



Te Kura Tuarua o Tūranga Wāhine
GISBORNE GIRLS' HIGH SCHOOL

ANNUAL REPORT
and
FINANCIAL STATEMENTS

2022

Our Vision:

Whāngaihia te āpōpō

Empowering rangatahi for life

GISBORNE GIRLS' HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number:	210
Principal:	Jan Kumar
School Address:	555 Gladstone Road, Te Hapara, Gisborne 4010
School Postal Address:	PO Box 249, Gisborne 4040
School Phone:	06 868 6092
School Email:	jan.kumar@gghs.school.nz (Principal) chris.mcleod@gghs.school.nz (Business Manager)
Accountant / Service Provider:	Edtech Financial Services Ltd

GISBORNE GIRLS' HIGH SCHOOL**Members of the Board**

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Phil Matthews	Presiding Member	Elected	Sep'25
Jan Kumar	Principal	Ex-officio	
Brendon Hart	Member	Co-opted	Sep'22
Erina Hurihanganui	Member	Elected	Sep'22
Lisa Maniapoto	Member	Elected	Sep'22
Billie-Jean Potaka Ayton	Member	Elected	Sep'22
Kya Thornicroft	Student Rep	Elected	Sep'23
Jess Williams	Staff Rep	Elected	Sep'25
Greg Roseman	Member	Elected	Sep'25
Donna Williams	Member	Elected	Sep'25
Sally McLeod	Member	Elected	Sep'25
Adam Lynch	Member	Elected	Sep'25
Tim Petro	Member	Co-opted	Sep'25

GISBORNE GIRLS' HIGH SCHOOL

Annual Report - For the year ended 31 December 2022

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Gisborne Girls' High School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Phil Matthews

Full Name of Presiding Member

DocuSigned by:

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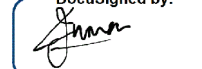
Signature of Presiding Member

31/5/2023 | 1:43 PM NZST

Date:

Jan Kumar

Full Name of Principal

DocuSigned by:

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Signature of Principal

31/5/2023 | 12:46 PM NZST

Date:

Gisborne Girls' High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	10,430,942	9,294,575	10,282,407
Government Grants - Resource Teachers Learning and Behaviour	19	2,566,954	170,272	2,631,280
Locally Raised Funds	3	359,915	379,590	318,164
Interest Income		40,200	12,000	11,104
Total Revenue		13,398,011	9,856,437	13,242,369
Expenses				
Locally Raised Funds	3	308,742	299,846	215,668
Learning Resources	4	7,993,703	7,042,663	7,893,048
Administration	5	582,430	564,771	505,554
Resource Teachers Learning and Behaviour	19	2,566,954	170,272	2,631,280
Finance		6,637	11,100	14,837
Property	6	1,887,168	1,862,550	2,252,453
Loss on Disposal of Property, Plant and Equipment		6,607	-	7,032
		13,352,241	9,951,202	13,519,872
Net Surplus / (Deficit) for the year		45,770	(94,765)	(277,503)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		45,770	(94,765)	(277,503)

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



Gisborne Girls' High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January	1,093,274	1,093,274	1,345,139
Total comprehensive revenue and expense for the year	45,770	(94,765)	(277,503)
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	25,638
Equity at 31 December	1,139,044	998,509	1,093,274
Accumulated comprehensive revenue and expense	1,139,044	998,509	1,093,274
Reserves	-	-	-
Equity at 31 December	1,139,044	998,509	1,093,274

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.



Gisborne Girls' High School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	781,398	1,002,993	955,289
Accounts Receivable	8	684,307	686,529	685,759
GST Receivable		85,159	8,600	8,696
Prepayments		14,230	14,595	14,595
Inventories	9	58,914	26,000	26,469
Investments	10	1,828,000	1,300,000	1,303,000
Funds Receivable for Capital Works Projects	18	24,281	-	68,244
		3,476,289	3,038,717	3,062,052
Current Liabilities				
Accounts Payable	12	840,077	759,617	758,732
Borrowings	13	-	6,746	6,746
Revenue Received in Advance	14	372,184	193,000	192,840
Provision for Cyclical Maintenance	15	117,403	88,000	85,088
Finance Lease Liability	16	70,646	51,000	53,439
Funds held in Trust	17	154,245	146,000	145,942
Funds held for Capital Works Projects	18	178,919	270,000	339,407
Funds for Resource Teachers of Learning & Behaviour services	19	246,134	171,000	170,272
Funds held on behalf of ORS Cluster	20	64,821	70,363	70,363
Funds held on behalf of TAK Centre	21	65,915	50,418	50,418
Funds held on behalf of Gisborne COL/Kahui Ako Cluster	22	136,649	73,275	73,275
		2,246,993	1,879,419	1,946,522
Working Capital Surplus/(Deficit)		1,229,296	1,159,298	1,115,530
Non-current Assets				
Property, Plant and Equipment	11	818,333	682,211	815,211
		818,333	682,211	815,211
Non-current Liabilities				
Provision for Cyclical Maintenance	15	864,647	750,000	744,373
Finance Lease Liability	16	43,938	93,000	93,094
		908,585	843,000	837,467
Net Assets		1,139,044	998,509	1,093,274
Equity		1,139,044	998,509	1,093,274

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



Gisborne Girls' High School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		2,769,486	2,189,921	2,774,781
Locally Raised Funds		359,913	437,190	377,295
International Students		179,344	-	(22,003)
Goods and Services Tax (net)		(75,399)	21,400	43,622
Payments to Employees		(1,270,366)	(1,408,455)	(1,258,634)
Payments to Suppliers		(1,420,332)	(910,688)	(1,442,513)
Interest Paid		(6,637)	(11,100)	(14,837)
Interest Received		40,200	14,500	15,367
Net cash from/(to) Operating Activities		576,209	332,768	473,078
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(6,607)	-	(7,618)
Purchase of Property Plant & Equipment (and Intangibles)		(170,547)	(10,144)	(248,107)
Purchase of Investments		(525,000)	(500,000)	(500,000)
Net cash from/(to) Investing Activities		(702,154)	(510,144)	(755,725)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	25,638
Finance Lease Payments		(31,949)	(3,000)	(10,931)
Repayment of Loans		(6,746)	746	
Funds Administered on Behalf of Third Parties		(9,251)	(23,952)	(39,034)
Net cash from/(to) Financing Activities		(47,946)	(26,206)	(24,327)
Net increase/(decrease) in cash and cash equivalents		(173,891)	(203,582)	(306,974)
Cash and cash equivalents at the beginning of the year	7	955,289	1,206,575	1,262,263
Cash and cash equivalents at the end of the year	7	781,398	1,002,993	955,289

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

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



Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Gisborne Girls' High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 16. Future operating lease commitments are disclosed in note 25b.

