

# **HASTINGS GIRLS' HIGH SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2023**

#### **School Directory**

**Ministry Number:** 228

**Principal:** Catherine Bentley

**School Address:** 508 Pakowhai Road, Stortford Lodge

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

**School Phone:** 06 873 1133

**School Email:** pr@hastingsgirls.com

**Accountant / Service Provider:**

**Education**  **Services.**  
*Dedicated to your school*

# HASTINGS GIRLS' HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Hastings Girls' High School

## Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Jo-ell Husband

Full Name of Presiding Member



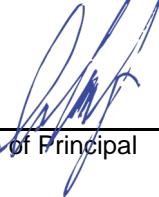
Signature of Presiding Member

31 May 2024

Date:

Catherine Sarita Bentley

Full Name of Principal



Signature of Principal

31 May 2024

Date:

# Hastings Girls' High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	9,754,901	9,074,940	9,095,241
Locally Raised Funds	3	214,195	106,571	203,989
Interest		113,970	104,650	31,826
Gain on Sale of Property, Plant and Equipment		1,739	-	627
Other Revenue		-	-	10,000
<b>Total Revenue</b>		<b>10,084,805</b>	<b>9,286,161</b>	<b>9,341,683</b>
<b>Expense</b>				
Locally Raised Funds	3	52,104	47,374	110,628
Learning Resources	4	6,644,997	6,105,843	6,091,782
Administration	5	1,579,379	1,601,248	1,586,033
Interest		8,803	7,888	12,119
Property	6	1,841,507	1,529,571	1,475,416
Loss on Disposal of Property, Plant and Equipment		4,892	-	4,868
<b>Total Expense</b>		<b>10,131,682</b>	<b>9,291,924</b>	<b>9,280,846</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(46,877)</b>	<b>(5,763)</b>	<b>60,837</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(46,877)</b>	<b>(5,763)</b>	<b>60,837</b>

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		3,301,805	3,087,735	3,240,968
Total comprehensive revenue and expense for the year		(46,877)	(5,763)	60,837
Contribution - Furniture and Equipment Grant		45,203	-	-
<b>Equity at 31 December</b>		3,300,131	3,081,972	3,301,805
Accumulated comprehensive revenue and expense		3,300,131	3,081,972	3,301,805
<b>Equity at 31 December</b>		3,300,131	3,081,972	3,301,805

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 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	527,346	845,035	73,719
Accounts Receivable	8	454,269	420,344	389,579
GST Receivable		34,950	73,330	71,999
Prepayments		46,594	34,973	47,466
Inventories	9	8,739	19,464	11,975
Investments	10	1,453,381	1,010,043	2,084,078
Funds Receivable for Capital Works Projects	16	119,562	-	24,278
		<u>2,644,841</u>	<u>2,403,189</u>	<u>2,703,094</u>
<b>Current Liabilities</b>				
Accounts Payable	12	594,891	579,266	551,422
Revenue Received in Advance	13	65,311	33,901	30,228
Provision for Cyclical Maintenance	14	111,635	140,962	104,035
Finance Lease Liability	15	34,823	50,471	55,573
Funds held for Capital Works Projects	16	12,177	-	53,855
		<u>818,837</u>	<u>804,600</u>	<u>795,113</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>1,826,004</u>	<u>1,598,589</u>	<u>1,907,981</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,626,049	1,536,575	1,668,062
		<u>1,626,049</u>	<u>1,536,575</u>	<u>1,668,062</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	132,187	-	223,843
Finance Lease Liability	15	19,735	53,192	50,395
		<u>151,922</u>	<u>53,192</u>	<u>274,238</u>
<b>Net Assets</b>		<u>3,300,131</u>	<u>3,081,972</u>	<u>3,301,805</u>
<b>Equity</b>		<u>3,300,131</u>	<u>3,081,972</u>	<u>3,301,805</u>

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

# Hastings Girls' High School

## Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		3,716,013	3,687,083	3,530,294
Locally Raised Funds		180,900	91,197	217,732
International Students		52,897	15,374	(14,598)
Goods and Services Tax (net)		37,049	-	1,331
Payments to Employees		(1,842,857)	(1,253,951)	(1,570,634)
Payments to Suppliers		(2,032,527)	(2,764,695)	(1,882,149)
Interest Paid		(8,803)	(7,888)	(12,119)
Interest Received		94,200	104,650	35,572
Net cash from/(to) Operating Activities		196,872	(128,230)	305,429
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,739	-	627
Purchase of Property Plant & Equipment (and Intangibles)		(225,810)	(179,313)	(257,670)
Purchase of Investments		-	-	(177,162)
Proceeds from Sale of Investments		630,697	1,000,000	103,126
Net cash from/(to) Investing Activities		406,626	820,687	(331,079)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		45,203	-	-
Finance Lease Payments		(46,445)	(58,674)	(51,886)
Funds Administered on Behalf of Other Parties		(148,629)	-	(59,997)
Net cash from/(to) Financing Activities		(149,871)	(58,674)	(111,883)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>453,627</b>	<b>633,783</b>	<b>(137,533)</b>
Cash and cash equivalents at the beginning of the year	7	73,719	211,252	211,252
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>527,346</b>	<b>845,035</b>	<b>73,719</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 and other notional items have been excluded.

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

# Hastings Girls' High School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 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 2023 to 31 December 2023 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 Uniforms and Physical Education. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

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

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

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	8 years DV
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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

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

#### **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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	3,715,200	3,622,276	3,434,768
Teachers' Salaries Grants	4,764,051	4,491,274	4,584,407
Use of Land and Buildings Grants	1,167,688	886,394	968,303
Other Government Grants	107,962	74,996	107,763
	<b>9,754,901</b>	<b>9,074,940</b>	<b>9,095,241</b>

The school has opted in to the donations scheme for this year. Total amount received was \$90,468.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	9,689	5,000	2,862
Curriculum related Activities - Purchase of goods and service	47,104	-	49,468
Fees for Extra Curricular Activities	85,753	35,197	66,962
Trading	5,239	-	8,132
Fundraising & Community Grants	1,200	1,000	29,950
Other Revenue	37,500	50,000	33,246
International Students	27,710	15,374	13,369
	<b>214,195</b>	<b>106,571</b>	<b>203,989</b>
<b>Expense</b>			
Extra Curricular Activities Costs	24,486	31,000	81,986
Trading	6,227	-	12,691
Fundraising & Community Grant Costs	-	-	612
International Student - Other Expenses	1,573	424	568
Vehicle Expenses	19,818	15,950	14,771
	<b>52,104</b>	<b>47,374</b>	<b>110,628</b>
<i>Surplus for the year Locally raised funds</i>	<b>162,091</b>	<b>59,197</b>	<b>93,361</b>

During the year the School hosted 3 International students (2022:0)

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	403,500	341,426	372,645
Library Resources	6,432	12,500	5,905
Employee Benefits - Salaries	5,776,390	5,294,305	5,283,625
Staff Development	24,277	24,500	14,671
Depreciation	263,736	233,262	254,395
Information & Communication Technology	109,009	117,000	145,641
Events	26,597	30,450	-
Pastoral	11,083	14,000	-
Non Curricular Expenses	6,834	18,500	12,628
Non Curricular Sports	13,058	14,400	2,272
Non Curricular Cultural	4,081	5,500	-
	<b>6,644,997</b>	<b>6,105,843</b>	<b>6,091,782</b>



## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	10,430	10,258	9,959
Board Fees	4,380	5,500	4,085
Board Expenses	34,875	22,500	16,629
Communication	10,571	9,500	8,921
Consumables	30,147	25,250	26,382
Operating Leases	544	-	7,003
Legal Fees	-	1,000	-
Other	98,733	51,725	100,337
Employee Benefits - Salaries	340,239	292,075	323,504
Insurance	33,260	30,000	28,929
Service Providers, Contractors and Consultancy	31,521	27,500	28,200
Healthy School Lunch Programme	971,824	1,113,940	1,032,084
Marketing	12,855	12,000	-
	<b>1,579,379</b>	<b>1,601,248</b>	<b>1,586,033</b>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	16,922	21,000	18,986
Consultancy and Contract Services	194,217	197,500	191,062
Cyclical Maintenance Provision	54,518	46,442	(36,481)
Grounds	21,404	25,800	10,099
Heat, Light and Water	147,803	121,500	89,133
Rates	2,966	2,290	5,072
Repairs and Maintenance	66,093	64,800	62,992
Use of Land and Buildings	1,167,688	886,394	968,303
Security	4,631	5,000	4,945
Employee Benefits - Salaries	165,265	158,845	161,305
	<b>1,841,507</b>	<b>1,529,571</b>	<b>1,475,416</b>

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	310,033	845,035	73,719
Short-term Bank Deposits	217,313	-	-
Cash and cash equivalents for Statement of Cash Flows	<b>527,346</b>	<b>845,035</b>	<b>73,719</b>

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

Of the \$527,346 Cash and Cash Equivalents \$12,177 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 2024 on Crown owned school buildings.





## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	10,861	46,905	1,099
Receivables from the Ministry of Education	28,750	-	-
Interest Receivable	19,770	3,746	-
Teacher Salaries Grant Receivable	394,888	369,693	388,480
	<u>454,269</u>	<u>420,344</u>	<u>389,579</u>
Receivables from Exchange Transactions	30,631	50,651	1,099
Receivables from Non-Exchange Transactions	423,638	369,693	388,480
	<u>454,269</u>	<u>420,344</u>	<u>389,579</u>

## 9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Uniforms	8,739	19,464	11,975
	<u>8,739</u>	<u>19,464</u>	<u>11,975</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,453,381	1,010,043	2,084,078
Total Investments	<u>1,453,381</u>	<u>1,010,043</u>	<u>2,084,078</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2023</b>						
Buildings	232,742	-	-	-	(6,142)	<b>226,600</b>
Building Improvements	423,209	36,773	(4,892)	-	(14,051)	<b>441,039</b>
Furniture and Equipment	484,812	163,733	-	-	(90,040)	<b>558,505</b>
Information and Communication Technology	220,389	20,696	-	-	(70,712)	<b>170,373</b>
Motor Vehicles	175,147	-	-	-	(23,743)	<b>151,404</b>
Textbooks	5,995	-	-	-	(1,311)	<b>4,684</b>
Leased Assets	99,655	5,384	-	-	(54,470)	<b>50,569</b>
Library Resources	26,113	29	-	-	(3,267)	<b>22,875</b>
<b>Balance at 31 December 2023</b>	<b>1,668,062</b>	<b>226,615</b>	<b>(4,892)</b>	<b>-</b>	<b>(263,736)</b>	<b>1,626,049</b>

The net carrying value of equipment held under a finance lease is \$50,569 (2022: \$99,655)

### Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	307,064	(80,464)	<b>226,600</b>	307,064	(74,322)	<b>232,742</b>
Building Improvements	794,214	(353,175)	<b>441,039</b>	765,755	(342,546)	<b>423,209</b>
Furniture and Equipment	2,085,562	(1,527,057)	<b>558,505</b>	1,983,758	(1,498,946)	<b>484,812</b>
Information and Communication Technology	618,462	(448,089)	<b>170,373</b>	609,799	(389,410)	<b>220,389</b>
Motor Vehicles	317,728	(166,324)	<b>151,404</b>	317,728	(142,581)	<b>175,147</b>
Textbooks	109,263	(104,579)	<b>4,684</b>	109,263	(103,268)	<b>5,995</b>
Leased Assets	120,862	(70,293)	<b>50,569</b>	212,108	(112,453)	<b>99,655</b>
Library Resources	124,845	(101,970)	<b>22,875</b>	124,816	(98,703)	<b>26,113</b>
<b>Balance at 31 December</b>	<b>4,478,000</b>	<b>(2,851,951)</b>	<b>1,626,049</b>	<b>4,430,291</b>	<b>(2,762,229)</b>	<b>1,668,062</b>

## 12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	80,862	161,474	92,085
Accruals	6,839	6,446	9,959
Banking Staffing Overuse	64,102	10,062	12,364
Employee Entitlements - Salaries	394,888	369,693	388,480
Employee Entitlements - Leave Accrual	48,200	31,591	49,610
Payroll Suspense	-	-	(1,076)
	<b>594,891</b>	<b>579,266</b>	<b>551,422</b>
Payables for Exchange Transactions	594,891	579,266	551,422
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>594,891</b>	<b>579,266</b>	<b>551,422</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Anonymous Uniform Donations	-	-	700
Anonymous Shoe Donor	-	-	85
Parents Trust	16,403	33,901	22,292
R Kenwright Award 2019 - 2021	-	-	1,000
International Student Fees in Advance	25,187	-	-
Grants in Advance - Ministry of Education	17,570	-	-
International Students - Board Balances	2,967	-	2,967
International Students - Incidental Bala	3,184	-	3,184
	<b>65,311</b>	<b>33,901</b>	<b>30,228</b>

### 14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	327,878	94,520	364,359
Increase to the Provision During the Year	40,841	46,442	38,904
Use of the Provision During the Year	(138,574)	-	-
Other Adjustments	13,677	-	(75,385)
Provision at the End of the Year	<b>243,822</b>	<b>140,962</b>	<b>327,878</b>
Cyclical Maintenance - Current	111,635	140,962	104,035
Cyclical Maintenance - Non current	132,187	-	223,843
	<b>243,822</b>	<b>140,962</b>	<b>327,878</b>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. 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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	40,248	50,471	64,058
Later than One Year and no Later than Five Years	23,216	53,192	58,846
Future Finance Charges	(8,906)	-	(16,936)
	<b>54,558</b>	<b>103,663</b>	<b>105,968</b>
<b>Represented by</b>			
Finance lease liability - Current	34,823	50,471	55,573
Finance lease liability - Non current	19,735	53,192	50,395
	<b>54,558</b>	<b>103,663</b>	<b>105,968</b>

## 16. Funds Held for Capital Works Projects

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

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

### Represented by:

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

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)

## 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.

The caretaker is renting the caretakers house for \$4,160 per year.



## 18. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,380	4,085
<i>Leadership Team</i>		
Remuneration	958,755	856,035
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	963,135	860,120

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	11.00	13.00
110 - 120	9.00	1.00
120 - 130	3.00	3.00
130 - 140	2.00	-
160 - 170	1.00	-
	26.00	17.00

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:

	2023 Actual	2022 Actual
Total	-	\$20,000
Number of People	-	-

## 20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

### Holidays Act Compliance – schools payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$318,605 (2022: \$903,961) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Boiler Decommissioning	418,675	90,166	328,509
Roof Remediation OUC	155,148	155,148	0
Water Leak OUC	11,165	11,165	0
Hot Water Cylinder	0	9,904	-9,904
<b>Total</b>	<b>584,988</b>	<b>266,383</b>	<b>318,605</b>

### (b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	527,346	845,035	73,719
Receivables	454,269	420,344	389,579
Investments - Term Deposits	1,453,381	1,010,043	2,084,078
<b>Total financial assets measured at amortised cost</b>	<b>2,434,996</b>	<b>2,275,422</b>	<b>2,547,376</b>

### Financial liabilities measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Payables	594,891	579,266	551,422
Finance Leases	54,558	103,663	105,968
<b>Total financial liabilities measured at amortised cost</b>	<b>649,449</b>	<b>682,929</b>	<b>657,390</b>

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF HASTING GIRLS' HIGH SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

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

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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



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

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

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

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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 arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1, 21 to 68, but does not include the financial statements, and our auditor's report thereon.

