline was created, outlining workstreams from design to implementation and review, concluding at the end of 2025. End of Year: Assessment for Learning: HODs have developed a comprehensive suite of Assessment for Learning resources, including: Progression maps for core subject areas (Phases 1–4). Common assessment tasks with accompanying student-friendly rubrics. Marking schedules and model answers to standardise expectations. Junior School Moderation: A moderation process will be implemented next year to: Identify ākonga needs more accurately. Highlight areas for further development within the junior curriculum. Ensure consistency and fairness in assessment practices. Introduction of Pou Lead Kaiako: Each Pou (learning area) will have a designated Lead Kaiako to: Provide additional oversight and support. Strengthen curriculum implementation and assessment processes. Foster collaboration and consistency across subject areas.
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			Next Steps: Develop robust processes to evaluate whether the curriculum tool is being implemented effectively and its impact on ākonga outcomes. Collect and analyse data to identify trends, strengths, and areas requiring intervention. Leadership Development: Build leadership capacity to interpret and use data effectively to address inequities. Incorporate regular professional learning and development (PLD) sessions focused on equity, data literacy, and culturally sustaining practices. Develop leadership opportunity for ākonga within each hub. To foster leadership skills and provide authentic opportunities for student voice and agency. These ākonga leaders will play a pivotal role in supporting their peers, promoting the school's values, and contributing to the overall success and well-being of their Hub community. Enhancing the Ngāti Kahungunu Lens: Continue embedding the Ngāti Kahungunu perspective across all curriculum areas with ongoing feedback from iwi and community partners. Introduction of a junior moderation process: Identify ākonga needs more accurately. Highlight areas for further development within the junior curriculum. Ensure consistency and fairness in assessment practices. Use insights from the junior school moderation process to refine and expand assessment practices across all levels. Collaborating with Whānau and Community: Strengthen partnerships with whānau and the wider community to co-create learning opportunities and ensure the curriculum remains relevant and responsive.
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All Year	Senior Leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. - Targeted support for senior leaders – coaching to grow capacity	Principal	<i>Senior leaders are committed to further leadership growth based on shared understandings of what this looks like in practice and in alignment with our tima culture.</i> Mid-Year: 2024 saw a change in the structure of our Senior Leadership Team (SLT) with the appointment of a new Assistant Principal for Learning Support (AP LSC). The team's rhythm took some time to settle, as one member was on leave for much of Term 1, followed by the principal's leave at the start of Term 2. To ensure efficiency, our regular 1-2-1 structures were adjusted to keep SLT hui focused on key priorities and to streamline decision-making. These targeted meetings have enhanced the effectiveness of coaching individual leaders, making the process more responsive to their specific needs. End of Year: In Term 2, 2025, the principal will take study leave, and the Deputy Principal (Pastoral) will be on leave for part of Term 1. Recognising the challenges of operating with leadership gaps, a decision has been made to backfill the Deputy role, with a Dean stepping into this position temporarily. Term 1 plan will be finalised for the Acting Principal position. Next Steps: Leadership Continuity: - Finalise the Dean's transition into the acting Deputy role, ensuring clarity around responsibilities and expectations. - Provide tailored support and mentoring to prepare the Dean for their expanded leadership responsibilities. Streamlined Communication: - Commit to regular 1-2-1 hui for all SLT members, ensuring seamless communication and efficient problem-solving. - Develop a clear reporting structure to keep the principal updated during their leave and facilitate smooth decision-making. Ongoing Leadership Growth: - Align all leadership activities with the staff culture, focusing on collaboration, shared responsibility, and professional growth.
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			- Continue targeted coaching for SLT members, addressing individual needs and strengthening the team's overall capacity. Strategic Alignment During Absences: - Embed the annual plan into all SLT hui to maintain alignment with the school's strategic direction. - Schedule review checkpoints during Term 1 and Term 2 to assess progress and adjust priorities as needed.
All Year	Targeted PLD for staff to enrich pedagogical practices in alignment with Te Mātaiaho	Principal Deputy Principal Curriculum	<i>A strong collegial culture has been established. Kaiako have an overt and shared commitment to the improvement of pedagogical practices which enact our placed based, local curriculum.</i> Mid-Year: With the change in government, the planned release of Te Mātaiaho has been put on hold as the document undergoes review to align with the government's vision and priorities. The potential removal of Te Tiriti o Waitangi as the foundation of all curriculum could significantly alter the educational landscape. However, our vision at Hastings Girls' High School remains steadfast in upholding the principles of Te Tiriti o Waitangi, and we will not waver from this commitment. We believe that our place-based local curriculum is ideally suited to fostering the new priorities of literacy and numeracy. Furthermore, the development of our pedagogical practices through the implementation of proven strategies, such as culturally sustaining practices and the introduction of High Impact Teaching Strategies (HiTS), will continue to be a central focus. End of Year: Professional Development Progress: PLD initiatives have strengthened pedagogical capacity, with kaiako increasingly integrating literacy, numeracy, and cultural frameworks into their teaching. The introduction of HiTS has begun to create a shift in classroom practices, but more consistent application is needed. Data-Informed Teaching:

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			Some staff are effectively using EasTle and other assessment tools to inform their teaching, but upskilling is required for consistent practice across the school. Support for At-Risk Students: Targeted literacy and numeracy interventions for at-risk students have shown promise, but additional support is required to close achievement gaps further. Next Steps: Professional Growth Cycle Review: - Refresh the Professional Growth Cycle (PGC) to align with the HGHS Effective Teacher Profile, ensuring all kaiako reflect and grow in line with the school's values and strategic goals. Develop a comprehensive PLD plan for 2025 with a focus on: - Enhancing pedagogical strategies in literacy and numeracy. - Embedding culturally sustaining practices into all teaching areas. Supporting At-Risk Students: - Expand targeted interventions for students at risk in literacy and numeracy. - Create individualised plans to address specific gaps, with regular progress reviews. Upskilling on Data Usage: - Provide PLD for kaiako to effectively use EasTle and other data tools to analyse student progress and inform differentiated teaching practices. - Develop a shared understanding of how data translates to actionable teaching strategies. High Impact Teaching Strategies (HiTS): - Launch a new round of HiTS PLD, emphasising practical application in the classroom. - Identify kaiako champions who can model and mentor others in implementing HiTS effectively. Strengthening Numeracy and Literacy Leadership:
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			- Establish a leadership focus on literacy and numeracy, creating lead kaiako or PLD coordinators to support curriculum and pedagogy in these areas. Build cross-department collaboration to embed numeracy and literacy skills in all subjects. Cultural Alignment and Te Tiriti o Waitangi: - Continue integrating Te Tiriti o Waitangi principles into all curriculum areas. - Highlight HGHS's commitment to cultural responsiveness in internal reviews and external communications.
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Report on Hastings Girls' High School | Ngā Rau Huia o Ākina: Upholding Te Tiriti o Waitangi

Introduction:

Hastings Girls' High School, also known as Ngā Rau Huia o Ākina in Te Reo Māori, is deeply committed to honoring Te Tiriti o Waitangi and fostering an inclusive environment where Māori student achievement is prioritized and celebrated. The school has implemented a range of initiatives and practices to promote cultural understanding, equity, and excellence in education.

Initiatives Supporting Māori Student Achievement:

1. **Professional Learning and Development (PLD):** Ongoing PLD programs are conducted to promote equitable partnership and cultural understanding among staff members. These programs provide opportunities for educators to deepen their knowledge of Te Ao Māori (the Māori world) and develop culturally sustaining teaching practices, thereby ensuring that the needs of Māori learners are effectively met.
2. **Integration of Mātauranga Māori:** Mātauranga Māori, or Māori knowledge systems, are at the forefront of the school's curriculum planning for junior students. By incorporating Māori perspectives, language, and culture into the curriculum, the school acknowledges the richness of Māori knowledge and promotes cultural identity and pride among students.
3. **Formal Māori Name:** Hastings Girls' High School has adopted the formal Māori name Ngā Rau Huia o Ākina in 2023 to demonstrate its commitment to Mana Ōrite (equal partnership) and inclusivity. This naming decision reflects the school's acknowledgment of Māori culture and its desire to ensure that all ākonga (students) feel valued and included in the school's values and identity.
4. **School Values:** The school has recently adapted new values—Manaakitanga (hospitality and kindness), Kaitiakitanga (guardianship and stewardship), Whanaungatanga (relationships and connections), Whakaute (respect), and Pono (integrity and honesty). These values align with the school's vision and Māori principles and are integrated into the school's ethos, guiding both staff and students in their interactions and decision-making processes.
5. **Tuakana/Teina Program:** A tuakana/teina mentoring program has been established to support the integration of junior students who may be struggling. This program focuses on mana enhancement rather than punitive measures, providing support and guidance to students through peer mentoring relationships.
6. **Karakia and Waiata:** Karakia (prayer) and Waiata (songs) are integral parts of the school's daily routine for both staff and students. These practices reflect the school's commitment to acknowledging and respecting Māori cultural traditions and spiritual beliefs. The school has now incorporated an annual interhouse haka competition where all students and staff participate. This haka is inline with our brother school, Hastings Boys' High School.

7. **Support for Middle Leaders:** 1-2-1 meetings are in place to support middle leaders in authentically implementing kaupapa Māori (Māori principles) and Mātauranga Māori into their curriculum areas. This support ensures that all aspects of the school's operations are aligned with its commitment to Te Tiriti o Waitangi and Māori student achievement.

Conclusion:

Hastings Girls' High School | Ngā Rau Huia o Ākina is dedicated to upholding Te Tiriti o Waitangi and ensuring equitable partnership and cultural understanding within its learning community. Through a range of initiatives, including professional development, curriculum integration, naming conventions, values alignment, mentoring programs, cultural practices, and ongoing support for staff, the school demonstrates its commitment to promoting Māori student achievement and fostering an inclusive and culturally sustaining educational environment.