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) 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.

e) 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.

f) 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.



g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Board Owned Buildings	18-40 years
Furniture and equipment	5-15 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.



k) 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.

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.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, 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.

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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



q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTL B programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services Received In-kind

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



2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	3,548,968	2,527,781	3,515,613
Teachers' Salaries Grants	5,688,539	5,545,558	5,545,558
Use of Land and Buildings Grants	1,183,963	1,221,236	1,221,236
Other Government Grants	9,472	-	-
	<u>10,430,942</u>	<u>9,294,575</u>	<u>10,282,407</u>

The school has opted in to the donations scheme for this year. Total amount received was \$112,500.

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	773	500	1,094
Curriculum related Activities - Purchase of goods and services	271,802	299,090	233,280
Trading	87,340	80,000	83,589
International Student Fees	-	-	201
	<u>359,915</u>	<u>379,590</u>	<u>318,164</u>
Expenses			
Extra Curricular Activities Costs	183,059	208,346	120,905
Trading	110,036	75,300	78,933
International Student - Student Recruitment	1,470	1,000	617
International Student - Employee Benefit - Salaries	14,177	15,200	12,049
International Student - Other Expenses	-	-	3,164
	<u>308,742</u>	<u>299,846</u>	<u>215,668</u>
	<u>51,173</u>	<u>79,744</u>	<u>102,496</u>

Surplus/ (Deficit) for the year Locally raised funds

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	235,784	249,936	211,137
Equipment Repairs	8,717	7,000	3,190
STAR	39,201	54,400	50,341
Learning Support	119,917	119,213	125,197
Information and Communication Technology	37	50	(537)
Extra-Curricular Activities	56,373	60,235	63,412
Library Resources	(351)	5,000	2,047
Employee Benefits - Salaries	6,524,855	6,279,169	6,330,883
Staff Development	15,457	34,660	27,694
Depreciation	224,746	233,000	230,713
Healthy School Lunches Programme	768,967	-	848,971
	<u>7,993,703</u>	<u>7,042,663</u>	<u>7,893,048</u>



5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,512	9,512	9,235
Board Fees	2,745	3,680	2,980
Board Expenses	15,450	14,170	13,068
Communication	106,687	114,375	68,018
Consumables	38,156	66,400	66,126
Legal Fees	613	2,500	-
Other	63,693	61,284	68,687
Employee Benefits - Salaries	312,806	257,076	243,446
Insurance	17,063	17,565	16,865
Service Providers, Contractors and Consultancy	15,705	18,209	17,129
	582,430	564,771	505,554

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	41,487	38,500	49,504
Consultancy and Contract Services	163,032	153,696	142,180
Cyclical Maintenance Provision	163,379	114,806	524,312
Grounds	35,594	36,000	36,835
Heat, Light and Water	69,184	85,000	70,793
Rates	24,811	21,104	17,733
Repairs and Maintenance	61,978	55,500	68,712
Use of Land and Buildings	1,183,963	1,221,236	1,221,236
Security	2,997	5,000	4,824
Employee Benefits - Salaries	140,743	131,708	116,324
	1,887,168	1,862,550	2,252,453

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



7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	781,398	1,002,993	955,289
Cash and cash equivalents for Statement of Cash Flows	<u>781,398</u>	<u>1,002,993</u>	<u>955,289</u>

Of the \$781,398 Cash and Cash Equivalents, \$178,919 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$781,398 Cash and Cash Equivalents, \$64,821 is held by the School on behalf of the ORS cluster. See note 20 for details how the funding received for the cluster has been spent in the year.

Of the \$781,398 Cash and Cash Equivalents, \$65,915 is held by the School on behalf of the TAK Centre. See note 21 for details how the funding received for the cluster has been spent in the year.

Of the \$781,398 Cash and Cash Equivalents, \$136,649 is held by the School on behalf of the COL/Kahui Ako cluster. See note 22 for details of how the funding received for the cluster has been spent in the year.

Of the \$781,398 Cash and Cash Equivalents, \$197,721 is held by the Group on behalf of the RTLB Service. See note 19 for details of how the funding received for the service has been spent in the year.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	6,616	10,400	10,381
Interest Receivable	17,138	4,000	3,249
Banking Staffing Underuse	2,660	-	-
Teacher Salaries Grant Receivable	657,893	672,129	672,129
	<u>684,307</u>	<u>686,529</u>	<u>685,759</u>
Receivables from Exchange Transactions	23,754	14,400	13,630
Receivables from Non-Exchange Transactions	660,553	672,129	672,129
	<u>684,307</u>	<u>686,529</u>	<u>685,759</u>

9. Inventories

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
School Uniforms	58,914	26,000	26,469
	<u>58,914</u>	<u>26,000</u>	<u>26,469</u>



10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,828,000	1,300,000	1,303,000
Total Investments	1,828,000	1,300,000	1,303,000

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment/ Adjustment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
WIP - Plant & Equipment	29,277	-	-	(29,277)	-	-
Building Improvements	188,284	-	-	-	(9,836)	178,448
Furniture and Equipment	329,012	79,849	-	29,277	(56,652)	381,486
Information and Communication Technology	147,518	38,212	(4,299)	-	(65,540)	115,893
Motor Vehicles	24,843	-	-	-	(19,905)	4,938
Leased Assets	79,207	20,773	-	-	(54,415)	45,565
Library Resources	17,070	6,152	(2,309)	-	(2,587)	18,326
RTL Assets	-	89,488	-	-	(15,811)	73,677
Balance at 31 December 2022	815,211	234,474	(6,608)	-	(224,746)	818,333

The net carrying value of equipment held under a finance lease is \$45,565 (2021: \$79,207).

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
WIP - Plant & Equipment	-	-	-	29,277	-	29,277
Building Improvements	540,535	(362,087)	178,448	540,536	(352,252)	188,284
Furniture and Equipment	1,530,843	(1,149,357)	381,486	1,424,850	(1,095,838)	329,012
Information and Communication Technology	509,766	(393,873)	115,893	482,299	(334,781)	147,518
Motor Vehicles	344,828	(339,890)	4,938	344,827	(319,984)	24,843
Leased Assets	251,751	(206,186)	45,565	556,763	(477,556)	79,207
Library Resources	79,847	(61,521)	18,326	85,220	(68,150)	17,070
RTL Assets	89,488	(15,811)	73,677	-	-	-
Balance at 31 December	3,347,058	(2,528,725)	818,333	3,463,772	(2,648,561)	815,211



12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	134,223	60,000	59,380
Accruals	9,512	9,500	9,235
Employee Entitlements - Salaries	674,996	676,763	676,763
Employee Entitlements - Leave Accrual	21,346	13,354	13,354
	<u>840,077</u>	<u>759,617</u>	<u>758,732</u>
Payables for Exchange Transactions	840,077	759,617	758,732
	<u>840,077</u>	<u>759,617</u>	<u>758,732</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Loans due in one year	-	6,746	6,746
	<u>-</u>	<u>6,746</u>	<u>6,746</u>

14. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	32,310	-	-
International Student Fees in Advance	159,811	-	-
Other revenue in Advance	180,063	193,000	192,840
	<u>372,184</u>	<u>193,000</u>	<u>192,840</u>

15. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	829,461	829,461	375,745
Increase to the Provision During the Year	163,379	114,806	524,312
Use of the Provision During the Year	(10,790)	(106,267)	(70,596)
Provision at the End of the Year	<u>982,050</u>	<u>838,000</u>	<u>829,461</u>
Cyclical Maintenance - Current	117,403	88,000	85,088
Cyclical Maintenance - Non current	864,647	750,000	744,373
	<u>982,050</u>	<u>838,000</u>	<u>829,461</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.



16. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	79,708	51,000	67,889
Later than One Year and no Later than Five Years	45,544	93,000	84,835
Future Finance Charges	(10,668)	-	(18,048)
	<u>114,584</u>	<u>144,000</u>	<u>134,676</u>
Represented by			
Finance lease liability - Current	70,646	51,000	56,495
Finance lease liability - Non current	43,938	93,000	78,181
	<u>114,584</u>	<u>144,000</u>	<u>134,676</u>

17. Funds held in Trust

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	154,245	146,000	145,942
	<u>154,245</u>	<u>146,000</u>	<u>145,942</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Asbestos Removal & Containment		38,680	275,814	(296,049)	-	18,445
Block G: ILE Works (Stage 1)		(60,681)	68,680	(11,433)	3,434	-
Block G: ILE Works (Stage 2)		250,000	-	(253,810)	-	(3,810)
Block G: ILE Works (Stage 3)		-	165,198	(55,501)	-	109,697
Block ZD: FF&E		(922)	-	(923)	1,845	-
Block ZD: Furniture Moving		1,958	-	(1,958)	-	-
Drama Roof Replacement		48,769	-	2,008	-	50,777
TAK Classroom & Food Tech Upgrade		(6,641)	17,588	(5,735)	(5,212)	-
Various 5YA Projects		-	-	(20,471)	-	(20,471)
Totals		271,163	527,280	(643,872)	67	154,638

Represented by:

Funds Held on Behalf of the Ministry of Education	178,919
Funds Receivable from the Ministry of Education	(24,281)

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Asbestos Removal & Containment		-	52,500	(13,820)	-	38,680
Block F: Replace Food Tech Kitchens		106,985	13,274	(120,259)	-	-
Block G: ILE Works (Stage 1)		164,117	-	(224,798)	-	(60,681)
Block G: ILE Works (Stage 2)		-	250,000	-	-	250,000
Block ZD: FF&E		-	131,688	(132,610)	-	(922)
Block ZD: Furniture Moving		(1,275)	16,494	13,261	-	1,958
Drama Roof Replacement		57,385	-	(8,616)	-	48,769
TAK Classroom & Food Tech Upgrade		(7,817)	1,176	-	-	(6,641)
TAK Electrical Upgrade		(737)	4,320	3,583	-	-
Totals		318,658	469,452	(483,259)	-	271,163

Represented by:

Funds Held on Behalf of the Ministry of Education	339,407
Funds Receivable from the Ministry of Education	(68,244)



19. Funds for Resource Teachers of Learning & Behaviour Services

Gisborne Girls' High School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning & Behaviour to its cluster of schools.

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
Funds held at beginning of the year!	170,272	170,272	159,853
<i>Funds Received during the year</i>			
Teachers' Salary Grant	2,242,655	-	2,289,034
Administration Grant	80,919	-	78,390
Learning Support Funding	148,384	-	145,475
Travel Grant	118,844	-	118,844
Other Revenue	52,014	171,000	30,434
	<hr/> 2,642,816	<hr/> 171,000	<hr/> 2,662,177
Total funds available	<hr/> 2,813,088	<hr/> 341,272	<hr/> 2,822,030
<i>Expenses</i>			
Employee Benefit - Salaries	2,242,655	-	2,289,034
Administration	56,704	-	145,786
Learning Support	193,462	-	159,252
Travel	58,322	-	5,908
Other Expenses	15,811	170,272	31,300
	<hr/> 2,566,954	<hr/> 170,272	<hr/> 2,631,280
Purchase of Assets	-	-	20,478
Funds Held at Year End	<hr/> <hr/> 246,134	<hr/> <hr/> 171,000	<hr/> <hr/> 170,272

An amount equivalent to the expenses i.e. \$2,566,954 has been recognized as revenue in the Statement of Comprehensive revenue and expenses and the unspent portion of the funds received during the year has been reflected in the funds held at year end.

The prior period figures have been reclassified to show revenue, expenses and assets within the relevant notes, in line with the Ministry of Education's reporting requirements.



20. Funds Held on Behalf of ORS Cluster

Gisborne Girls' High School is the lead school and holds funds on behalf of the ORS cluster, a group of schools funded by the Ministry.

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held at Beginning of the Year	70,363	70,363	62,933
Funds Received from MoE	538,679	-	616,176
Total funds received	609,042	70,363	679,109
Funds Spent on Behalf of the Cluster	(177,721)	-	(184,929)
Funds remaining	431,321	70,363	494,180
Distribution of Funds			
Campion College	(89,276)	-	(95,149)
Cobham School	-	-	(2,400)
Elgin School	(9,316)	-	(9,457)
Gisborne Central School	(43,677)	-	(78,892)
Gisborne Girl's High School	(88,220)	-	(72,344)
Ilminster Intermediate	(31,817)	-	(48,530)
Kaiti School	(38,048)	-	(52,665)
Te Wharau School	(66,146)	-	(64,380)
Funds Held at Year End	64,821	70,363	70,363

21. Funds Held on Behalf of TAK Centre

Gisborne Girls' High School is the lead school and holds funds on behalf of the TAK Centre.

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held at Beginning of the Year	50,418	50,418	64,008
Funds Received from Cluster Members	111,097	-	69,204
Funds Received from MoE	103,960	-	100,798
Total funds received	265,475	50,418	234,010
Funds Spent on Behalf of the Cluster	(199,560)	-	(183,592)
Funds Held at Year End	65,915	50,418	50,418



22. Funds Held on Behalf of Gisborne COL/Kahui Ako Cluster

Gisborne Girls' High School is the lead school and holds funds on behalf of the Gisborne COL/Kahui Ako Cluster.

