

# HASTINGS GIRLS' HIGH SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### 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 Report - For the year ended 31 December 2022

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## Hastings Girls' High School

### Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

**Jo-ell MacDonald**

Full Name of Presiding Member

  
Jo-ell MacDonald

Signature of Presiding Member

31 May 2023

Date:

**Catherine Bentley**

Full Name of Principal

  
Catherine Bentley

Signature of Principal

31 May 2023

Date:

## Hastings Girls' High School

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	9,095,241	8,687,963	8,577,664
Locally Raised Funds	3	203,989	41,457	255,053
Interest Income		31,826	23,560	17,189
Gain on Sale of Property, Plant and Equipment		627	-	5,662
Other Revenue		10,000	-	2,705
		<u>9,341,683</u>	<u>8,752,980</u>	<u>8,858,273</u>
<b>Expenses</b>				
Locally Raised Funds	3	110,628	32,500	117,265
Learning Resources	4	6,091,782	5,809,607	5,925,610
Administration	5	1,586,033	1,248,464	1,054,088
Finance		12,119	8,395	13,387
Property	6	1,475,416	1,791,622	1,443,754
Loss on Disposal of Property, Plant and Equipment	11	4,868	-	222
		<u>9,280,846</u>	<u>8,890,588</u>	<u>8,554,326</u>
<b>Net Surplus / (Deficit) for the year</b>		60,837	(137,608)	303,947
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>60,837</u></u>	<u><u>(137,608)</u></u>	<u><u>303,947</u></u>

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

**Hastings Girls' High School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		3,240,968	2,781,990	2,937,021
Total comprehensive revenue and expense for the year Contributions from the Ministry of Education		60,837	(137,608)	303,947
<b>Equity at 31 December</b>		3,301,805	2,644,382	3,240,968
Accumulated comprehensive revenue and expense		3,301,805	2,644,382	3,240,968
<b>Equity at 31 December</b>		3,301,805	2,644,382	3,240,968

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

# Hastings Girls' High School Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	73,719	186,471	211,252
Accounts Receivable	8	389,579	357,433	420,344
GST Receivable		71,999	25,604	73,330
Prepayments		47,466	36,674	34,973
Inventories	9	11,975	27,484	19,464
Investments	10	2,084,078	1,544,073	2,010,043
Funds Receivable for Capital Works Projects	16	24,278	-	35,676
		2,703,094	2,177,739	2,805,082
<b>Current Liabilities</b>				
Accounts Payable	12	551,422	556,242	579,266
Revenue Received in Advance	13	30,228	64,939	33,901
Provision for Cyclical Maintenance	14	104,035	115,484	295,929
Finance Lease Liability	15	55,573	61,588	50,471
Funds held for Capital Works Projects	16	53,855	-	82,498
		795,113	798,253	1,042,065
<b>Working Capital Surplus/(Deficit)</b>		1,907,981	1,379,486	1,763,017
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,668,062	1,362,253	1,599,573
		1,668,062	1,362,253	1,599,573
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	223,843	-	68,430
Finance Lease Liability	15	50,395	97,357	53,192
		274,238	97,357	121,622
<b>Net Assets</b>		3,301,805	2,644,382	3,240,968
<b>Equity</b>		3,301,805	2,644,382	3,240,968

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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		3,530,294	2,304,027	2,909,769
Locally Raised Funds		217,732	41,457	218,242
International Students		(14,598)	-	24,650
Goods and Services Tax (net)		1,331	-	(47,726)
Payments to Employees		(1,570,634)	(1,039,391)	(1,300,053)
Payments to Suppliers		(1,882,149)	(1,407,908)	(1,540,902)
Interest Paid		(12,119)	(8,395)	(13,387)
Interest Received		35,572	23,560	19,557
Net cash from/(to) Operating Activities		305,429	(86,650)	270,150
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		627	-	9,570
Purchase of Property Plant & Equipment (and Intangibles)		(257,670)	(163,056)	(191,486)
Purchase of Investments		(177,162)	-	(465,970)
Proceeds from Sale of Investments		103,126	-	-
Net cash from/(to) Investing Activities		(331,079)	(163,056)	(647,886)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(51,886)	(60,259)	(50,219)
Funds Administered on Behalf of Third Parties		(59,997)	-	142,771
Net cash from/(to) Financing Activities		(111,883)	(60,259)	92,552
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(137,533)</b>	<b>(309,965)</b>	<b>(285,184)</b>
Cash and cash equivalents at the beginning of the year	7	211,252	496,436	496,436
<b>Cash and cash equivalents at the end of the year</b>	7	<b>73,719</b>	<b>186,471</b>	<b>211,252</b>

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

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

# Hastings Girls' High School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's 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 schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

### **h) Inventories**

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

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

Improvements (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:

Building Improvements	10-50 years
Buildings	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% D
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

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

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

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

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

#### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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 the surplus or deficit.

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

### **m) Accounts Payable**

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

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 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.

#### **o) Revenue Received in Advance**

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

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

#### **p) Funds Held in Trust**

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

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

#### **q) 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.

#### **r) 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. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is 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.

#### **s) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision 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 schools 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.

#### **t) 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.

#### **u) Borrowings**

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

#### **v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **w) Budget Figures**

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

#### **x) Services received in-kind**

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

## 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	3,434,768	3,027,419	3,120,589
Teachers' Salaries Grants	4,584,407	4,389,289	4,481,212
Use of Land and Buildings Grants	968,303	1,185,272	886,394
Other Government Grants	107,763	85,983	89,469
	<u>9,095,241</u>	<u>8,687,963</u>	<u>8,577,664</u>

The school has opted in to the donations scheme for this year. Total amount received was \$97,050.

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	2,862	-	4,375
Fees for Extra Curricular Activities	116,430	41,457	154,331
Trading	8,132	-	23,019
Fundraising & Community Grants	29,950	-	9,910
Other Revenue	33,246	-	38,768
International Students	13,369	-	24,650
	<u>203,989</u>	<u>41,457</u>	<u>255,053</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	81,986	20,500	84,888
Trading	12,691	-	18,508
Fundraising & Community Grant Costs	612	-	-
International Students - Student Recruitment	-	-	1,000
International Students - Other Expenses	568	-	1,170
Vehicle Expenses	14,771	12,000	11,699
	<u>110,628</u>	<u>32,500</u>	<u>117,265</u>
<i>Surplus for the year Locally raised funds</i>	<u>93,361</u>	<u>8,957</u>	<u>137,788</u>

During the year the School hosted 0 International students (2021:2)

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	372,645	356,396	337,397
Library Resources	5,905	12,500	11,292
Employee Benefits - Salaries	5,283,625	5,010,278	5,166,253
Staff Development	14,671	35,500	19,318
Depreciation	254,395	192,105	239,462
Information & Communication Technology	145,641	156,478	115,351
Non Curricular Expenses	12,628	23,350	14,509
Non Curricular Sports	2,272	23,000	22,028
	<u>6,091,782</u>	<u>5,809,607</u>	<u>5,925,610</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	9,959	9,959	9,669
Board Fees	4,085	6,500	4,968
Board Expenses	16,629	31,900	14,777
Communication	8,921	8,000	8,532
Consumables	26,382	26,500	25,284
Operating Lease	7,003	-	3,492
Legal Fees	-	500	-
Other	100,337	62,700	66,054
Employee Benefits - Salaries	323,504	237,530	235,000
Insurance	28,929	28,000	24,751
Service Providers, Contractors and Consultancy	28,200	27,500	26,400
Healthy School Lunch Programme	1,032,084	809,375	635,161
	<u>1,586,033</u>	<u>1,248,464</u>	<u>1,054,088</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	18,986	20,500	16,843
Cyclical Maintenance Provision	(36,481)	49,861	18,399
Grounds	10,099	21,250	18,720
Heat, Light and Water	89,133	113,500	104,561
Rates	5,072	2,685	2,601
Repairs and Maintenance	62,992	55,950	56,994
Use of Land and Buildings	968,303	1,185,272	886,394
Security	4,945	3,500	4,454
Employee Benefits - Salaries	161,305	151,604	162,062
Consultancy & Contract Services	191,062	187,500	172,726
	<u>1,475,416</u>	<u>1,791,622</u>	<u>1,443,754</u>

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

## 7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	73,719	186,471	60,991
Short-term Bank Deposits	-	-	150,261
Cash and cash equivalents for Statement of Cash Flows	<u>73,719</u>	<u>186,471</u>	<u>211,252</u>

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

Of the \$73,719 Cash and Cash Equivalents \$53,855 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. The funds are required to be spent in 2023 on Crown owned school buildings.