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

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



### **Independence**

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

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

*David Fraser*

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

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

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

### **24. Comparatives**

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

## Hastings Girls' High School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Jo-ell Husband	Presiding Member	Elected	May 2025
Catherine Bentley	Principal	ex Officio	
Anna Vignolini	Parent Representative	Elected	Dec 2023
Amataga Luli	Parent Representative	Co-opted	May 2025
Helen Gallagher	Parent Representative	Elected	Feb 2023
Jesamine Te Huia	Parent Representative	Elected	May 2025
Amy O'Connor	Parent Representative	Co-opted	May 2025
Monique Goodson	Staff Representative	Elected	May 2025
Bianca Ching	Student Representative	Elected	Sep 2023
Tahatera Apatu	Student Representative	Elected	Sep 2024

## Hastings Girls' High School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$14,343 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Hastings Girls' High School Board:


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



## Hastings Girls' High School

### Strategic and Annual Plan for Hastings Girls' High School

**2020 - 2023**

Principals' endorsement:	Catherine Bentley 
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

ANNUAL IMPROVEMENT PLAN - DOMAIN: STUDENTS' LEARNING			
<b>Strategic and Annual Goal 1:</b> To enable our girls to be literate and numerate so that they can contribute to and be successful in society. He waka eke noa - <i>The canoe which we are all in without exception</i>			
<b>Annual Target</b> Level 1 NCEA – 90%, Māori 90%, Pasifika 90%			
Historical Position	Achievement target	2023 Achievement results	Explanation of variation
Overall 2021 72% (125 ākonga) 2022 74% (99 ākonga)  Māori 2021 69% (52 ākonga) 2022 67% (63 ākonga)  Pasifika 2021 74% (24 ākonga) 2022 89% (42 ākonga)	Level 1 NCEA – 90%, Māori 90%, Pasifika 90%	Overall 87% (153 ākonga)  Māori 85% (71 ākonga)  Pasifika 85% (15 ākonga)	Our data is taken as of 11.02.2024. 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. Nationally, NCEA across all levels in 2023 was indicated by NZQA as being lower than previous years. Here at HGHS our results differ somewhat to national trends, with ākonga achieving fabulous results at level 1. This is the first cohort of ākonga to have come through a purely hub shaped, place based local curriculum. The pass rates for our Māori students are particularly noteworthy. Having looked closely at the quality of pass (E and M) endorsements, it is clear there is work to be done on improving these results. 2024 of course is also the introduction of the new Level One qualification, which will no doubt bring new challenges for us.

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Key Improvement Strategies:			
Raising achievement in literacy and numeracy through culturally responsive practice.			
When	What	Who	Indicators of Progress
Terms 1 –2	Professional Growth cycle to be refreshed, with a new cycle starting term 1 2023.	<ul style="list-style-type: none"> <li>SCT</li> <li>DP Curriculum</li> </ul>	<p><i>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.</i></p> <p>With the professional growth cycle linking directly to schoolwide PLD focus, this makes the process increasingly seamless with staff easily seeing the value in the process. The impact upon teaching, learning and most importantly learning outcomes ensures a greater effect size.</p> <p>Further work required to ensure the HOD's are having those all important coaching conversations with staff, including their career aspirations.</p> <p><b>Next Steps:</b> Professional growth cycle to be refreshed, with a new cycle starting Term 1 2024. Personal goal(s) to be set and connected to department priorities and include HITS. Closer monitoring of observations, feedback and coaching conversations by HOD's – perhaps with specific schedules recorded staff calendar. Responsibility for this area to be lead by DP Systems in 2024.</p>