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held at Beginning of the Year	73,275	73,275	34,103
Funds Received from Cluster Members	146,457	-	51,587
Total funds received	<u>219,732</u>	<u>73,275</u>	<u>85,690</u>
Funds Spent on Behalf of the Cluster	(83,083)	-	(12,415)
Funds Held at Year End	<u><u>136,649</u></u>	<u><u>73,275</u></u>	<u><u>73,275</u></u>

21. Related Party Transactions

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

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



22. Remuneration

Key management personnel compensation

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

	2022	2021
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	2,745	2,980
<i>Leadership Team</i>		
Remuneration	2,067,439	1,901,316
Full-time equivalent members	18.56	19
Total key management personnel remuneration	<u>2,070,184</u>	<u>1,904,296</u>

There are eight (8) members of the Board excluding the Principal. The Board had held seven (7) full meetings of the Board in the year. The Board also has Finance (4 members) that meet twice per term. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	190 - 200
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration	2022	2021
\$000	FTE Number	FTE Number
100 - 110	18	16
110 - 120	6	8
120 - 130	1	0
	<u>25.00</u>	<u>24.00</u>

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

23. Compensation and Other Benefits Upon Leaving

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

	2022	2021
	Actual	Actual
Total	-	-
Number of People	-	-



24. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

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

Additional Funding Wash-up Payment

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

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

25. Commitments

(a) Capital Commitments

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

- (a) A contract for Drama Roof Replacement to be completed in 2023, which will be fully funded by the Ministry of Education. \$58,385 has been received of which \$7,608 has been spent on the project to date; and
- (b) A contract for Asbestos Removal & Containment to be completed in 2023, which will be fully funded by the Ministry of Education. \$291,144 has been received of which \$272,698 has been spent on the project to date; and
- (c) A contract for ILE Works to Block G (Stages 2 & 3) to be completed in 2023, which will be fully funded by the Ministry of Education. \$415,198 has been received of which \$309,311 has been spent on the project to date; and
- (d) A contract for various small projects to be completed in 2023, which will be fully funded by the Ministry of Education. \$0 has been received and \$20,471 has been spent on the project to date.

(Capital commitments at 31 December 2021: nil.)

(b) Operating Commitments

As at 31 December 2022 the Board has no current contracts.



26. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	781,398	1,002,993	955,289
Receivables	684,307	686,529	685,759
Investments - Term Deposits	1,828,000	1,300,000	1,303,000
Total Financial assets measured at amortised cost	<u>3,293,705</u>	<u>2,989,522</u>	<u>2,944,048</u>

Financial liabilities measured at amortised cost

Payables	840,077	759,617	758,732
Borrowings - Loans	-	6,746	6,746
Finance Leases	114,584	144,000	146,533
Total Financial Liabilities Measured at Amortised Cost	<u>954,661</u>	<u>910,363</u>	<u>912,011</u>

27. Events After Balance Date

Subsequent events – extreme weather events

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

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

The damage caused by extreme weather events in the Gisborne region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

28. Comparatives

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



KIWISPORT

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022 the school received total Kiwisport funding of \$17,918.91 (excluding GST). The funding was spent on sporting endeavours.



Personnel Policy Compliance (s73 and s74 Public Service Act 2020)

The Gisborne Girls' High School Board:

1 Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognize the needs of students;

2 Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice;

3 Is a good employer as defined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff;

4 Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;

5 Meets all EEO requirements.



Te Kura Tuarua o Tūranga Wāhine
GISBORNE GIRLS' HIGH SCHOOL

ANALYSIS OF VARIANCE

2022

Our Vision:

Whāngaihia te āpōpō

Empowering rangatahi for life

Te Kura Tuarua o Tūranga Wāhine Gisborne Girls' High School

OUR VISION: Whāngaihia te āpōpō
Empowering rangatahi for life

Our Values:

Whakawhanaungatanga Manaakitanga
Mana Motuhaketanga Maiatanga

OUR PRINCIPLES: Students are at the centre of all teaching and learning. Our curriculum is based upon high expectations for all students, supported by a learning programme that acknowledges the cultural diversity of New Zealand and the principles of Te Tiriti o Waitangi. Success for all is promoted within authentic partnerships with our whanau and wider community.

Hinetu is a shared pathway from who we are to who we aspire to be.

WHO WE ARE:



HINETU PROFILE:

Gisborne Girls' High School students, Tūranga Wāhine, are our Hinetu: they are confident, culturally connected, actively involved, successful lifelong learners. They achieve academic success for their future pathways. They are young women of integrity, self-reliant, yet able to relate effectively with others and eager to take individual and collective responsibility as citizens of their local, national and global communities.

*Angitu te katoa – Everyone succeeding.
Tutuki ai o hiahia –
Realise your aspirations.
Eke panuku! Eke angitu!*

TEACHER PROFILE:

Gisborne Girls' High School teachers hold the future of our Hinetu in their hands in collaboration with whanau and the community. They demonstrate the aspects of the Hinetu profile and actively promote success for all.

*Kumea te paetawhiti kia tata
Draw closer the distant horizon,
Whakamaua te paerewa kia tīna
Hold firm all that affirms
Tukuna te paehiranga kia topa!
Let excellence soar!*

SCHOOL PROFILE:

Gisborne Girls' High School is a decile 3 secondary school based in Gisborne City. Our student catchment draws from the wider Tairāwhiti district and has a 60% Māori student population.

We are strongly focused on success for all students in a culturally responsive and globally connected environment.

Restorative Practices are used to develop and enhance relationships between students, teachers, whanau and the wider community. We have a diverse curriculum and a proud tradition of academic, cultural and sporting success. The well-being of our students is vital to their success.

Realising the vision: Whāngaihia te āpōpō

E tū taku raukura!
Ina te rau o te aroha, auē!
E Tīpare rau whiri koā
Rere runga rā!
Rere rangi e!

*Stand tall my treasured plume,
You are indeed adored beyond
measure!
Remember, that you are in control
of your own destiny
The power lies in your hands!*

First verse of the school waiata Te Raukura

When our vision is realised all students will:

- achieve success whilst having their identity, language and culture valued and included in all aspects of school life.
- understand their potential and feel supported to set goals and take action.
- have participated in and contributed to an education that is responsive, inclusive and rewarding.
- have gained the skills, knowledge, competencies and qualifications they need to lead successful lives and contribute to their local and global community.

Hinetu is a philosophy of Gisborne Girls' High School. It reflects our understanding of the range of opportunities and connections that allow our students to develop into women 'standing tall.'

Hinetu encompasses the living nature of the school values, school events, links between whanau and school, and connections to local and wider communities.

Hinetu is a way of working where we are explicit in developing young women to be ready for the world they will move forward into.

Huia feather:

For Māori the huia was revered as a symbol of nobility, leadership and hierarchy. The white-tipped tail feathers were worn as head adornments to signify chiefs and people of great mana. Like jewels plucked from a royal crown, huia feathers were given as tokens of friendship and respect.