**8. Accounts Receivable**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	1,099	12,743	21,983
Receivables from the Ministry of Education	-	-	24,922
Interest Receivable	-	6,114	3,746
Teacher Salaries Grant Receivable	388,480	338,576	369,693
	<u>389,579</u>	<u>357,433</u>	<u>420,344</u>
Receivables from Exchange Transactions	1,099	18,857	25,729
Receivables from Non-Exchange Transactions	388,480	338,576	394,615
	<u>389,579</u>	<u>357,433</u>	<u>420,344</u>

**9. Inventories**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Uniforms	11,975	27,484	19,464
	<u>11,975</u>	<u>27,484</u>	<u>19,464</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	2,084,078	1,544,073	2,010,043
Total Investments	<u>2,084,078</u>	<u>1,544,073</u>	<u>2,010,043</u>





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	238,883	-	-	-	(6,141)	<b>232,742</b>
Building Improvements	395,173	41,722	-	-	(13,686)	<b>423,209</b>
Furniture and Equipment	482,589	89,192	(4,868)	-	(82,101)	<b>484,812</b>
Information and Communication Technology	206,001	82,813	-	-	(68,425)	<b>220,389</b>
Motor Vehicles	147,822	48,307	-	-	(20,982)	<b>175,147</b>
Textbooks	7,306	-	-	-	(1,311)	<b>5,995</b>
Leased Assets	92,470	65,238	-	-	(58,053)	<b>99,655</b>
Library Resources	29,329	480	-	-	(3,696)	<b>26,113</b>
<b>Balance at 31 December 2022</b>	<b>1,599,573</b>	<b>327,752</b>	<b>(4,868)</b>	<b>-</b>	<b>(254,395)</b>	<b>1,668,062</b>

The net carrying value of equipment held under a finance lease is \$99,655 (2021: \$92,470)

### Restrictions

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.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	307,064	(74,322)	<b>232,742</b>	307,064	(68,181)	<b>238,883</b>
Building Improvements	765,755	(342,546)	<b>423,209</b>	724,033	(328,860)	<b>395,173</b>
Furniture and Equipment	1,983,758	(1,498,946)	<b>484,812</b>	1,923,040	(1,440,451)	<b>482,589</b>
Information and Communication Technology	609,799	(389,410)	<b>220,389</b>	526,986	(320,985)	<b>206,001</b>
Motor Vehicles	317,728	(142,581)	<b>175,147</b>	277,422	(129,600)	<b>147,822</b>
Textbooks	109,263	(103,268)	<b>5,995</b>	109,263	(101,957)	<b>7,306</b>
Leased Assets	212,108	(112,453)	<b>99,655</b>	264,655	(172,185)	<b>92,470</b>
Library Resources	124,816	(98,703)	<b>26,113</b>	124,335	(95,006)	<b>29,329</b>
<b>Balance at 31 December</b>	<b>4,430,291</b>	<b>(2,762,229)</b>	<b>1,668,062</b>	<b>4,256,798</b>	<b>(2,657,225)</b>	<b>1,599,573</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	92,085	67,021	161,474
Accruals	9,959	8,790	6,446
Banking Staffing Overuse	12,364	104,946	10,062
Employee Entitlements - Salaries	388,480	344,475	369,693
Employee Entitlements - Leave Accrual	49,610	31,010	31,591
Payroll Suspense	(1,076)	-	-
	<b>551,422</b>	<b>556,242</b>	<b>579,266</b>
Payables for Exchange Transactions	551,422	556,242	579,266
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>551,422</b>	<b>556,242</b>	<b>579,266</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Income in Advance	-	6,693	-
Anonymous Shoe Donor	85	498	85
Anonymous Uniform Donations	700	-	-
Parents Trust	22,292	32,098	26,665
R Kenwright Award 2019 - 2021	1,000	1,000	1,000
International Student Fees in Advance	-	24,650	-
International Students - Board Balances	2,967	-	2,967
International Students - Incidental Bala	3,184	-	3,184
	<b>30,228</b>	<b>64,939</b>	<b>33,901</b>

### 14. Provision for Cyclical Maintenance

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	364,359	65,623	345,960
Increase to the Provision During the Year	38,904	49,861	46,741
Other Adjustments	(75,385)	-	(28,342)
Provision at the End of the Year	<b>327,878</b>	<b>115,484</b>	<b>364,359</b>
Cyclical Maintenance - Current	104,035	115,484	295,929
Cyclical Maintenance - Non current	223,843	-	68,430
	<b>327,878</b>	<b>115,484</b>	<b>364,359</b>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. 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:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
No Later than One Year	64,058	61,588	58,878
Later than One Year and no Later than Five Years	58,846	97,357	63,351
Future Finance Charges	(16,936)	-	(18,566)
	<b>105,968</b>	<b>158,945</b>	<b>103,663</b>
<b>Represented by</b>			
Finance lease liability - Current	55,573	61,588	50,471
Finance lease liability - Non current	50,395	97,357	53,192
	<b>105,968</b>	<b>158,945</b>	<b>103,663</b>

## 16. Funds Held (Owed) for Capital Works Projects

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

	2022	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
Boiler Decommissioning		227459	30,307	-	(33,247)	-	(2,940)
AMS30 IT/Fabric/Tech/Music		227462	(18,837)	147,331	(133,888)	-	(5,394)
Roof Remediation		227460	8,190	42,591	(2,980)	-	47,801
Floor Covering		227461	4,009	17,704	(21,713)	-	-
Toilet/Shower/Staffroom		227463	39,992	68,094	(108,086)	-	-
Blk10 Tap/Benchtop & Flooring		227458	(16,839)	196,167	(187,757)	-	(8,429)
Staffroom Flooding		235471	-	27,913	(27,913)	-	-
Roof Remediation Stage 2		236063	-	40,656	(34,602)	-	6,054
Water Leak		240601	-	-	(7,515)	-	(7,515)
Totals			46,822	540,456	(557,701)	-	29,577

### Represented by:

Funds Held on Behalf of the Ministry of Education	53,855
Funds Receivable from the Ministry of Education	(24,278)

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

### Represented by:

Funds Held on Behalf of the Ministry of Education	82,498
Funds Receivable from the Ministry of Education	(35,676)

## 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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,085	4,968
<i>Leadership Team</i>		
Remuneration	856,035	1,685,596
Full-time equivalent members	7.00	15.78
 Total key management personnel remuneration	 860,120	 1,690,564

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (0 members) that met 7 and 4 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

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

	2022	2021
Remuneration \$000	FTE Number	FTE Number
100 - 110	13.00	11.00
110 - 120	1.00	1.00
120 - 130	3.00	3.00
	17.00	15.00

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:

	2022 Actual	2021 Actual
Total	\$20,000	\$1
Number of People	-	-

## 20. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

### Holidays Act Compliance – schools payroll

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

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

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

\$418,675 contract for the Boiler Decommissioning as agent for the Ministry of Education. This project is fully funded by the Ministry and \$45,000 has been received of which \$47,940 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$200,000 contract for the AMS30 IT/Fabric/Tech/Music as agent for the Ministry of Education. This project is fully funded by the Ministry and \$167,331 has been received of which \$172,725 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$116,481 contract for the Roof Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$92,591 has been received of which \$44,790 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$254,172 contract for the Blk10 Tap/Benchtop & Flooring as agent for the Ministry of Education. This project is fully funded by the Ministry and \$207,772 has been received of which \$216,201 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$425,906 contract for the Roof Remediation Stage 2 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$40,656 has been received of which \$34,602 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$12,500 contract for the Water Leak as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$7,515 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

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

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

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

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

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

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

#### (b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	73,719	186,471	211,252
Receivables	389,579	357,433	420,344
Investments - Term Deposits	2,084,078	1,544,073	2,010,043
Total Financial assets measured at amortised cost	<u>2,547,376</u>	<u>2,087,977</u>	<u>2,641,639</u>

#### Financial liabilities measured at amortised cost

Payables	551,422	556,242	579,266
Finance Leases	105,968	158,945	103,663
Total Financial Liabilities Measured at Amortised Cost	<u>657,390</u>	<u>715,187</u>	<u>682,929</u>

### **23. Events After Balance Date**

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

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Hawkes Bay / Tairawhiti region and the full financial impact has not yet been determined. The school continued to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We have identified the following possible effects on the school.