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All Year	<p>Professional learning, reflective processes, and resourcing to support our strategic direction.</p> <ul style="list-style-type: none"> <li>Agreed Kete of literacy strategies supported by PLD for staff led by Literacy coordinator WSCOL. Resource bank of resources to be expanded as required.</li> <li>Further development of the Literacy Committee.</li> <li>Full implementation of the Curriculum Planning Tool.</li> <li>Ongoing deliberate time at PD mornings focused on Hub curriculum development and teams planning together.</li> <li>EaStle data unpacked with Hub staff. WSCOL to lead PLD on interpreting and planning using data.</li> <li>Implementation of a Structured Literacy programme with milestone reporting to the BOT.</li> </ul>	<ul style="list-style-type: none"> <li>DP Curriculum</li> <li>DP Operations</li> <li>LSC</li> <li>Principal</li> <li>WSCOL Literacy</li> </ul>	<p><i>All staff to become highly effective teachers of literacy.</i></p> <p>The newly appointed Literacy Coordinator has committed to building a bank of resources for staff to easily access. The regular full staff PLD lead by the coordinator ensures staff are developing skills and strategies to teach literacy across all subject areas. Staff have also utilised the Literacy coordinators expertise to support them further with their individual teaching needs. The collaborative approach to teaching literacy is starting to gain momentum as an increasing number of teachers see themselves as part of the solution to raising our students literacy achievement.</p> <p>The literacy committee continue to meet regularly. Data takes centre stage and drives the conversations on ways to further strengthen our schoolwide literacy programme. The curriculum tool is used to map which skills are being used most often and where the gaps are. This will provide good data for planning PLD ahead of 2024.</p> <p>In response to voice gathered from students and staff at the end of term 2, the organisation and timetable for hub planning has been revised. Staff requested further support with populating the tool and how to shape their ideas into curriculum. This will be up and running at the start of term.</p> <p>Our Literacy lead has supported staff in the analysis of EaSTtle data and how this knowledge can help teachers better plan for and teach students according to their specific literacy learning needs. This is the start of an ongoing PLD development for staff.</p> <p>The start to our structured literacy programme was also delayed. The selection process involves meeting with students and whānau are offered the opportunity to participate in the Structured Literacy project. At this stage our initial data indicates that where attendance and participation are high, student progress is rapid. Later in the year, we will be able to use data and anecdotal evidence to inform us about our next steps with the project as part of our 2024 planning.</p> <p>Te Whai and Te Ao Haka continue to go from strength to strength. Our decision to place priority on these ropu when staffing, has ensured that or vision of creating a space where reo Māori is the first language is starting to bare fruit. We are currently in the intial phase of shaping a new hub for 2024 'Wahine Toa', a place to honour, examine and learn from Ngati Kahunungu wahine from the past and present.</p>
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	<ul style="list-style-type: none"> <li>• TOD's at the end of terms 1-3 for Curriculum building of junior programmes.</li> <li>• Equity when staffing Hubs – staffing allocated to Te Ao Haka and Te Whai first to meet the threshold of Level 2 Te Reo.</li> <li>• Apply for Te Ao Haka and Te Whai to be classed as Level 2 Te Reo.</li> <li>• NCEA opportunities for literacy across curriculum areas to be developed and unpacked with early identification and intervention for students needing this (Tracking and Monitoring).</li> </ul>		<p><u>End of Year:</u> Year 11 and 10 students were offered the opportunity to be assessed using the new Literacy and Numeracy online assessment qualification at the end of the year. This provided an opportunity to trial the management and organisation required to run a large on line assessment over the course of the week. We are also clearer about some of the challenges our students face as we move into the new qualifications framework. The model once again highlights the disparity across the education sector.</p> <p>Our curriculum tool has been reviewed and revised. The literacy kete more closely aligns with the expertise of our kaiako and includes the tools on offer for PLD in 2024.</p> <p>Structured literacy will continue for 2024. This has proven to be a great success. It highlights the need for us to focus on 'added value' rather than the fixed mindset approach of meeting the needs for NCEA Literacy Requirements. We need to celebrate the successes along the way.</p> <p>Our hubs have been confirmed for 2024. Unfortunately, the Kaitiaki and Whahine Toa options will not be running. This is driven purely by student choice.</p> <p><b>Next Steps:</b></p> <p>Development of HGHS effective teacher profile: Shaping and strengthening teacher capacity.</p> <ul style="list-style-type: none"> <li>- Explore and apply pedagogy and assessment framework for the Te Mātaiaho as a model of best practice for Kaiako.</li> </ul> <p>The introduction of High Impact Teaching Strategies as a means of developing a culture of expert teachers</p>
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All Year	<ul style="list-style-type: none"> <li>• PLD to continue with Jim Hogan.</li> <li>• Pilot new numeracy standards.</li> <li>• Early intervention of students requiring extra support in numeracy.</li> <li>• Explore opportunities to weave Mātauranga and hub focus into curriculum through authentic opportunities.</li> <li>• Develop expertise with teachers to provide opportunity for and teach students to apply higher level thinking strategies in their learning – Metacognition.</li> </ul>	<ul style="list-style-type: none"> <li>• HOD Mathematics</li> <li>• Mathematics Department</li> <li>• Jim Hogan</li> <li>• DP Curriculum</li> <li>• DP Operations</li> </ul>	<p><i>Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.</i></p> <p>We have recently appointed a Numeracy Lead with a JD focussing on building capacity across the staff to become teachers of Numeracy. This is still in its infancy stage, however the need is great, particularly with the new NCEA framework. The mathematics team have started to shape a strategic plan for the curriculum, to ensure that students and staff are best placed to face these new challenges. The vision is innovative and is shaped purely around the needs of our students.</p> <p>This year, our Year 11's has an opportunity to sit the new numeracy standards, learning for Kaiako through this, will support our plans moving forward. Most recently 14+ staff have joined Tai Huki Consultants for a PLD series focusing on preparing Kaiako how to best to teach literacy and numeracy to our Māori students. Early learnings indicate that our junior curriculum design and structure, is a best practice model to springboard this from.</p> <p><u>End of Year:</u></p> <p>Our Numeracy Lead is well underway with their mahi. Regular PLD sessions with staff are proving hugely beneficial. Much of the focus is on growing a collective approach to teaching numeracy. The Curriculum Tool has been refined to include specific numeracy tools for the staff to select from when planning.</p> <p>With the resignation of our HOD Mathematics, we have appointed a new HOD, for 2024.</p> <p><b>Next Steps:</b> Schoolwide approach to the teaching of numeracy. Introduction of new NCEA Level 1 framework including new Numeracy qualification</p>
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All year	<p>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.</p> <ul style="list-style-type: none"> <li>• Margaret Ross to return mid 2023 for PCT's and new staff.</li> <li>• Rolling out our newly shaped Ākina system with staff working in their agreed specialist area – either whakawhanaungatanga with juniors or tracking, monitoring and coaching of students in the senior school. Embedding restorative practise will continue to be a focus.</li> <li>• Academic Tracking, Monitoring and Coaching to be further refined with key learnings from 2023 carried forward. Milestone reporting to be presented to the BOT.</li> <li>• Continuing whole staff PLD with Tai Huki consultants.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DP Pastoral</li> <li>• DP Operations</li> <li>• Deans Team</li> </ul>	<p><i>Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.</i></p> <p>Margaret Ross returned this year. A new initiative was to provide an opportunity for whānau to attend an evening session with a focus on working together with attendance. It was open to all, with some personal invites issued to individuals we thought would find this particularly valuable. This was a huge success, and a model we will develop further in 2024.</p> <p>Specialist Ākina groups are working well. There is still work to be done around ensuring all groups receive high quality coaching and mentoring. The opportunities for whānau to engage kanohi ke te kanohi have increased.</p> <p><u>End of Year:</u> The timing of completion on internals vers focus on externals still need further work, with results entered later than ever. This made it problematic for staff to gain a clear picture of student progress towards their learning goals. A huge work stream part way through term 4, has proved extremely successful, however it is not a model we wish to use in the future. Providing clarity for staff, students and whānau around timeframes and holding the ground on this, will be one way for us manage this problem.</p> <p>Tai Huki consultants lead a full TOD in term three. The focus once again was on Mātauranga Māori and included an indepth session on karakia. The PLD will carry over into 2024 and form part of our targeted plan.</p> <p><b>Next steps:</b> An annual plan for targeted professional learning, reflective processes, and resourcing to support our strategic direction.</p>
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When	What	Who	Indicators of Progress
All Year	<p>Continued development of LSC role to support transition of students between and within HGHS.</p> <ul style="list-style-type: none"> <li>Continuing to refine transition plan.</li> <li>Development and implementation of Communications and Marketing Annual Plan.</li> <li>Reconnecting with leavers from last year as a means of support and providing opportunities for re-enrolment and further training.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>LSC</li> <li>Business Manager</li> </ul>	<p><i>To develop a set of processes to support their job role; and which will include the transition and monitoring of all new students, these will provide a clear framework for all staff working within the pastoral scope.</i></p> <p>Ensuring all ākonga experience a smooth transition into HGHS is a complex process and involves working with numerous stakeholders all with differing expectations. This year the enrolment process has been particularly challenging with enrolments late, data inaccurate and contributing schools offering differing levels of transparency in the process. After some reflection we have made some recommendations for 2024.</p> <ul style="list-style-type: none"> <li>Open Evening to shift from term 3 into a Twilight Open Evening late in term 1</li> <li>To undertake a Marketing and Branding project using and outside provider</li> </ul> <p>Due to the Cyclone and the long-lasting effects of COVID on our school community. We created a workstream to connect with all ākonga that had left school during 2022 and early 2023 to undergo a Hauora check. Many of our ākonga left school earlier than planned to due the economic pressures they were suffering as a whānau. Our plan was to check in and see how they are going – do they still have steady employment, do they require support to get into further training, are they wanting to return to school? This proved highly successful. This work stream will continue next year with a different focus – how has the transition into HGHS been, do you require any additional support, is there some thing we could to better to improve your experience? The focus will shift from leavers to those enrolling from the start of 2024. This roll will continue until early term 3.</p> <p><b>Next Steps:</b> Supporting our ākonga as they transition into HGHS through a Hauora check and connect with home with a Hauora check during terms 1 and 2.</p> <p>To work with an outside provider to undertake a rigorous marketing review and help us to develop a marketing/branding strategic plan.</p>
All Year	<p>Establish an Academic Quality Management Team</p> <p>Two systems to be run in conjunction:</p>	<ul style="list-style-type: none"> <li>Principal</li> <li>DP</li> <li>Operations</li> <li>Deans Team</li> <li>Careers</li> </ul>	<p><i>Data will be used throughout the school to identify gaps in student learning.</i></p> <p><i>Professional development will build teachers' and leaders' data literacy skills; kotahitanga</i></p> <p><i>Increasingly, students and or whānau included as part of these conversations.</i></p> <p>Addition of OR into the SLT team</p>