Gisborne Girls' High School
Te Kura Tuarua o Tūranga Wāhine

OUR VISION:
Whāngaihia te āpōpō
Empowering rangatahi for life

STRATEGIC PLAN 2022 - 2024

GOAL:	RATIONALE:	3-YEAR OUTCOMES:	2022 Specific Target:
<p>Strategic Goal 1:</p> <p>Our school teaches and embodies our values in order to foster a safe and supportive environment.</p>	<p>Te piko o te māhuri, tērā te tipu o te rekau.</p> <p>The way in which the young sapling is nurtured, determines how the tree will grow.</p>	<p>Our school values are embedded across all school processes, communication, expectations and cultural development so they are living and visible in all aspects of school life.</p>	<p>Our school values are known and understood. They are visible in all school documentation and are a central focus for all operations.</p>
<p>Strategic Goal 2:</p> <p>Student voice is an essential part of our school community.</p>	<p>E koekoe te tūi, e ketekete te kākā, e kūkū te kereru.</p> <p>All voice is valid and valued.</p>	<p>Student voice is heard, respected and actioned so students contribute to the school community in a meaningful and authentic way.</p>	<p>The Student Governance Council is established and provides students with authentic input into school decision making.</p>
<p>Strategic Goal 3:</p> <p>Our school supports all students to realise their potential</p>	<p>Iti kōpara, tihi kaioreore.</p> <p>Even the small bellbird attains the greatest height.</p>	<p>All our students are supported to achieve through equitable school systems and structures that are responsive to individual needs.</p>	<p>Achieve equitable outcomes through more effective assessment systems.</p>
<p>Strategic Goal 4:</p> <p>Our school provides a diverse and relevant curriculum.</p>	<p>Tangata ako ana i te kaenga, tū ana kit e marae, tau ana.</p> <p>A person taught well at home, is better prepared for the world stage.</p>	<p>Our school curriculum inspires learners and is relevant, responsive and inclusive catering for the needs of all.</p>	<p>The Junior Curriculum is further developed to ensure the inclusion of Tairawhiti content, Te Reo and Tikanga.</p>



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN:
2022**

Strategic Goal 1: Our school teaches and embodies our values in order to foster a safe and supportive environment.		2022 Specific Target: Our school values are known and understood. They are visible in all school documentation and are a central focus for all operations.	
Baseline Data: (What?) School Relational Practice data.		Implications/ Discussion/ Notes: (So What?) Our new school values selected in 2021 provide an opportunity to put a major focus on these. A shared understanding of our values will provide greater consistency in decision-making and direction.	
Strategic Initiative: (Now What?)	When/ Who:	Actions:	Measurable Outcomes:
1. All school documentation reviewed and updated to include new vision and values.	Ku	1. Work through all school documentation to update.	All school documentation, including website, explicitly includes the new vision and values.
2. Focus on one value each term in Extended Form Time to ensure they are known and understood.	Form teachers	1. Prefect 'live' assemblies reflect school values. 2. Form teachers to deliver teaching and learning about school values in Extended Form Time.	Extended FT plan Student voice/feedback from SGG Feedback from FTs
3. Publicity campaign with whānau and the wider community.	Ku Wi	1. School website and other branding revised for new vision and values. 2. Conduct a School Culture survey to check level of understanding of values.	Whānau whānui feedback demonstrates shared understanding.
4. School awards and reports include school values recognition.	Ws Deans	1. Review the use of Key Competencies on Junior Reports. 2. Investigate alternative reward and reporting systems.	School awards and reports include school values recognition.
Mid-Year Evaluation:			
<ol style="list-style-type: none"> 1. All documentation includes our new vision and values. 2. Extended form time includes values education. Term One – Whakawhanaungatanga Term Two – Manaakitanga Term Three – Maiatanga Term Four – Mana Motuhakitanga Prefect on-line assemblies in Term 1 and their live assemblies Term 2 contain the values focus. 3. New billboard with school vision and values; posters prepared for around the school and the website updated. 4. Values certificates issued at the end of Term One and Levels assemblies in Term Two. 			
End of Year Evaluation:			
<ol style="list-style-type: none"> 1. Website development continued and includes 'News' section. (https://www.gisbornegirlshigh.school.nz) 2. EG produced resources including Learning Boards for form teachers to use in Extended Form time. Set up for each year level. Work carried out at the end of the year to prepare for the start of 2023 where the form teachers reviewed and passed information to incoming form teachers. Improved behaviour evidence of Values integration - Restorative Practice Report Term Four 2022 3. School awards include school values including at Junior prizegiving and other assemblies. School reporting system under review for 2023. 4. Some whanau feedback gathered by Student Governance Council. Whanau hui proposed as part of our new Mātauranga Māori PLD plan for 2023. 			



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN:
2022**

Strategic Goal 2: Student voice is an essential part of our school community.		2022 Specific Target: The Student Governance Council is established and provides students with authentic input into school decision making.	
Baseline Data: (What?) Student voice surveys – managed by the school.		Implications/ Discussion/ Notes: (So What?) Our SGC will provide us with their valuable insight to ensure we are meeting their needs.	
Strategic Initiative: (Now What?)	When/ Who:	Actions:	Measurable Outcomes:
1. Student Board representative establishes the Student Governance Council (SGC) with representation from across the year levels.	Student rep Ch	1. Establish SGC 2. Identify protocols for SGC operation. 3. PLD provided on student governance role.	SGC is operational and contributing to school decision-making.
2. SGC establishes their priorities for the year.	SGC CH	1. Identify priorities. 2. Workplan prepared.	SGC has completed their workplan and reported to the Board.
3. SGC and school co-design a process for authentic student participation in decision-making.	SGC SLT	1. Evaluate the effectiveness of current processes used to gather student voice. 2. Student feedback gathered on priorities and recommendations made.	Student voice / SGC feedback informs on matters important to them.
Mid-Year Evaluation: 1. SGC established with 25 students from across the year levels and reflects both school ethnicity composition and student diversity. Protocols for how they will work as a council agreed to. Training undertaken about the difference of Governance vs Operational issues and their agency. 2,3. Looked at Strategic Plan and targets for 2022 and their focus for the year ahead – equity in assessment practices (SG3). Work on next steps to gather student voice using focus groups and how they will do this in Term 3. Additional topic of junior transitions specifically into Year 9.			
End of Year Evaluation: 1,3. SGC provided valuable student voice on the assessment inquiry. 2 Regular reporting to the Board by Student rep Kya. Student Leadership Framework 2023 established. Student-led Strategic Planning Sabbatical Report.			