Additional costs incurred developing alternative methods of delivering curriculum to students, so that they can learn at alternative locations.

Additional staffing costs incurred because staff were unable to access the school / kura due to road closures.

### **24. Comparatives**

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF HASTINGS GIRLS HIGH SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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

#### Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022; and
  - its financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

### **Responsibilities of the Board for the financial statements**

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

#### **Other information**

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

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

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

### **Independence**

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

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

*David Fraser*

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

## Hastings Girls' High School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Jacqui Davis	Presiding Member	Elected	Sep 2022
Amataga Luli	Presiding Member	Co-opted	Sep 2025
Catherine Bentley	Principal	ex Officio	
Grant Russell	Parent Representative	Elected	Sep 2022
Anna Vignolini	Parent Representative	Elected	Sep 2025
Jason Whitiri	Parent Representative	Co-opted	Sep 2022
Jo-ell Husband	Parent Representative	Elected	Sep 2025
Helen Gallagher	Parent Representative	Elected	Sep 2025
Jesamine Te Huia	Parent Representative	Elected	Sep 2025
Monique Goodson	Staff Representative	Elected	Sep 2025
Zuggy Kireka-Russell	Student Representative	Elected	Sep 2022
Bianca Ching	Student Representative	Elected	Sep 2023

## Hastings Girls' High School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$15,412 (excluding GST). The funding was spent on sporting endeavours.

## HASTINGS GIRLS' HIGH SCHOOL ANNUAL STRATEGIC PLAN 2022

<b>Strategic Goals</b>		<b>Core Strategies for Achieving Goals: 2019 - 2022</b>
<b>Students' Learning</b>	<p>To provide all students with a balanced, well-rounded curriculum that is based on the New Zealand curriculum and is responsive to the unique needs of our community.</p> <p>To provide education which ensures that our students are well placed to achieve NCEA success and make successful transition to the future.</p>	<p>To constantly revise programmes to ensure that they remain relevant and engaging to our students while providing them with the necessary knowledge and skills to cope well with New Zealand's qualification system.</p>
<b>School Performance</b>	<p>To govern and manage the school in ways that give priority to student learning according to their identified abilities and needs.</p>	<p>To respond to the expectations of our parent body and to be proactive in ensuring this engagement.</p> <p>To maximise learning time and to find ways of minimising learning disruptions, distractions.</p>
<b>Use of Resources</b>	<p>To provide quality human and material resources needed for students to benefit from a balanced well-rounded curriculum according to their identified abilities and needs.</p>	<p>To determine resourcing decisions to maximise student achievement.</p>

## ANNUAL SCHOOL IMPROVEMENT PLAN

Domain	Strategic Goal	Target	Short Report
Students' Learning	1. To enable our girls to be literate and numerate so that they can contribute to and be successful in society.	Level 1 NCEA 90% - Māori 90% - Pasifika 90%	This strategic goal aligns with our COL achievement challenges: Literacy and Numeracy. A focus on addressing the levels of literacy and numeracy in years 9 and 10 in order to improve NCEA results in Year 11.
Student Engagement	2. To ensure that all our students feel connected to and have strong positive relationships with at least one significant adult in the school who knows their story.	100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR. 90% success in students working towards their learning goal.	This strategic goal aligns with our COL achievement challenge: Student Wellbeing. It covers the dimensions of Taha Hinengaro: mental wellbeing, Taha Wairua: spiritual wellbeing, Taha Tinana: physical health and wellbeing, and Taha Whanau: wellbeing that comes through extended family and social systems, at HGHS this is primarily through our pastoral care program.
Curriculum Development	3. To develop and implement, a junior curriculum that is locally based and culturally responsive	To work collaboratively across the school to develop planning and teaching of four cross curricular units for our junior school which are locally based and are delivered through a lens of culturally responsive pedagogy.	Learning will be student centred and highly relevant to the lives and experiences of our mostly Māori and Pasifika students. A strong focus on a curriculum which uses local contexts, resources, people and which is focused on increasing equity, social justice, critical thinking and enhancing democracy.

## ANALYSIS OF VARIANCE 2022 ANNUAL ACHIEVEMENT - GOAL 1

**Domain:** Student Learning

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

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

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

Historical Position	Achievement target	2022 Achievement results	Explanation of variation
Level 1 NCEA all students: 74% Level 1 NCEA Māori: 69% Level 1 NCEA Pasifika: 85%	Level 1 NCEA all students: 90% Level 1 NCEA Māori: 90% Level 1 NCEA Pasifika: 90%	Level 1 NCEA all students: 78 Level 1 NCEA Māori: 78 Level 1 NCEA Pasifika: 79	Our data is taken as of 11.02.2023. As with data gathered over the last 3 years, our numbers exclude students that did not complete the school year and students enrolled in a two-year program to gain their qualification. Given the ongoing impact COVID has had on our school community, we have been bracing ourselves for a huge decline in our pass rate. Our focus for much of the year was around student and staff hauora. Many students have juggled work commitments alongside their study, an unprecedented number of students made the decision to leave and move into full time work. Three years of breaks away from school as part of COVID response plan has added to the already poor attendance habits. 2023 much of the focus will be on reengagement, reconnecting and rebuilding healthy learning habits.



When	Activity	Person Responsible	Indicators of Progress
Terms 1 –2	Professional Growth cycle to be refreshed, with a new cycle starting term 1 2022.	SCT DP – Curriculum	Further development of the Professional Growth cycle which includes growth coaching conversations with the aim of building school wide culturally sustainable practices and bettering students’ achievement
			<p><b>July progress to date:</b> Staff have continuously worked on their professional growth cycle throughout the year. DP Curriculum meets with all Head of Departments on a fortnightly basis to maintain regular contact and provide on-going support for each department. Practice observations and feedback processes are discussed to ensure each department is provided with professional learning opportunities to support them in their areas of need.</p> <p>The importance of continuous self-reflection is communicated regularly to ensure that all staff work towards normalising conversations that are open, honest, professional, and productive when discussing best practice and sharing strategies to improve teaching and learning. This has encouraged and fostered improved working relationships amongst staff.</p>
			<p><b>End of Year:</b> All staff are committed to achieving the common goal of improving our own practice to raise students’ engagement, learning and achievement.</p>
			<p><b>Next steps:</b> Final reflection set at the start of the new year ahead of our first Hub planning session. Staff will continue with a shared inquiry focusing on the development of Junior Hubs and associated pedagogy</p>