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	<p>1. The introduction of specialist Ākina coaches tracking, monitoring, and mentoring student groups. This will allow the Academic Tracking Team to expand and continue to refine the various tools and processes at their disposal – this would include identifying opportunities to gain Literacy / Numeracy and UE credits, alongside M and E credits.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p>During terms two and three, a timetable review which included whānau, ākonga and Kaiako voice helped us shape decision making for 2024.</p> <ul style="list-style-type: none"> <li>Length of the school day to shorten.</li> <li>Shorter lunch break</li> <li>Moving from 3 blocks a day to 4 or 5 blocks</li> <li>Doubling the amount of English and Mathematics in the Junior school</li> <li>Removal of study blocks for all seniors</li> <li>The addition of a 6<sup>th</sup> subject in Years 12 and 13</li> <li>Shifting the time of day for Ākina/Assembly to the afternoon</li> </ul> <p>It is hoped these changes will increase engagement, attendance and ultimately academic outcomes for students.</p> <p>With staffing changes for the SLT team Academic tracking proved somewhat challenging again this year. By the end of the year, we felt ākonga had been provided the best possible support to achieve their learning goals, however there is further work to be done to stream line the process and make it clearer, less stressful and alleviate the pressure points at the end of the year. A review at the end of the year will provide some clear next steps for us in this process.</p> <p><b>Next Steps:</b> Academic Tracking, Monitoring and Coaching to be further refined with key learnings from 2024 carried forward.</p> <p>Close analysis of Level 1.</p> <p>Milestone reporting to be presented to the BOT. Closer monitoring/quality management of senior Ākina academic monitoring and tracking.</p>
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When	What	Who	Indicators of Progress
All Year	<p>Further development of Departmental / Team goals – targets and connected to annual targets and goals.</p> <ul style="list-style-type: none"> <li>BOT Strategic Plan shaped and completed.</li> <li>Curriculum leaders will continue to set goals aligned to the Strategic and Annual Plan</li> <li>Non-teaching middle leaders to set professional goals which align with the strategic direction of the school (Head of Sport, Lunch in Schools Manager).</li> <li>The Hauora Team embedded into our regular meeting cycle.</li> <li>Close monitoring of reviewed management roles.</li> </ul> <p>Support and check in with Hub Leads.</p>	<ul style="list-style-type: none"> <li>Principal</li> <li>DP Curriculum</li> <li>DP Operations</li> <li>LSC</li> <li>DP Pastoral</li> <li>Business Manager</li> <li>Board of Trustees</li> </ul>	<p><i>A school wide focus (narrowing and sharpening) on the 2023 strategic learning priorities.</i></p> <p>At the start of the year we appointed a new Head of Lunches and 2IC. Our goal was to ensure we had the right team in order to reshaping and improve our overall lunch service. The new lens has helped make significant shifts in both the quality and management of the lunch service. Ākonga lunch satisfaction is higher than ever.</p> <p>For new and existing Board members, STA providing some onsite training. Cyclone Gabrielle provided a significant challenge for our school community, made, more complex with two members of the Senior Leadership Team impacted significantly on a personal level. Initial support from the MOE by way of staffing was appreciated. However overall, we have been hugely disappointed with the local Ministry office; no kanohe te kanohe contact made until late September and then, without time taken to understand our current position.</p> <p>With the resignation of our Head of Sport in the two weeks prior to the start of the year, the Sports department started the year on the back foot. Late term one we managed to secure a new Head of Sport, but with no handover possible, the task the head was sizable. To further assist with the new and Sports Coordinator + additional admin staff to build, review and strengthen all things sport</p> <p>1-1 hui with Hub leads, review of PLD and support for leads particularly with planning and use of the tool</p> <p><b>Next Steps:</b> Departmental/Team goals and targets connected to the school's annual goals and targets.</p>
<p><b>Monitoring</b></p> <p>Progress report for the BOT to be completed by SLT at the end of terms 2 and 3 with predicted results at the start of term 4.</p>			

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Annual Improvement Plan - Domain: Student Engagement				
<b>Strategic Goal and Annual Goal 2</b> 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>I am Māori, I live in my identity and through my identity I will strive to my personal excellence</i>				
<b>Annual Target</b> 100% of students to attend school regularly (MOE guidelines state regularly as being over 90% attendance). 100% of students working setting a learning goal for the year.				
Historical Position – average daily attendance		Annual Target	2023 Attendance Data	Explanation of Variation
<b>Term 1 (2021/2022)</b> 75.9      73 <b>Term 2 (2021/2022)</b> 71.4      68.4 <b>Term 3 (2021/2022)</b> 68.7      70.2 <b>Term 4 (2021/2022)</b> 69.1      64.4		90%	<b>Term 1</b> 77.8 <b>Term 2</b> 75.1 <b>Term 3</b> 76.6 <b>Term 4</b> 74.7	Given that the decline in regular school attendance has occurred over the past 10 years, to fix this and meet our aspirational target of 90% will require a comprehensive strategy and time. COVID and the plans in place to manage this ie. Working from home, lengthy periods of isolation over the last couple of years, followed closely by by Cyclone Gabrielle means that our Year 9 – 11's have not experienced school life without huge disruption. The targeted strategic focus on attendance is starting to show positive results. Next year we endeavour to capitalise on our current success and get closer to achieving our schoolwide target.
When	What		Who	Indicators of Progress
All Year	<ul style="list-style-type: none"> <li>Review and realignment of our Pasifika Lead role with the intention of it</li> </ul>		<ul style="list-style-type: none"> <li>DP Curriculum</li> <li>Principal</li> <li>TIC Samoan</li> </ul>	<i>Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement</i>