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN:
2022**

Strategic Goal 3: Our school supports all students to realise their potential.		2022 Specific Target: Achieve equitable outcomes through more effective assessment systems.	
Baseline Data: (What?) NCEA and JCEA data – both indicate inequities for Māori students.		Implications/ Discussion/ Notes: (So What?) More equitable assessment systems that can show progress will better support Māori student achievement.	
Strategic Initiative: (Now What?)	When/ Who:	Action:	Measurable Outcomes:
1. Implement the use of curriculum-level assessments to show student progress.	Hn, Ws	<ol style="list-style-type: none"> Support faculties to modify assessment processes to better reflect student learning and progress based on Curriculum Levels. Plan changes to reporting system to support reporting at curriculum levels. Consult with whānau regarding our reporting system. 	<p>Assessments are identified that provide all students with the opportunity to show growth.</p> <p>School reports show student progress based on curriculum levels.</p>
2. Evaluate the JCEA qualification and investigate alternatives.	Ws, Hn	<ol style="list-style-type: none"> Investigate the continued place of the JCEA in our school – is it still fit for purpose? 	By Term 4 the junior Assessment system is ready to be implemented in 2023.
3. Evaluate the use of standardised testing process and improve process.	Hn, Ws	<ol style="list-style-type: none"> Identify different forms of standardised testing processes and how they are used by faculties. Investigate other ways of measuring student progress. Make recommendations for 2023 and trial tools. 	Standardised testing processes are set up for 2023 to show student learning progress.
4. Investigate the place of NCEA Level One in our school.	Ws, Hn	<ol style="list-style-type: none"> Prepare for the new Literacy and Numeracy standards for NCEA. Investigate the situation in other schools. Seek whānau and student voice on the value of Level One. 	An informed decision is made as to the place of NCEA Level One in our school.
<p>Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes.</p> <ol style="list-style-type: none"> HOF hui around current assessment practice and how it empowers our rangatahi – relates to our new vision. Established the need to change to a system that is progress-based. Initial student voice from the SGC has led to them prioritising this for Term 3. SLT team has received some initial training around the benefits of the PACT tool for consideration. Whānau voice collected at Learning Conferences which identified that whānau valued seeing progress in reports as a top priority. Initial alignment between what HOFs, whānau and students want around the need to develop a system that focusses on progress. Place of JCEA will be decided upon once assessment strategy finalised. Looked at the PACT tool as a possible tool to move to. Place of NCEA discussed at TOD and as full implementation delayed until 2024, we will maintain current courses for 2023. Literacy and Numeracy pilots will take place for Year 10s in Term 3 with additional teaching and learning to support student preparation. 			

End of Year Evaluation:

1. Assessment processes have been reviewed with feedback from staff, students, and whanau. This work will continue into 2023 as the national curriculum details are finalised.
2. Changes are being made for the juniors which involve removing the JCEA and adapting our reports, so they show progress for our students. This was identified as the key factor by all groups surveyed. **JCEA Term 3 Report; JCEA Final Report 2022.**
3. The Literacy and Numeracy trials were conducted with Year 10 students and was successful. asTTle tests were still used for Reading, Writing and Mathematics. AWS was also used for Mathematics. SLT investigated the PACT tool, but this is on hold until more take up from our contributing schools. **Junior Literacy and Numeracy Progress 2022.**
4. Initial work was done on investigating other schools that have removed NCEA Level One. Staff feedback gathered. Due to the delay in the implementation and clarity of the new Level One this decision is delayed until 2023. We will continue with our current courses until we make this decision. **NCEA Results 2022.**



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN:
2022**

Strategic Goal 4: Our school provides a diverse and relevant curriculum.		2022 Specific Target: The Junior Curriculum is further developed to ensure the inclusion of Tairawhiti content, Te Reo and Tikanga.	
Baseline Data: (What?) Curriculum Review 2021 results		Implications/ Discussion/ Notes: (So What?) Strengthening the current curriculum to include Tairawhiti Content, Te Reo and Tikanga will better meet the needs of all students with a particular focus on Māori students.	
Strategic Initiative: (Now What?)	When/ Who:	Actions:	Measurable Outcomes:
1. Each faculty uses the cycle of inquiry to recentre their curriculum through the inclusion of Tairawhiti content, Te Reo and Tikanga to improve Māori student learning and achievement.	Ws/Mg HOFs, Ts	1. Inquiry into learning programmes for Years 9 and 10 to include/identify both content, delivery, and outcomes. 2. PLD to support faculties.	1. Documents produced by each faculty to contribute to our Junior Curriculum Summary document. 2. Each faculty produces and uses units that value and include Tairawhiti content, Te Reo and Tikanga in a meaningful way. 3. Learning outcomes and perception feedback on engagement is gathered on the relevance of learning.
2. SGC provides input and feedback to the Junior Curriculum development.	Std Rep SGC	Engage SGC in inquiry process to provide stakeholder feedback.	1. SGC feedback informs the Junior Curriculum evaluation and indicates improved inclusion of Tairawhiti content, Te Reo and Tikanga.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. 1. Centrally funded PLD application successful for 200 hours. Learning Leaders (Rosina Shandley) confirmed as our PLD providers. All Faculty plans for the year are based on this goal. Will be reviewed at Mid-year FRAC. Discussion of a common format for Curriculum Documents across the Faculty has begun. 2. As per SG2			
End of Year Evaluation: 1. See individual faculty annual plans – all have made some progress although some have found it difficult to access support. Our new PLD plan will assist this in 2023. The PLD plan for Mana Ōrite mō te Mātauranga Māori had to be delayed until Term 4 due to the unavailability of our Lead Facilitator. Two TODs held in Term 4 began this work. Annual Plan Summary – Faculties 2022. Development Project overview. 2. JCEA will be removed in 2023. An alternative process will be used for this. Specialist Classroom Teacher report attached as this role supports teacher development across the school. SCT Report 2022. Contributing to informing the BOT on our Annual Plan are the Principals' reports. June and November included. Also attached is a copy of the Attendance Report 2022 that is evidence towards progress for all four Strategic Goals. Attendance Report 2022.			

PURPOSE:

This paper reports on Term Four’s activities for the Restorative Practice portfolio.

Outcomes:

During Term 4, there were 5 stand downs. There were no SLT led restoratives. It was very pleasing to see a general drop in poor behaviour needing these interventions in 2022.