When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Professional learning, reflective processes and resourcing to support our strategic direction.</p> <p>Implementation of our literacy specialist, including RTLB training.</p> <p>Agreed Kete of literacy strategies supported by PLD for staff led by Literacy coordinator WSCOL.</p> <p>Establishment of a Literacy Committee.</p> <p>Full implementation of the Curriculum Planning Tool.</p> <p>Ongoing deliberate time at PD mornings focused on Hub curriculum development ant teams planning together.</p> <p>EaStle unpacked within Hubs for all staff to grow literacy.</p> <p>Understanding for students.</p>	<p>DP – Curriculum</p> <p>DP- Operations</p> <p>LSC</p> <p>Principal</p> <p>WSCOL Literacy</p>	<p>All staff to become highly effective teachers of literacy.</p> <p><b>July progress to date:</b></p> <p>Literacy committee established on a regular meeting schedule. Focus on understanding where our current needs are and recognising that this was to become increasingly challenging over next few years as a direct result of COVID. Developed 3 phases of literacy – Green Light (students underway and independent in their literacy progress, Amber Light (students require targeted support from their teachers in order to make the gains necessary), Red Light (teacher intervention not enough, specialist intervention required). BOT approved additional funding for Literacy Support. A trial of structured literacy was agreed upon after examining data from primary schools across the country. Trial timetabled to start at the beginning of 2023.</p> <p>The Curriculum Tool provides the framework for all curriculum planning for the Junior Curriculum. At the end of term 1, 3 TOD were provided to support staff in planning for the following term. Time is a huge barrier to both the quality and detail required for building a successful curriculum. Terms 2 -4 PLD Fridays were set aside for collaborative planning. Early on we recognised that staff teaching across more than 2 hubs were stretched too far. Multiple visits from kura across the motu have also stretched resources and puts additional pressure on key staff – this needs to be streamlined for 2023 and beyond.</p> <p>Agreement that the Kete literacy strategies across the whole staff were to be: Vocabulary, Shared Writing and Shared Reading. WSCoL Literacy running workshops with whole staff on the above strategies. A bank of resources has been established and WSCOL available for further support as required by staff.</p> <p>EaStle used across junior school for reading and writing. Data used to support teaching programmes in 2023.</p> <p>Term 3 part time teacher employed to work alongside students at risk of not achieving their literacy requirements for NCEA Level 1 and UE.</p>

	<p>NCEA opportunities for literacy across curriculum areas to be developed and unpacked with early identification and intervention for students needing this (Tracking and Monitoring).</p>		<p><b>End of Year:</b>  Structured Literacy training of teacher initiated. Resources purchased ahead of the new year.  WSCOL continuing with PLD for staff. Development of a PLD Literacy calendar for 2023. MOE funded Literacy and Numeracy support for Kura. This has enabled us to continue with our already well established plan which supports our NCEA Support plan for students.  Numeracy data gathered from Junior school indicates students have made better than expected progress in numeracy compared to other schools.</p> <p><b>Next steps:</b>  Structured literacy programme established.  WSCOL whole staff literacy PLD continuing  Resource bank for literacy for staff support expanded as required. Sharing best practice models from within the kura.  WSCoL to lead PLD on interpreting and planning using EaStle data.  An effort to ensure staff are not to teaching across more than 2 hubs.  TOD's at the end of terms 1 -3 for Curriculum building of junior programmes  PLD on a Friday to continue to be centred around the establishment of our Junior Curriculum  Equity when staffing – staffing allocated to Te ao Haka and Te Whai first to ensure the 'right' staff are provided for our most vulnerable students.</p>
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When	Activity	Person Responsible	Indicators of Progress
All Year	<p>PLD to continue with Jim Hogan</p> <p>Implementation of cross curricular Numeracy course at Level 1</p> <p>Early intervention of students requiring extra support in numeracy</p>	<p>HOD Mathematics Mathematics Department Jim Hogan DP – Curriculum DP – Operations</p>	<p>Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.</p> <p><b>July progress to date:</b> The Numeracy project work continues to focus on the use of Easttle data to inform curriculum design and pedagogy, which continues to be adjusted based on students' needs and results achieved. This is the fourth year of the new Junior Curriculum design in Mathematics and the first year of Hubs in Junior School. The use of comparative graphs showed a positive shift from term 1 to term 2 in all hubs in mathematics this year. Data will be collected again in Term 3 and 4.</p> <p><b>End of Year:</b> Currently collecting and processing final data from term 3 and 4. New PLD application submitted on November 4</p> <p><b>Next steps:</b> PLD on:  <ul style="list-style-type: none"> <li>· NZC</li> <li>· Rich lesson plan (weaving Mātauranga Māori and Hub focus)</li> <li>· Metacognition</li> </ul> Pilot New Numeracy Continue with early intervention with students as needed</p>

When	Activity	Person Responsible	Indicators of Progress
All year	Build and implement an annual plan for targeted PLD which best meets the needs of our staff and supports the strategic direction of the school. Margaret Ross to return mid 2022 for PCT's. Further development of the Ākina Coach role with a focus of monitoring and mentoring senior students and early intervention (Tracking and Monitoring). Embedding restorative practise will continue to be a focus.	Principal DP – Pastoral DP - Operations	<p>Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.</p> <p><b>July progress to date:</b> Margaret Ross course took place mid-year and was well attended by HGHS staff. Our focus remains on building a school which supports restorative practice – the Youth Worker initiative supports this, with low level interventions making a significant difference to student behaviour. Enabling Deans to attend Pastoral Meetings with the Principal and whānau has given them a deeper understanding of the complexity of individual situations and that in all cases natural justice must prevail. Our LSC has been proactive in supporting students onto alternative pathways such as training and courses – particularly with our very disengaged students. Working closely with whānau through this process has ensured positive outcomes for all involved. The disruption of Ākina time during term 1 due to COVID has made it more challenging for staff to build strong relationships with junior students. The whanaungatanga has however gone from strength to strength across the hubs. Early on we recognised that 2022 was to be more challenging than any other in regards to the academic achievement of our senior students. House Deans started early term two in targeted monitoring and tracking of students.</p> <p><b>End of Year:</b> Proposal put to staff for Ākina groups in the junior school be centred around the Hubs with kaiako that have strengths in whanaungatanga to lead and senior students to be vertically grouped with staff experts in monitoring and tracking of NCEA. Staff have identified their area of greatest strength via a survey.</p> <p><b>Next steps:</b> Offering Margaret Ross or similar training to new or untrained staff. The focus on mini chats and defusing situations. Roll out on newly shaped Ākina system. House Deans leading staff in their specialist areas e.g 2 junior whanau, 2 monitoring and tracking. Academic Tracking and Monitoring to be further refined with key learnings carried forward into 2023.</p>

When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Continued development of LSC role to support transition of students between and within HGHS. Principal to build a relationship with new Principal of Heretaunga as part of the Kahu Ako and to build reciprocity both pastorally and with curriculum.</p> <p>Continuing to refine transition plan.</p> <p>Video Hubs and other events to share on social media for Year 8's.</p>	Principal LSC	<p>To develop a set process to support their job role; and which will include the transition and monitoring of all new students, these will provide a clear framework for all staff working within the pastoral scope.</p> <p><b>July progress to date:</b></p> <p>Principal – principal contact made early in the year. An invitation for HINT to collaborate in 2023 for the school production. LSC established a fortnightly meeting schedule with LSC at HINT – relationship and trust going from strength to strength. A more targeted approach to the transition of students has been developed. A focus on early enrolment to ensure students didn't miss out on curriculum choices and the important experiences related to transition eg Big Day Out and Open Evening. We recognised that students year on year, are not enrolled before the start of the year through no fault of their own, which creates a barrier to successful transition. After COVID disruption across terms 1 and 2, the BOT agreed to fund a pilot of two youth workers in school. One element of their job description focused on support these at risk students in their transition. As a result 8 students attended Open Evening transported and supported by the YW's. Home contact with whānau already established.</p> <p>A large proportion of senior students transitioned to work from mid-way term 1 as a direct result of the impact of COVID and the need to support whānau. Ngā Ara have monitored and supported students through this process. Students are aware that the door remains open and should circumstances change for them, they will be able to re-enrol.</p> <p><b>End of Year:</b></p> <p>Year 9 enrolments are up on predictions for this time of year – we are on track to start the new school year with more than 150 year 9's.</p> <p>Feedback from across staff overwhelmingly support the YW roles. YW pilot shared with MOE – who endorsed this innovative practice. A review of the YW's effectiveness and next steps with the introduction of a tool to track their workflow and outcomes. This will be trialled in term 4, with a plan to fully implement it at the start of 2023. YW's fully involved with Big Day Out. Equity Funding has resulted in both positions being made permanent.</p>