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	<p>becoming more strategic and administrative in its function.</p> <ul style="list-style-type: none"> <li>• Strengthening HGHS Pasifika community group.</li> <li>• Growth and development of Tautua Pasifika hub including access to multiple expert partners.</li> <li>• Continued participation in WOWbeing Leadership training to strengthen connections with students in Year 8.</li> <li>• Providing opportunities for our Pasifika students to connect with students from contributing schools and across the Kahui Ako.</li> </ul>		<p>Review of Pasifika lead role – refining this to be focused on strategic vision rather than pastoral . Increasing the opportunities and representation across all pasifika groups for equity</p> <p>Appointment of a new staff member to lead Tautua pasifika hub</p> <p>Hope to work with HBHS for senior Samoan but this was not possible due to timetabling – students now working through Te Kura with support from pasifika staff . Start of term 3, teacher of Samoan has been advertised for 2024, we have also reached out to contacts across the motu for assistance in our recruitment.</p> <p>WOWbeing training has continued and adds to and complements our vision</p> <p>Need to streamline and strengthen communication to ensure all are aware of the vision and see themselves in it</p> <p>Arts Festival – created in place of production. Opportunity to open this out to students from contributing schools to attend. Took place over two nights. Lots of highlights – a great way to strengthen our relationship with whānau.</p> <p><b>Next Steps:</b> Partnering with Aiga to further enhance our strengths based / high expectations approach to raising Pasifika achievement</p> <ul style="list-style-type: none"> <li>- Strengthening HGHS Pasifika community group.</li> <li>- Growth and development of Tautua Pasifika hub including access to multiple expert partners.</li> <li>- Continued participation in WOWbeing Leadership training to strengthen connections with students in Year 8.</li> <li>- Providing opportunities for our Pasifika students to connect with students from contributing schools and across the Kahui Ako.</li> </ul>
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<p>Terms 1 - 2 <i>Continued</i> ...</p>	<ul style="list-style-type: none"> <li>• Develop a Māori community group.</li> <li>• The Board of Trustees to continue work stream with external provider from Ngāti Kahungunu to lead us through the revisioning of our strategic plan. <ul style="list-style-type: none"> <li>– HGHS to continue with the NKII / ERO pilot.</li> <li>– Use the pedagogy and assessment framework for the Curriculum Refresh as a model of best practice for Kaiako.</li> </ul> </li> <li>• Continued building of the 'Way we do things' at HGHS through lens of Te Ao Māori.</li> <li>• Create authentic opportunity for whānau to celebrate student success.</li> <li>• Work towards having Te Ao Haka and Te Whai formally recognised by MOE as being Level 2 Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• BOT</li> <li>• SLT</li> </ul>	<p><i>Partnering with Whānau and Iwi to establish a strengths based / high expectations approach to raising Māori achievement.</i></p> <p>The impact of Cyclone Gabrielle at the start of term 1 has had wide spread implications across the whenua. Term 2 hui with ERO, NKII and pilot kura provided opportunity to share strategic direction and areas of particular focus. Connections across the ropu were easy to see. In school hui with whānau planned for term 3.</p> <p>Whole staff PLD Friday continues to be a focus area for building capacity in Te Ao Māori – whole school learning the school Haka.</p> <p>Strategic planning put on hold until the MOE released resources for all schools in how they would like the process. BOT and Principal to lead this for terms 3 and 4, ahead of 2024.</p> <p>Te Huia Kaimanawa have continued the work stream on an addition to the school name to reflect mana orite. Community consultation has been robust with multiple iterations of the suggested name to best reflect the whenua of HGHS. Representatives to present final recommendations to the BOT in August hui.</p> <p>Planning for the start of the year was hugely disrupted by Cyclone Gabrielle, much of our original big Picture planning put in place to build whakawhanaungatanga with whānau was put on hold.</p> <p>Our arts showcase at the end of term 2, was the first time for the school community to come together. Students were able to showcase their learning in a truly authentic way it what became a cumminating task for many of our hubs. 2024 a third Māori hub to be on offer – Mana Wāhine, this will potentially qualify for classification as Level 2 Māori.</p> <p><b>Next Steps:</b> Partnering with whānau to establish a strength based, high expectation approach to ākonga achievement.</p> <ul style="list-style-type: none"> <li>- Create meaningful opportunities for whanau to engage in conversations centred around their students learning.</li> </ul>
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			<ul style="list-style-type: none"> <li>- Further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders.</li> <li>- Continued development of Junior Student profile reporting framework which clearly communicates student progress e.g. Curriculum levels UKD, e-asTTle data, attendance data, key competency</li> </ul> <p>Regular timetabled support and check in with Hub Leads with a focus on both planning and pastoral support.</p> <ul style="list-style-type: none"> <li>- Deputy Principal's freed up from Ākina coach role and moving into a more rigorous targeted mentoring and monitoring of Ākina coaches.</li> </ul>
All Year	<p>Further development of the ĀKINA coach:</p> <ul style="list-style-type: none"> <li>• Ākina coaches Term 1 mapped out underpinned by the monitoring and tracking plan and whakawhanaungatanga map.</li> <li>• Deliberate Careers programme timetabled for all students.</li> <li>• Targeted PLD for various Ākina roles to build expertise and capacity.</li> <li>• Sports strategic vision ready for consultation for SLT.</li> </ul>	<ul style="list-style-type: none"> <li>• DP Pastoral</li> <li>• Deans Team</li> <li>• DP Operations</li> <li>• LSC</li> <li>• Careers</li> <li>• HOD Sport</li> </ul>	<p><i>Developing collective efficacy across the school to support our girl in her journey through HGHS and in preparation for her tomorrow.</i></p> <p>The newly shaped Ākina group structure better supports whakawhaungatanga across all Hubs and ensures attendance from juniors at Ākina time aligns with that of regular timetabled classrooms. Hub leads and Kaiako certainly know 'the story'. We need to continue to find ways to engage with whānau, so that support becomes more holistic and collaborative. Extended Ākina times at crucial points in the calendar (term 3 goal setting and reflection for seniors / careers planning for juniors) makes best use of time. Deans team lead fortnightly PLD sessions with staff – 2 senior specialist Deans and 2 junior. A resource bank is available for Ākina coaches.</p> <p>The unexpected resignation of our Head of Sport has made for a slower start to the year for sport. A review and newly shaped structure has resulted in the role being split in two – Head of Sport and Sports Co-ordinator. Both have very different JD's. Term 3, the team is starting to gain momentum with strategic planning for 2024 and beyond underway.</p> <p><b>Next Steps:</b> Strengthening and embedding our pastoral Ākina system within specialist areas.</p>

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			<ul style="list-style-type: none"> <li>- Whakawhanaungatanga map to be enacted from the start of term one</li> <li>- Ākina Coaches to have target PLD on tracking, monitoring and coaching conversations.</li> </ul>
All Year	<ul style="list-style-type: none"> <li>• Strengthen communication within and beyond school.</li> <li>• Building school school communication platforms e.g. calendar, website, Pānui, insta and Facebook.</li> <li>• Building individual capacity of staff in project management.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• BOT</li> <li>• Business Manager</li> </ul>	<p><i>Streamlining of school wide communication.</i></p> <p>An audit of current communication streams has highlighted a drop off in the number of users accessing the Pānui – this could be in part due to a drop off in the activity posted from the kura. Term 3, SLT have made this a new focus with a plan to ensure regular key messages are shared via the Pānui. Facebook and Insta are well used but can only effectively be used for short or highlight messages.</p> <p><b>Next Steps:</b> Strengthening and streamlining schoolwide communication</p> <ul style="list-style-type: none"> <li>- Review, refine and further development and implementation of Communications and Marketing Annual Plan.</li> <li>- Development of the school brand to align with our Mana orite name and the 2024 – 2027 Strategic Plan.</li> </ul>
All Year	<ul style="list-style-type: none"> <li>• Create meaningful opportunities for whanau to engage in conversations centred around their students learning.</li> <li>• Further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders.</li> <li>• Development of Junior Student profile reporting framework which combines learning outcomes, learning capabilities and cultural capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• DP Operations</li> <li>• Hub Leads</li> </ul>	<p><i>Establish a reporting schedule in response to the findings in the Reporting Review.</i></p> <p>The Cyclone disrupted most of our term 1 plans to connect with whānau. There is still work to be done on how we provide opportunity to engage with whānau and understanding the best way for this to be achieved. Establishing relationships early on is key – hopefully 2024 and the Hub noho will provide this opportunity for the junior school. Likewise, it is essential we provide a similar opportunity for whānau of our senior students. The ERO project will hopefully provide opportunity for us to gather voice from whānau about what would work best for them. Building this whanaungatanga is key to the overall success of the learner.</p> <p><b>Next Steps:</b> Partnering with whānau to establish a strength based, high expectation approach to ākonga achievement.</p>