Year level	Standdown	SLT led restorative
9	Drugs x1 Unacceptable Behaviour x1	
10	Behaviour risking serious harm x1 Drugs x1 Fighting x1	

Fig 1: Standdowns 2022

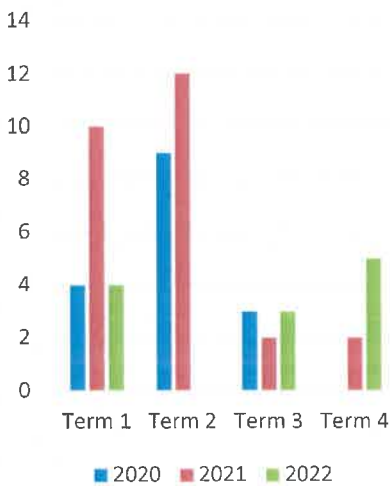


Fig 2: 2022 Standdowns by Year Level

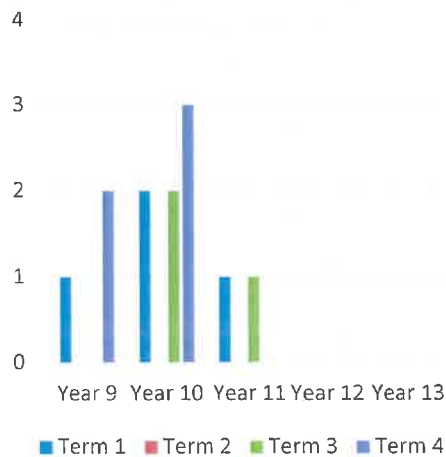


Fig 3: 2022 Standdowns by offence

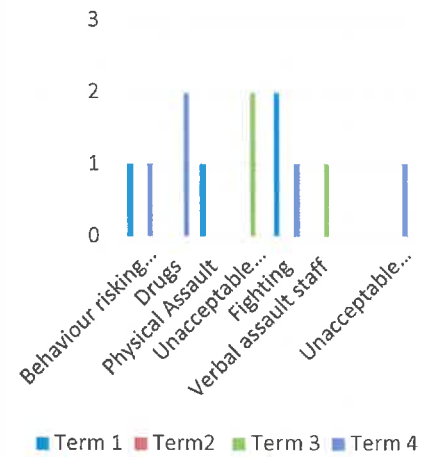


Fig 4: SLT Led Restoratives 2022

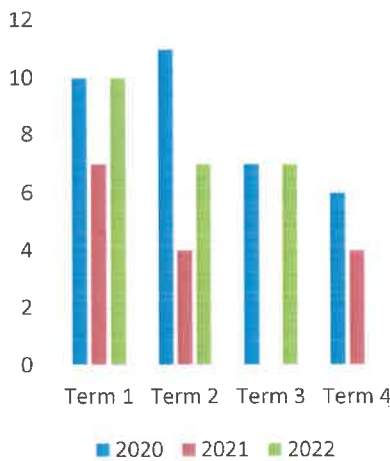


Fig 5: SLT Led Restoratives by Year Level 2022

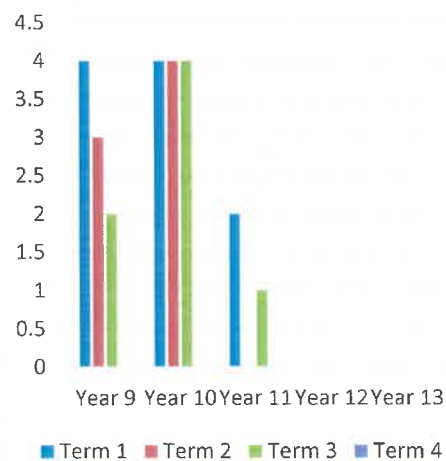
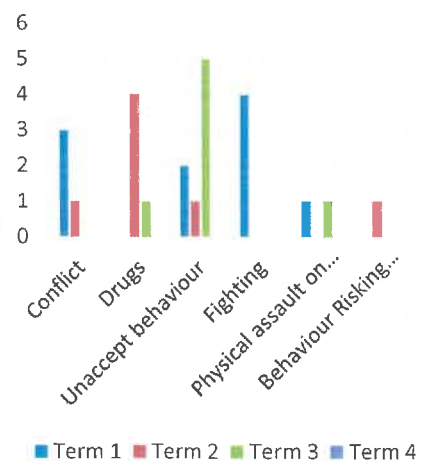
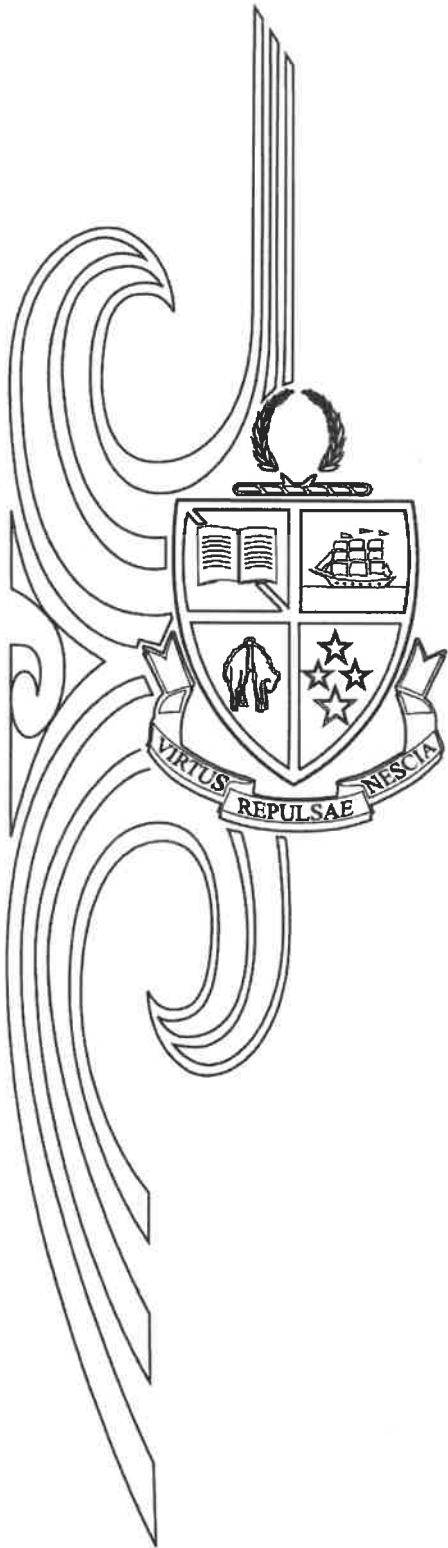


Fig 6: SLT Led Restoratives by offence 2022



Of the 27 students involved in a Stand down in 2022, 26 were Maori and one student was Asian. There are 2 junior students with Youth Development Circles around them.

There were three year 9 students and one year 10 student at the Activity Centre during Term 4. One of these students was stood down.



**Te Kura Tuarua o Tūranga Wahine
Gisborne Girls' High School**

**Student Leadership
Framework
2023**

Key Processes

Prefects:

1. Prefects selected in Term 3 each year. Year 13 Dean leads this process supported by SLT. Head Prefect and Deputies interviewed early Term 4 and announced at Senior Prize Giving.
2. Prefects allocated Councils in Term 4 for the following year.
3. Transition meeting held with outgoing prefects in Term 4, along with TICs of Councils.
4. Year 13 Dean oversees regular prefects meetings (weekly)
5. SLT (DP/AP) meet weekly with Head and Deputy Head Prefects.
6. AP responsible for Assemblies/logistics works alongside Dean and Prefects to coordinate events and assemblies.