			<p>Ngā Ara to make contact with the senior school leavers to check if they are still in employment and whether they require further support e.g. retraining, re enrolment, or connection with community groups.</p> <p>Ki o rahi tournament hosted by HGHS hubs for Kahui Ako students resulted in over 250 competitors for a day of complete fun. Year 8's were able to make connections across schools ahead of their transition in 2023. This is best practice transition in an authentic context.</p> <p>Communication and Marketing team have drafted out an Annual Plan which includes elements of transition, spread across all four terms, and highlights the need for transition to be planned, deliberate, authentic and targeting Years 7 and 8.</p> <p><b>Next steps:</b>  Implementation of Communications and Marketing Annual Plan  Providing opportunities for re enrolment  Further development of YW including the implementation of the workflow tracking tool.</p>
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When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Establish an Academic Quality Management Team</p> <p>Two systems to be run in conjunction.</p> <p>Ākina coaches tracking academic pathway during Term 1 with tools and support from DP Op's</p> <p>Data Based analysis with Deans beginning Term 1 in regular meetings between Deans and DP (PN) – focused on early intervention with students.</p> <p>Once at-risk students identified they will have structured and deliberate support in Study and Kahui. These will be timetabled.</p> <p>Whanau hui will take place at this point. Identification of barriers for these students in order to improve teaching and systems and cross curricular opportunities.</p>	<p>Principal</p> <p>DP – Operations</p> <p>Careers Advisor</p> <p>House Deans</p>	<p>Data will be used throughout the school to identify gaps in student learning.</p> <p>Professional development will build teachers' and leaders' data literacy skills; kotahitanga</p> <p>Increasingly, students and or whānau included as part of these conversations.</p> <p><b>July progress to date:</b></p> <p>Ākina Coaches were provided with “Smart Passports” with which to monitor academic progress with their Ākina Group senior students.</p> <p>This process is ongoing with subject teachers weighing in by reporting academic concerns via the Student Concerns Smartsheet – a spreadsheet set up to gather various sets of student data during Covid disruptions. The former process has been completed to an inconsistent degree, very much dependent on the level of confidence the Ākina Coach has with academic tracking.</p> <p>The DP and deans have developed sets of metrics that inform the flagging of at-risk students at intervals throughout the term. This system has proved very successful with the deans successfully drafting primary at-risk student lists.</p> <p><b>End of Year:</b></p> <p>Initially, Smart Passports were used to inform Smartsheet update requests relating to students who were on the deans' at-risk list.</p> <p>Once a week, Ākina Coaches received an update request for each student flagged as an academic concern and this data was monitored by the academic tracking team. At the time of writing, the Smart Passport has been replaced by a 'Ticket to Study Leave' document which Ākina Coaches have distributed and with which they can monitor their remaining senior students' progress on a daily basis.</p> <p>Senior students have been arranged into four groups (using the above data-gathering tools), with the criteria for each group having been shared with whānau prior to the first notifications of group designations being circulated to students and whānau at the end of Term 3. Regular updates continue as students qualify for Group 4 (qualifying for study leave).</p> <p>Additional support has been engaged to assist students with Literacy and Numeracy requirements using government funding and an additional part-time tutor.</p>



			<p><b>Next steps:</b> Senior Tracking and Monitoring Ākina Coaches will now be specialised tracking personnel with those not confident with senior students becoming hub Whānau Coaches. This will allow the Academic Tracking Team to expand and continue to refine the various tools and processes at their disposal.</p> <p>The Academic Tracking Team will be reshaped to include two specialised deans and a DP who will work with senior Ākina Coaches throughout the year. Data gathering and analysis processes will be further refined based on their success this year and be used to inform academic support actions throughout the year.</p>
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<b>When</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Indicators of Progress</b>
All Year	Visual tracking of 'Names and Needs'.	LSC DP - Pastoral	A detailed 'Names and Needs' wall for girls needing extra support in learning and or pastoral care. Their lead 'support person' will be identified as part of this.
			<p><b>July progress to date:</b> We have moved to design a Smartsheet and have begun building this starting with the Year 9's. We have updated and removed flags that were incorrect from Kamar and ensured that all messaging is correct.</p> <p>This has also been replaced during the year in response to COVID becoming a Students of Concern Smartsheet.</p>
			<p><b>End of Year:</b> Is to extend the Smartsheet to include 2023 Year 9's and look at amalgamating information held in multiple areas onto a single document. This needs to include all student levels.</p>
			<p><b>Next steps:</b> SLT discussion around Kamar and pastoral uses, whether this is a better system. What would be appropriate to store and how do we limit access as in OIA. Possible project for LSC with admin assistance (Deb O)</p>

When	Activity	Person Responsible	Indicators of Progress
All Year	Further development of Departmental / Team goals – targets and connected to annual targets and goals. Curriculum leaders will continue to set goals around Teaching and learning development. The Hauora Team will continue to form part of our regular meeting cycle. BOT to complete new strategic plan. Close monitoring of new management structure. Support and check in with Hub Coordinators	Principal DP – Pastoral DP – Curriculum LSC DP – Operations	<p>A school wide focus (narrowing and sharpening) on the 2022 strategic learning priorities.</p> <p><b>July progress to date:</b> The impact of COVID from the start of the year has necessitated in SLT reshaping targets and focus for the year. Our overarching focus become centred on Hauora – both students and staff. We recognised that the way we managed things early on would impact upon the rest of the year, particularly if we were to have multiple waves of infection. Our newly appointed DP C&amp;P focused on building high trust relationships with Curriculum Leaders, supporting them through our COVID response plan.</p> <p><b>End of Year:</b> Bot Strategic Plan put on hold until the start of 2023. Term 3 we have modified the SLT meeting structure to fine tune communication and have a more targeted focus for the group. This has included the addition of the Finance manager in attendance at the Scheduling Meetings. As the year progresses and things have a more regular rhythm, it has highlighted the need for the SLT structure to be further reviewed and refined, with a focus on building our capacity regarding project management and creating more equitable work distribution.</p> <p><b>Next steps:</b> BOT Strategic Plan shaped and completed. Curriculum leaders will continue to set goals around Teaching and learning development. Hauora team embedded into our regular meeting cycle. SLT Meeting Structure set for the year. Regular scheduled hui with Hub Leads – DP C&amp;P and Principal</p>

## ANNUAL ACHIEVEMENT - GOAL 2

**Domain:** Student Engagement

**Goal:** To ensure that all our students feel connected to and have strong positive relationships with at least one significant adult in the school who knows their story. He Māori ahau e noho Māori nei ki tōku ao Māori mā runga i tēnā ka tohea e au - *I am Māori, I live in my identity and through my identity I will strive to my personal excellence.*

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

**Resourcing:** As detailed in the PLD plan

Historical Position	Achievement target	2022 Achievement results	Explanation of variation
Individual learning goals introduced to the school in 2019.	100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR.	All students received a Smart Passport at the start of the year which they worked through, setting overarching goals as well as specific credit goals for the year. This system was replaced with more data drive analysis over the course of the year because of COVID disruptions.	We are retrying this system in 2023 as the system which replaced it due to COVID disruptions will not override it this year.
Close monitoring and mentoring of students to support them in achieving their individual learning goals introduced in 2019.	90% success in students working towards their learning goal.	It is difficult to say exactly what percentage of students worked towards their goal, as an appreciable percentage disengaged with education by the end of the year.	However, while working with their Ākina Coaches, every student who was at school did actively work towards their goal. Their relative success in doing so, though, was very dependent on their individual circumstances.