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			<ul style="list-style-type: none"> <li>-</li> <li>- Further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders.</li> <li>- Continued development of Junior Student profile reporting framework which clearly communicates student progress e.g. Curriculum levels UKD, e-asTTle data, attendance data, key competency</li> </ul>
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When	What	Who	Indicators of Progress
<i>Continued...</i>	<ul style="list-style-type: none"> <li>Continue to provide opportunities to engage with whānau kanohi ki te kanohi with a specific focus on strengthening whakawhanaungatanga with whānau in the junior years, starting with the noho mārae in Term 1 and then in quarterly culminating hub events, with the focus shifting from conversations centred on academic performance to ongoing whakawhanaungatanga.</li> </ul>		<p>As outlined earlier in the document, Cyclone Gabrielle has disrupted our plan from the start of the year. To date some of the hubs have provided this opportunity through culminating tasks at the end of each term, with a particular highlight being the performing arts showcase held over two nights. Providing this event at no cost, including kai was a great example best practice. Term 3 and 4 a new planning Schedule for hubs was created to ensure staff were available to attend. Closer monitoring from LF and BT will add another layer of support for staff. Identifying and creating opportunities to enhance whakawhanaungatanga is a key priority.</p> <p><b>Next Steps:</b> Create meaningful opportunities for whanau to engage in conversations centred around their students learning.</p>
	<p>Attendance Strategy Group</p> <ul style="list-style-type: none"> <li>Establish a group of experts (House Deans, SLT, School Counsellor, Attendance Officer) to use weekly data analysis to inform actions.</li> <li>Build a schoolwide attendance strategy which provides both soft caring (pull factors) and harder caring (push factors) to address schoolwide attendance.</li> <li>Build a Development and implementation of Communications and Marketing Annual Plan.</li> <li>Provide targeted leadership support for our House Leaders with a focus on building House Spirit and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>School Counsellor</li> <li>Youth Workers</li> <li>Attendance Officer</li> </ul>	<p><i>Develop a community culture of collective efficacy around strengthening engagement and attendance.</i></p> <p>The attendance focus group consists of SLT, Attendance officer and Youth workers. Weekly meetings start with data analysis from the previous week – breaking down year levels and cross checking against factors / barriers. Each week a new strategy or focus is agreed upon e.g. home visits Year 9's, Ākina coaches freed up to phone home for lates or non attenders, hui with principal and youth worker for the poorest attenders, sharing progress with whole school, classroom checks. To date data is tracking approximately 10% ahead of where we have been for the last 3 years. A review of class times and use of study classes for 2024 is well underway – it is hoped that changes will also encourage better attendance. MOE and Truancy Services have attended our Hauora Hui. Services are currently overwhelmed with referrals from across the region. HGHS has recently applied for funding for additional specialised staff to support our attendance strategy.</p> <p>The school calendar has undergone a complete refresh following 2 years of pandemic. Student leaders are a key component to building schoolwide spirit.</p>

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	<ul style="list-style-type: none"> <li>Partner with outside stakeholders to support our attendance strategy (local businesses, Police, MOE, Truancy Services).</li> </ul>		<p>Events such as weekly house meetings, end of term concerts, house debates, inter house haka competition are starting to gain momentum.</p> <p><b>Next Steps:</b> Further development of our schoolwide attendance strategy</p> <ul style="list-style-type: none"> <li>Review, refine and further development of our schoolwide attendance strategy which provides both soft caring (pull factors) and harder caring (push factors) to address schoolwide attendance.</li> </ul>
<p><b>Monitoring</b></p> <p>Regular monitoring of academic goals and attendance data by Deputy Principal Operations and Deputy Principal Pastoral report of progress to the BOT with predictions of progress start of term 3. Academic monitoring via Deans and Academic Dean.</p>			

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Improvement Plan - Domain: Curriculum Development			
<b>Strategic Goal</b> Use the NZC to develop and implement, a place based local curriculum and which is culturally responsive. Mā te whiritahi, ka whakatutoki ai ngā pumanawa ā tāngata <i>Together weaving the realisation of potential</i>			
<b>Annual Target</b> To complete planning and teaching of four cross-curricular units in the Junior school.			
When	What	Who	Indicators of Progress
Ongoing	Building capacity with our Senior and Middle leaders: <ul style="list-style-type: none"> <li>HOD's to develop high trust relationships with each other as middle leaders, and with Deputy Principal Curriculum and Pedagogy.</li> <li>HOD's embedding intentional curriculum work in dept meetings to align with Hub development.</li> <li>HOD's to explore opportunities at a senior level for naturally occurring evidence to be used to support student achievement.</li> <li>Senior Leadership team to have targeted PLD to support them with mentoring and coaching –</li> </ul>	<ul style="list-style-type: none"> <li>DP Pastoral</li> <li>DP Operations</li> <li>DP Curriculum</li> <li>Principal</li> </ul>	<p><i>Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more targeted support to middle leaders. A focus on online managers coaching to grow capacity rather than people management and task driven.</i></p> <p>With the restructure of SLT early in the year due to Cyclone Gabrielle, this was put somewhat on the back burner. Start of term 3, SLT Curriculum is putting together a strategic plan for targeted PLD for HOD's this may include, how to have coaching conversations with staff, what to look for and how to record a classroom observation, making the most out of a SPAR report etc... 1-2-1 hui with the principal are up and running from the start of term three. These meetings have provided opportunity for coaching conversations and streamlining workstreams. In turn SLT hui can be more effective with time set aside for bigger picture / more strategic projects.</p> <p><b>Next Steps:</b> Middle Leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership.</p>

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	<p>including difficult conversations.</p> <ul style="list-style-type: none"> <li>• Senior Leadership team to have 1 – 2 -1 hui with Principal to monitor workstreams and support professional development.</li> <li>• Regular Hui for Hub Leads with a focus on Curriculum development with Mātauranga being front and centre.</li> </ul>		<ul style="list-style-type: none"> <li>- Targeted support for middle leaders – coaching to grow capacity Senior Leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership.</li> <li>- Targeted support for senior leaders – coaching to grow capacity</li> </ul>
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When	What	Who	Indicators of Progress
Ongoing	<p>Development of SENCO role:</p> <ul style="list-style-type: none"> <li>• Provide PLD for teaching staff on best practice using Teacher Aides and in class support.</li> <li>• Gaining a bank of resources and activities, professional reading to assist staff in teaching diverse learners.</li> <li>• Regular slots during Friday PLD where possible as with Literacy.</li> <li>• Expand the Diverse Register to include the next steps and suggestions shared with staff.</li> </ul>	LSC	<p><i>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.</i></p> <p>As we increase our knowledge and expertise in how to best support our diverse needs students – the number of students identified continues to increase. Recruiting, training and retaining highly skilled Teacher Aides is an important focus and has helped drive the success in this area. The addition of both Literacy and Numeracy expert staff is a start towards ensuring all staff become upskilled in working with students requiring additional learning support.</p> <p>PLD has continued throughout the year with SENCO, ESSOL, Lit and Num leads contributing. Resources are accessed via a digital resource bank in Teams.</p> <p><b>Next Steps:</b></p> <p>Assistant Principal LSC to line manage teacher aides to support the SENCO. Retaining our high calibre of TA's with specific areas of strength e.g . Senior classes, Pasifika learners.</p>
Ongoing	<p>Establishment of a Hub based junior school</p> <ul style="list-style-type: none"> <li>• An intention for staff not be timetabled across more than two hubs.</li> <li>• Exploring Mātaioho and developing next steps in regard to pedagogy and assessment.</li> <li>• NKII pilot – Case Study of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DP Curriculum</li> </ul>	<p><i>Implementing a hub approach to student learning, which builds on the students' passions/skills.</i></p> <p>Timetabling to ensure staff are not working across more than two hubs continues to be problematic. Late in term one a full review of the timetable was undertaken in the hope that some of the issues might be resolved for 2024.</p> <p>Te Mātaioho although still in draft form provides the road map for all things curriculum. As the year progressed, we were able to review on our possible next steps in regards to the further development of the tool to ensure our curriculum is more than fit for purpose for our students. Our deliberate focus</p>