When	Activity	Person Responsible	Indicators of Progress
All Year	Strengthening HGHS Pasifika community group. Growth of expert partner in the Tautua Pasifika hub. Appointment of Tupulaga Ma Taeao (Youth of Tomorrow) Coordinator.	WSCOL Pasifika TIC Samoan	<p>Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement.</p> <p><b>July progress to date:</b></p> <p>We continue to benefit from the impressive leadership of our Pasifika Dean and TIC Samoan.</p> <p>The 2nd year of the newly established HGHS and HBHS connecting with the community, the week of learning and events to celebrate Samoan Independence week. This culminated in a Pasifika careers workshop and community cultural event.</p> <p>The continued success of the Tautua Pasifika hub and the access to multiple expert partners from the community (Dahlia Malaueulu, Annie Kaio Togia). This allowed for the expansion of indigenous knowledge &amp; discovery. Both experts provided challenging and insightful perspectives.</p> <p>Five yr10 Tautua Pasifika hub students taking part in the WOWbeing Leadership training in a combined HBHS &amp; HGHS mentorship programme to strengthen community links with yr8 families coming through 2023.</p> <p>The term 3 Whanau Hui 19 out of 21 families attend to connect with hub teachers.</p> <p>Academic and wellbeing Tracking of Pasifika students by the Pasifika Dean.</p> <p>Tu Mau programme with Herman from DOVE worked with 10 Senior students to establish links with a well-being focus. This two-week workshop has been extended to individual weekly check ins. The focus is strengthening our Pasifika community and providing tools to support.</p> <p>\$22,000 Funding awarded from the Ministry Pasifika Innovation Funding for a Youth lift up/Tupulaga ma Taeao NCEA accelerator holiday programme in conjunction with the Pasifika Community. Session 1 delivered July holidays. Pasifika Dean appointed as interim Tupulaga Ma Taeao (Youth of Tomorrow) coordinator.</p> <p>Nine senior and junior students were finalists in the Pacific Navigators Book project. MOE funded book to be published early 2023. Dahlia Malaueulu had a week-long author's residence in Term 2. Most of the workshop time was spent with the Tautua Pasifika hub looking at her published texts and writing workshops.</p>

			<p><b>End of Year:</b></p> <p>Tautua Pasifika took part in various cultural events at primary schools and education institutions which further established connections and relationships in the community. Pasifika Dean hours extended to support the work done to help students.</p> <p>Two Senior Pasifika students had full year participation in the Hawkes Bay Pacific Youth council programme.</p> <p>WOWbeing limited, partnered with the Ministry of Education to help distribute several devices to our Junior Pasifika students. The majority of the Tautua Pasifika &amp; Business hub students were supplied with a device to keep.</p> <p>Youth lift up/Tupulaga ma Taeao NCEA accelerator holiday programme delivered in the September holidays opened up to Hawkes Bay schools for attendance. Unfortunately, no other schools came on board. HGHHS had consistent numbers daily with many students gaining internal credits in Num &amp; Lit.</p> <p>Two senior students volunteered at Parkvale school during study periods as instructors for Parkvale school Pasifika group. Allowing the students to strengthen links in our wider community.</p> <p>Five yr10 Tautau Pasifika hub students taking part in the 2nd WOWbeing Leadership training with a focus on financial literacy &amp; business opportunity in a combined HBHS &amp; HGHS mentorship programme to strengthen community links with yr8 families coming through 2023.</p> <p><b>Next steps:</b></p> <p>To review the Pasifika Dean role – with a focus on more strategic, administrative</p>
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When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Develop a Māori community group.</p> <p>The Board of Trustees are looking to engage an external provider from Ngāti Kahungunu to lead us through the revisioning of our strategic plan.</p> <p>HGHS invited to join the NKKI / ERO pilot.</p> <p>Effective Teacher Profile implemented along with teaching and learning observation process.</p> <p>Continued building of the 'Way we do things' at HGHS through lens of Te Ao Māori.</p>	Principal BoT SLT	<p>Partnering with Whānau and Iwi to establish a strengths based / high expectations approach to raising Māori achievement.</p> <p><b>July progress to date:</b></p> <p>This year we have been fortunate to have a Ngāti Kahungunu wāhine join our Board of Trustees as a parent representative. She and her whānau are well-connected throughout the community through whānau, hapū and iwi. This has provided another avenue for whānau to communicate and engage with the kura.</p> <p>Supporting the approach to raising Māori achievement:</p> <p>Effective Teacher profile – This document was developed in 2021 as a guide for professional learning to support teachers understanding and improve their knowledge and skills to engage and work with ākonga Māori.</p> <p><a href="https://docs.google.com/document/d/1ToNXrxjy2VBc8Fcveb4eGWnY4_lq3UXVyRKyvHjs8LI/edit">https://docs.google.com/document/d/1ToNXrxjy2VBc8Fcveb4eGWnY4_lq3UXVyRKyvHjs8LI/edit</a></p> <p>Progress: many of our Kaiako began in 'must' and have now shifted to 'could have' in one year.</p> <p>Kaiako are committed to the on-going journey of Kaupapa Māori and te reo Māori Building on the 'way we do things'.</p> <p>This year we have had multiple manuhiri come through our kura to observe our junior curriculum in action. Te Ao Haka have been key in these whakatau, being the first voice of our kura. Our ākonga are provided opportunities to be Māori in authentic and meaningful.</p> <p>kaupapa. This kaupapa is becoming more 'normalised' at HGHS, and Te Ao Haka are readily prepared for these. These opportunities allow for our ākonga to feel a great sense of mana and tūrangawaewae within Ngāti Kahungunu and our kura.</p> <p><b>End of Year:</b></p>

			<p><b>Next steps:</b>  Matauranga is front and centre of all curriculum design.  The new draft pedagogy will form the basis for our new steps in professional development.  The partnership with HBHS to go from strength to strength with extensive plans for 2023.  Partnership via curriculum opportunities with HBHS – Police and Samoan.</p>
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When	Activity	Person Responsible	Indicators of Progress
Terms 1 and 3	Pasifika Hui Māori Hui Establishment of the Māori student Council. Mapping of expert partners and sharing of data with iwi. Hope to have Hui and Fono in the community dependent on Covid restrictions. Review of events such as Prize Giving to ensure they align through a Te Ao Māori lens. Developing a cultural space outside Te Waiwaia to serve multiple purposes including Pōwhiri.	Senior Leadership Team WSCOL Pasifika Board of Trustees	Building and maintaining high trust relationships in the form of a partnership with the Māori and Pasifika communities. Creating authentic and regular opportunities for us to listen and respond to the needs of the school community.
			<p><b>July progress to date:</b>  Much of our plan to Hui with both our Māori and Pasifika communities was put on hold due to the impact of COVID during terms 1 and 2. Our focus which put Hauora first and foremost, the redistribution of Lunch in Schools to support whānau through lockdown/isolation periods has strengthened our relationships.</p>
			<p><b>End of Year:</b>  Our culturally responsive practices are now sustained through all aspects of the kura and have reached the stage of being ‘just the way we do things around here’. Please see other aspects of AOV for further details.</p>
			<p><b>Next steps:</b>  To work towards rebuilding our sense of community through reconnecting and restoring a sense of normality back into our wider school community.</p>

When	Activity	Person Responsible	Indicators of Progress
All Year	Further development of the ĀKINA coach Ākina coaches Term 1 mapped out underpinned by the monitoring and tracking plan and Whakawhanaungatanga map. Deliberate Careers programme timetabled for all students; Sports strategic vision ready for consultation for SLT	DP - Pastoral Deans Team DP – Operations LSC Careers Head of Sport	Developing collective efficacy across the school to support our girl in her journey through HGHS and in preparation for her tomorrow.
			<p><b>July progress to date:</b></p> <p>COVID restrictions in Term 1 meant that we were unable to implement whakawhanaungatanga map as planned. Much of the Pastoral care of the students fell on the hub teachers, which proved very challenging, however, it was through this experience that we recognized the need to adapt the Akina model moving forward. The careers programme started in term 2 and is being reshaped in preparation for 2023.</p>
			<p><b>End of Year:</b></p> <p>A review and agreement to reshape Akina for 2023, to best meet the needs of our students at the various stages of their education journey. The sports strategic vision was put on hold until 2023.</p>
			<p><b>Next steps:</b></p> <p>Implementation of new Akina structure, and we will be using the whakawhanaungatanga map starting 2023. Sports strategic vision consultation is underway 2023. Careers wise programme purchased and will be used across the school.</p>



When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Strengthen communication within and beyond school.</p> <p>Building school website, Pānui and Facebook.</p> <p>Development of staff website.</p> <p>Building individual capacity of staff in project management.</p>	<p>Principal BOT Business Manager</p>	<p>Streamlining of school wide communication</p> <p><b>July progress to date:</b></p> <p>In Term 1 we built and launched the sports section of the school website. The purpose of this was to create a central location for whānau to check what extracurricular sporting activities are available, where they are being played and to easily register. All the systems which support sports at HGHS were reviewed and improved to ensure that families could easily access the information and make timely decisions.</p> <p>The use of Instagram has increased, as this communication platform was identified as potentially a better way to engage with our students.</p> <p>Staff continue to be encouraged to send updates for Facebook and Instagram to the Communications Administrator and we have seen a much great uptake in this regard in 2022 than in previous years.</p> <p>We have seen an increase in communication from our community coming through out social media sites.</p> <p>This year we have trialled teachers and Ākina Coaches using texts to contact families regarding student wellbeing and progress, this has been well received, therefore we will continue to use this in 2023.</p> <p>We have made a conscience effort to strategically plan our events, to ensure that the purpose aligns with our core business and planning.</p> <p><b>End of Year:</b></p> <p>In Term 4 we have created a performing arts section of the school website, with the aim of bringing the areas or sports and performing art into a more balanced level of extra-curricular activities on offer for our students. We recognize that with 60% māori and 30% pasifika students, both Kapa Haka and cultural dance is significant to who we are as a school community, and a keyway for us to engage with them.</p> <p>Our Performing Arts festival gave us further access to our school community as we engaged more with our whānau through that one event that we did with all others combined in the year. We promoted our show through Facebook and the pānui and sold out our show. Next, we will take this learning and apply it to our school production.</p>

			<p><b>Next steps:</b></p> <p>Next year we will continue to grow our social media presence, which will help us to further connect with our school community.</p> <p>Our main priority for next year will be reviewing our internal communication methods, to improve messaging with our students, as this has been identified as an area of weakness, which requires urgent attention. The current systems have become outdated, and students do not appear to be using them.</p> <p>A greater focus will be given to event planning, as this has been highlighted as an area in which we can strategically engage with future and current students and the families. A marketing strategic plan is in development and will be grown in 2023 to support this area.</p> <p>Improvements to the school website will continue with a review of the information available, ensuring calls to action are clear and easy for our community.</p> <p>We will engage with a local artist to design a new school sign as over the last year the electronic sign has stop working and vandals have destroyed the signage at the main school gate. This will hopefully add to lifting the school profile in our community.</p> <p>The staff website is to be reviewed, as this has been identified as an area of improvement. As we look ahead at what our ICT platforms will be in the future, it seems unlikely to we will continue to maintain a staff website so we will have more sophisticated methods of communication at our fingertips.</p> <p>2023 School production is an opportunity with us to collaborate with our wider school community including our COL.</p>
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When	Activity	Person Responsible	Indicators of Progress
All Year	<p>Create meaningful opportunities for whānau to engage in conversations centred around their students learning. further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders.</p> <p>Continue to provide opportunities to engage with whānau kanohi ki te kanohi.</p>	DP - Operations	<p><i>Establish a reporting schedule in response to the findings in the Reporting Review.</i></p> <p><b>July progress to date:</b></p> <p>By the end of Term 2, senior students had received an NCEA summary report and their whānau had been hosted at school to meet with subject teachers. 67 separate whānau attended this hui, armed with the summary reports which they received a week in advance. Feedback suggested that teachers and parents received this return to a subject teacher focus (as opposed to meeting with Ākina Coaches) well. Junior students had received a full report, including assessment and capability assessment data, a student goal and reflection, a subject teacher, and an overarching comment by their hub lead teacher. Their whānau had also been hosted for a delayed (originally planned for Term 1) round table-style hui with hub teachers. The reports showed that students are improving in their ability to set and reflect upon learning goals and teachers appreciated the opportunity to comment on their students' learning. Capabilities were not particularly well reported upon due to departments having limited time to revisit graduate profiles. 83 separate whānau attended the junior hui with hub teachers and generally the round-table format was well received. Teachers did feedback that they wanted more time with each whānau.</p> <p><b>End of Year:</b></p> <p>By the end of the year, senior students had participated in a school-based "Pathways Hui" and whānau had received a full academic report including comments from all subject teachers. The purpose of the report was to signal to whānau both how their students were progressing and to outline the support plan for Term 4. The Pathways Hui was a highlight with departments speaking first with Year 10 students and then with senior students about their subject offerings and potential career pathways in an expo format in the hall. This hui provided an opportunity for Year 10 students to gather information to inform their subject choices and for seniors to realign their programmes with their career aspirations. It was a busy day for department staff members, but the consensus was that this was a highly successful event.</p>

			<p>Junior students will receive a second full report at the end of the year, with a second whānau hui having been completed at the beginning of Term 4.</p> <p>There was a much lower level of participation in the second whānau hui, the reasons for which not being particularly clear, however the decision has been made to change this for 2023.</p>
			<p><b>Next steps:</b></p> <p>The senior reporting and hui process will be repeated in 2023, with the aim being to gain a higher level of participation in hui by senior whānau.</p> <p>Junior reports will remain in the same format, but early in the year graduate profiles will be replaced by junior student profile that is a combination of learning outcomes, learning capabilities, and cultural capabilities.</p> <p>Junior whānau hui will be replaced by the participation of whānau in the hub noho marae in Term 1 and then in quarterly culminating hub events, with the focus shifting from conversations centred on academic performance to ongoing whakawhanaungatanga.</p>

## ANNUAL ACHIEVEMENT - GOAL 3

**Domain:** Domain Curriculum Development

**Goal:** Use the NZC to develop and implement, a junior curriculum that is locally based and culturally responsive. Mā te whiritahi, ka whakatutoki ai ngā pumanawa ā tangata - *together weaving the realisation of potential*

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

Historical Position	Achievement target	2022 Achievement results	Explanation of variation
<p>Streamed classes based upon PAT tests taken on first day of school at HGHS. Once in a class, students were looked into its specific pathway. Cross curricular units have been completed across the three learning hubs as part of the trial of our junior learning hub curriculum.</p>	<p>To work collaboratively across the school to develop planning and teaching of four cross curricular units for our junior school which are locally based and are delivered through a lens of culturally responsive pedagogy.</p>		<p>Comment on progress; not based on data. Mātauranga Māori and subject specific knowledge is at the forefront of our mahi in the Junior curriculum. Our teachers have been working tirelessly together to complete the Hub tool and Hub planning. This has allowed the Hub programs to be discussed and built with multiple perspectives which has been rewarding in terms of building staff capability, whakawhanaugatanga, an increase knowledge into different subject areas and rich teaching and learning programs to be designed. Staff are becoming more confident in their knowledge of Ngāti Kahungunu and are incorporating this into their learning programs.</p>