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	<ul style="list-style-type: none"> <li>• Collaborative planning to continue.</li> <li>• Regular scheduled hui with Principal / Deputy Principal Curriculum and Pedagogy and Hub leads to build capacity.</li> <li>• Improved use of Curriculum Tool for tracking and monitoring purposes.</li> <li>• Curriculum Refresh to guide best practice.</li> <li>• PLD with Whare and Hōhepa to help us sharpen the lens in terms of teaching and learning (Mātaioho connections).</li> </ul>	<p>on Mātauranga first, has helped staff prioritise and work with a sense of urgency in developing expertise. Assessment practices and reporting to parents with the intent of building strong, perposeful connections is a key driver for us to reimagine how we work in this space.</p> <p>Ensuring collaborative planning times allow plenty of time for staff to build curriculum and the tool is kept up to date with key information.</p> <p><b>Next Steps:</b> A regular cycle of review, refresh and embed a rich place based, Hub shaped junior curriculum.</p> <ul style="list-style-type: none"> <li>- Development of junior rubric for reporting</li> <li>- EasTTle</li> <li>- Attendance data</li> <li>- Curriculum data</li> <li>- Curriculum maps created via the tool</li> <li>- School values to be woven through curriculum</li> </ul>
<b>Monitoring</b> How are we going? Use the Now What? So What? End of unit reflection framework to review each curriculum unit		

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# HGHS | NGĀ RAU HUIA O ĀKINA 2023 NCEA RESULTS

An evaluation of school's students' progress and achievement

Purpose of this report;

1. The purpose of discussion is to evaluate the data and determine goals and next steps for the Curriculum team, senior courses and for teaching and learning.
2. These results are in the context of the Cyclone impact, achievement standard courses and retention of students under a more culturally responsive and restorative pastoral system.

Note: The following data has been 'scrubbed'. How we 'scrub' data has been consistent each year. Those students have not been counted into the overall achievement data. Please see the following link for guidelines [DATA SCRUB GUIDELINES](#)

Level 1	2021	2022	2023
Overall	74% (99 ākonga)	72% (125 ākonga)	87% (153 ākonga)
Māori	69% (52 ākonga)	67% (63 ākonga)	85% (71 ākonga)
Pasifika	85% (15 ākonga)	74% (24 ākonga)	89% (42 ākonga)
European	71% (24 ākonga)	72% (25 ākonga)	84% (25 ākonga)
Asian	100% (8 ākonga)	83% (13 ākonga)	90% (15 ākonga)

Level 2	2021	2022	2023
Overall	73% (121 ākonga)	70% (114 ākonga)	78% (103 ākonga)
Māori	68% (51 ākonga)	57% (58 ākonga)	73% (46 ākonga)
Pasifika	59% (30 ākonga)	71% (24 ākonga)	81% (22 ākonga)
European	85% (20 ākonga)	92% (23 ākonga)	80% (23 ākonga)
Asian	95% (20 ākonga)	78% (9 ākonga)	89% (12 ākonga)

Level 3	2021	2022	2023
Overall	75% (78 ākonga)	66% (120 ākonga)	69% (68 ākonga)
Māori	67% (27 ākonga)	58% (56 ākonga)	67% (28 ākonga)
Pasifika	64% (14 ākonga)	45% (27 ākonga)	54% (17 ākonga)
European	84% (25 ākonga)	92% (16 ākonga)	83% (15 ākonga)
Asian	100% (12 ākonga)	90% (21 ākonga)	75% (8 ākonga)

Overall Achievement 2023	HGHS/NRHoA	School Equity Index Band	National
Level 1	87.0%	53.3%	60.0%
Level 2	78%	62.9%	72.2%
Level 3	69%	58.0%	66.2%
UE	43.3%	24.0%	47.2%



Level 1 Achievement 2023	HGHS/NRHoĀ	School Equity Index Band	National
Māori	85.0%	48.8%	49.6%
Pasifika	89.0%	47.6%	49.9%
European	84.0%	59.9%	65.9%
Asian	90.0%	58.5%	58.3%

Level 2 Achievement 2023	HGHS/NRHoā	School Equity Index Band	National
Māori	73.0%	61.0%	63.3%
Pasifika	81.0%	56.2%	63.0%
European	80.0%	68.8%	77.1%
Asian	89.0%	63.3%	69.9%

Level 3 Achievement 2023	HGHS/NRHoĀ	School Equity Index Band	National
Māori	67.0%	54.2%	54.8%
Pasifika	54.0%	58.3%	58.1%
European	83.0%	59.1%	69.9%
Asian	75.0%	60.9%	68.7%

UE Achievement 2023	HGHS/NRHoĀ	School Equity Index Band	National
Māori	42.9%	20.6%	28.9%
Pasifika	15.8%	16.3%	27.4%
European	54.5%	27.1%	53.0%
Asian	66.7%	35.4%	55.1%

Literacy HGHS/NRHoA	2021	2022	2023
Level 1	87.4%	82.0%	86.2%
Level 2	97.1%	98.9%	94.7%
Level 3	98.0%	100%	98.3%

Literacy 2023	HGHS/NRHoA	School Equity Index Band	National
Level 1	86.2%	77.2%	82.4%
Level 2	94.7%	89.5%	90.7%
Level 3	98.3%	92.3%	93.5%

Numeracy HGHS/NRHoA	2021	2022	2023
Level 1	85.0%	77.5%	86.2%
Level 2	89.0%	94.6%	88.4%
Level 3	96.0%	97.2%	98.3%

Numeracy 2023	HGHS/NRHoA	School Equity Index Band	National
Level 1	86.2%	75.8%	81.5%
Level 2	88.4%	87.9%	89.7%
Level 3	98.3%	91.9%	93.0%



Merit Endorsement HGHS/NRHoA	2021	2022	2023
Level 1	32.4%	36.6%	27.7%
Level 2	25.8%	29.8%	16.1%
Level 3	17.2%	13.8%	18.9%

Excellence Endorsement HGHS/NRHoA	2021	2022	2023
Level 1	12.2%	9.7%	5.9%
Level 2	10.1%	10.5%	4.8%
Level 3	20.3%	3.4%	5.4%

Merit Endorsement 2023	HGHS/NRHoA	School Equity Index Band	National
Level 1	27.7%	20.8%	32.1%
Level 2	16.1%	12.3%	23.9%
Level 3	18.9%	12.2%	26.0%

Excellence Endorsement 2023	HGHS/NRHoA	School Equity Index Band	National
Level 1	5.9%	7.9%	16.8%
Level 2	4.8%	6.6%	14.7%
Level 3	5.4%	7.7%	13.7%

## Report on Hastings Girls' High School | Ngā Rau Huia o Ākina: Upholding Te Tiriti o Waitangi

### Introduction:

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

### Initiatives Supporting Māori Student Achievement:

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

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

**Conclusion:**

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