When	Activity	Person Responsible	Indicators of Progress
Ongoing	<p>Building capacity with our Senior and Middle leaders. HOD's to develop strong relationship with new DP C &amp; P</p> <p>HOD's developing intentional curriculum work in dept meetings to align with Hub development.</p> <p>HOD's to explore opportunities at a senior level for naturally occurring evidence to be used to support student achievement.</p>	<p>DP – Curriculum</p> <p>DP – Operations</p> <p>DP - Pastoral</p>	<p>Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more targeted support to middle leaders. A focus on online managers coaching to grow capacity rather than people management and task driven.</p> <hr/> <p><b>July progress to date:</b></p> <p><b>End of Year:</b>  <i>All HOD Departments have reshaped their planning for junior programs offered in 2023. These units allow for flexibility to teach the content of each unit at any time that is applicable to the Hub. Each unit focuses on the term 'Big Idea' which allows teachers and students to explore the curriculum in more depth and make connections from one subject to the next creating authentic cross-curricular learning contexts and learning opportunities.</i></p> <p><i>The cross curricular mahi that we are undergoing in the junior school has meant that staff have naturally begun populating ideas together for our senior classes.</i></p> <hr/> <p><b>Next steps:</b></p>
Ongoing	<p>Development of SENCO role.</p> <p>SENCO and LSC completing Pearson treatment to identify students with Learning needs.</p> <p>Continued growth of Diverse Needs register including Gifted and Talented (all areas including sport and cultural).</p>	LSC	<p>Further development of the Special Assessment Conditions Register. Strengthening the Teacher Aide team and developing closer relationships between teachers and teacher aides, which will benefit student learning.</p> <hr/> <p><b>July progress to date:</b></p> <p>PLD organised with Teacher Aides.</p> <p>Discussion of best practice and the necessity to share this with the teaching staff</p> <p>Pearson training was more complex than first thought. This has been considerable hours. We are both intending to finish this by the end of Term 1 2023.</p> <p>The Diverse Needs Register is becoming a living document as LSC, Senco and ESL Teacher populate this. It has been reconfigured as we realise what is required to make this an effective document. We begin every meeting with the diverse needs register.</p> <p>The school has also supported the testing of our students by an outside provider. This has been possible because of a grant from MOE Learning Support to help with establishing the needs of our students. We are incredibly grateful and hope that this level of assistance may be available should the need arise again.</p>

			<p><b>End of Year:</b> Design PLD for Teacher Only Day in 2023. Development of a course called Te Pukenga which is designed for our Seniors to have meaningful learning opportunities and experience success. This is a limited and important group. Conversations with students and whanau are part of the process this is not a group of student's teachers select. Senco and LSC meet Weekly. Review of TA's for 2023. Individual appraisals and PLD goals established.</p> <p><b>Next steps:</b> Gaining a bank of resources and activities, professional reading that assists staff in teaching diverse learners. Regular slots in Friday PLD where possible as with Literacy. This will build capacity with Teaching Staff in how to teach diverse learners. Review of new course. Expand the Diverse Register to include the next steps and suggestions shared with staff.</p>
Ongoing	Establishment of a Hub based junior school. PLD Map for Term 1 which includes departmental, hubs and Targeted PLD. Develop HGHS common skills Kete. Principal to work with the MoE National Office on Curriculum Refresh Specialist Team	Principal DP – Curriculum Hub Leads Teachers of Junior Classes	<p>Implementing a hub approach to student learning, which builds on the students' passions/skills.</p> <p><b>July progress to date:</b> Throughout the year time has been set aside for collaborative planning for our junior Hubs. For the most part, this has been led by the Principal and Deputy Principal Curriculum and Pedagogy. A term schedule of meetings (including Department planning) ensured that staff were well informed and could prioritise accordingly. Staff stretched across more than one hub have found it challenging to be 'everywhere'.</p> <p><b>End of Year:</b> Key learnings for us have been around prioritising the staffing of the hubs for next year – placing the student at the centre, it is essential the right team are allocated to the right hub. We decided that students must change hubs between years 9 and 10 – key learnings from 2021 guided us with this decision-making process. Our involvement in the NKII / ERO pilot has provided opportunity for us to examine the effectiveness of our curriculum through a case study. This process will certainly highlight the strengths of the curriculum as well as provide a clear road map for us moving forward.</p>

			<p><b>Next steps:</b></p> <p>An effort to not timetable staff across more than two hubs.</p> <p>Exploring Mātaioho and developing next steps in regard to pedagogy and assessment</p> <p>NKII pilot – Case Study of curriculum.</p> <p>Collaborative planning to continue regular scheduled hui with Principal / DP Curriculum and Pedagogy and Hub leads to build capacity.</p> <p>Improved use of Curriculum Tool for tracking and monitoring purposes.</p> <p>Curriculum Refresh to guide best practice.</p> <p>PLD with Whare and Hohepa to help us sharpen the lens in terms of teaching and learning (Mātaioho connections).</p>
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**Hastings Girls' High School Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.**

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

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<p>Through continuous review of workspaces and on-going commitment to improving the school property, inclusive of classrooms and learning resources.</p> <p>We have been working through a range of building projects such as painting new buildings, refurbishing teaching, and learning spaces, providing technologies where needed, and accommodating the needs of staff.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Yes, School Docs Policies and Procedure. These policies ensure that all employees and applicants are treated without bias or discrimination.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>We always have at least 3 people on the interviewing panel which allows for transparency and equal opportunity for all applicants. Following interviews, robust discussions are had where each person on the panel contribute to the decision-making process. The panel is usually inclusive of the HOD or expert in the area, a staff member in an assistant role and either a Deputy or Principal.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	<p>At HGHS our goal is to create a space for equal opportunity for all ākonga.</p> <p>Mātauranga Māori is at the forefront of our junior curriculum and has a ripple effect into the senior school.</p> <p>In our Hubs, we have opportunity to access 'expert partners', usually local Māori to come in and share whakaaro and expertise around Mātauranga Māori and Kaupapa Māori. We have Tai Huki Consult who will be at all of our Staff Only Days this year who offer a wealth of knowledge and pedagogical skills to our staff to help</p>

	<p>support their journey of teaching and learning for ākongā Māori.</p> <p>As time progresses, we have seen a tremendous shift in the engagement and confidence of staff when teaching local curriculum and engaging with our ākongā Māori and whānau.</p> <p>We have had an increase in Māori staff being appointed in a range of roles and responsibilities ranging from teacher aides to Deputy Principal. In addition, the Māori Language Department is currently the fastest growing department at HGHS. In 2021 we had 2 kaiako reo Māori, and in 2023, we now have 5 kaiako teaching te reo Māori and looking for another moving into 2024.</p> <p>HGHS is heavily involved in Kāhui Ako and mahi with Ngāti Kahungunu Iwi. HGHS takes tremendous pride in how far the school as a whole has come in terms of teaching and learning of Kaupapa Māori and having equal opportunities across all curriculum areas.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>All staff can apply for professional learning opportunities. We have a committee who will go through the PLD applications and make decisions based on staff needs (improve skill, understanding), and student needs (what will our ākongā gain from the PLD through the teaching and learning). PLD is not limited to teaching staff but all staff, inclusive of our property team.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>This is a school for your women. It is inevitable that women are held in high regard at this kura, irrespective of title or status. Women are not overseen at HGHS in any capacity.</p> <p>A rigorous process is undertaken to ensure that all staff are paid correctly to meet their qualifications and acknowledge the experience and skills that they bring to the position.</p>

<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>Our staff have access to our school nurse if any urgent matters arise. Our school property caters for persons with disabilities, students, and staff.</p> <p>Our staff with disabilities feels safe to ask for support and/or guidance when they need support (eg. Sport days) where other members of staff and/or students are more than willing to support. Consideration and understanding are given for things such as over night noho where staff may request not to stay for the night, which is fine.</p> <p>Alternatively, adequate resourcing is prepared to allow for our staff with disabilities to continue to be involved and participate. This is discussed with our staff first, these decisions are not made for staff, but with staff.</p>
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	X	
Has this policy or programme been made available to staff?	X	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	X	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		X
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		X
Does your EEO programme/policy set priorities and objectives?	X	