Councils:

1. TIC works with Prefect(s) to screen student applicants and select council members for upcoming year (Term 4/Term 1).
2. Prefects in charge of councils meet and coordinate applications to ensure students are only selected for 1 council.
3. TIC creates a KAMAR group of council members once finalised.
4. TIC supports the Prefect in charge to hold regular (fortnightly) council meetings. Note: in 2023 all Council Meetings will be held fortnightly on Monday lunchtimes.
5. TIC supports council to plan and execute activities and initiatives. Prefect is also aware of national/international activities connected to their council (eg. Te Wiki o Te Reo Maori) to link to school initiatives.
6. Prefects coordinate and report on council activities/initiatives at prefect meetings.
7. Prefects provide reports to the school each term on council activities.
8. Term 3, TIC and Prefect nominate active council members for contribution awards. If appropriate, TIC also nominates council members for Colours (as per guidelines).
9. Term 4, Prefect and TIC transition new Prefect into the role for the following year.



Student-led Strategic Planning

**Sabbatical Report
Jan Kumar
Principal
Gisborne Girls' High School
2022**

Acknowledgements:

I first want to take this opportunity to formally thank the Ministry of Education for providing principals with sabbaticals. The opportunity to take time out from your school to refresh and effectively catch up is wonderful at any time but after the last three years it was much appreciated. I am particularly grateful that I was able to finally take my sabbatical after first being awarded this for Term Three 2020. Due to Covid circumstances, I postponed for a year thinking that things would be done by then, and eventually cancelled it altogether. So to be able to take the time off this year has been huge - I think this year has actually been the worst of the last three as we never knew on any day which students and teachers would be at school. I did not realise how worn down I was until I could actually step away for a term.

I thank my Board of Trustees for granting me the time away from school and special thanks to my leadership team who did an amazing job while I was away. I did feel guilty leaving them to it - but knew that my time away would be invaluable. As a principal, you can never really switch off during "holidays" so it was great to truly unwind.

My original topic for my sabbatical in 2020 was to look at alternative ways to measure student progress rather than relying mainly on tests and examinations. Since then my school has been involved in Assessment for Learning PLD over the past couple of years and we are already making changes to how we show student progress. I, therefore, made this a minor focus of my break and I was able to visit a couple of great schools which helped me research the questions my school had around the place of NCEA Level One and alternative ways of assessing students. Both schools were amazing in allowing me access to their programmes and students. Thank you to Whangarei Girls' High School and Ormiston Junior College for being so helpful.

I decided to make the major focus of my sabbatical the writing up a journey that my school has undertaken in the past three years - and that is not the Covid one! Back in Term 4 2020 our Board was faced with setting up a new Strategic Plan. We decided that we wanted this to be driven by our students - after all it is their school and their education. How could we authentically provide them with a voice in this so they could lead the process? We have since worked through this journey - albeit with Covid disruptions making things difficult and slower than planned. Until now we have not had the time or energy to write up and record the process that we followed and I felt that this should be done to honour the work of our students - at least for the history of our school. I also thought that other schools may be interested in our adventure.

Our key learning through this process was that the way to engage with young people is to listen to them and give them power to make decisions. They actually make good ones. By helping them to determine how our school operates we want it to be a more inclusive place for all.

Student Lead Strategic Planning 2020 - 2022

History:

Gisborne Girls' High School (Turanga Wahine) was established in 1956 after the separation from Gisborne High School. Our original school motto was: 'Virtus repulsae nescia' or 'Courage knows no defeat.' In 2009, our school vision was changed from 'All poppies bloom here' to 'Success for all'. Our school values were: Manaakitanga, Excellence, Whanaungatanga, Respect, Mana Motuhake and Resilience.

Our current strategic plan was due to expire, so in Term Four, 2020 our BOT began working with Glenis Philip-Barbara, Assistant Māori Commissioner for Children and GGHS ex-student, as an adviser for the development of our new strategic plan. Our first hui was held with initial discussions leading to the desire for a student-led process supported by Glenis. This was understood to be the first time that a board engaged their students to lead their future direction. A timeline was established that would see this process occurring between Terms 1 and 3 of 2021. With continued Covid19 interruptions this process took longer than planned however the momentum was maintained throughout.

Stage One: Term 1 2021:

Tūranga Wahine: Strategy 2021 launched
Supporting students to lead out a bold new vision.

February 2021:

Our 'Student Dreamers' strategic group was selected after a call for applications. The students applied for the group by making short video applications based on the question: "**What makes a school great?**" The name 'Dreamers' was used as these students were encouraged to think - and dream - beyond the current state of our school and imagine what may be possible. The original group had 15 students ranging from Year 9 - 13 with a range of ethnicities represented. This group's task: **Develop the school's new Strategic Plan** - no small task!

March 2021:

The Dreamers' first wananga weekend was held at Whāngārā Marae with the goal to develop a new vision for our kura. This first wananga was amazing. The whole process was led by Glenis and the only involvement from our Senior Leadership Team (SLT) was as kaimahi for the group - preparing the meals. We did not want to 'interfere' or influence the students as we know that they often want to please us rather than be honest in their appraisal of our school.

Aim: To be active in the change for the future of our school using our experience as students to provide a unique perspective.



To start with the Dreamers unpacked the school's current vision and values. They explored the ideas of legacy, vision and the question: **What makes a school great for everyone?** In groups, they came up with aspects that made a school great for everyone attending and reflected on what positive things GGHS does and has and what could be worked on as a kura.

They then broke down aspects they thought were important to include in our new curriculum and how this would also benefit students socially, emotionally and physically as well as the education side of things. They included real life skills because they wanted our students to be all round great people set up for life.

At the end of this first wananga their draft vision was decided on: **'Empowering women for life'**.

May 2021:

The Dreamers second planning wananga **'Vision meets possibility'** was held at the Waikanae Surf Club. This was attended by the Dreamers Group (15), BOT (3), SLT (4), and Teachers (3). The goal was to produce the draft vision and values.



On reflection since their first wananga the group decided that their vision statement required a more inclusive term than 'women'. They settled on 'rangatahi' = young person, youth.

Revised Draft Vision: Empowering Rangatahi For Life Whāngaihia te āpōpō

The Te Reo Maori version was provided by Morehu Nikora, HOF Tari Maori once the vision was finalised.

The group then considered our current values. They decided that there were too many values and that some of them could be found in another. e.g. Respect can be found in the other values. Excellence was thought to be too academically-focussed and constricting - not inclusive. They decided to keep Manaakitanga, Whanaungatanga and Mana Motuhake because they believed these were strong, important values that are relevant and effective. They added Maiatanga because it is more cohesive with the other values.

Draft Values: Whanaungatanga Mana Motuhaketanga Manaakitanga Maiatanga

July 2021:

Glenis worked with the Dreamers Group again to develop four key priorities and a Draft Strategic Plan was created.

Their Key Priorities were:

- Our school teaches and embodies our values in order to foster a safe and supportive environment.
- Student voice is an essential part of our school community.
- Our school supports students with what they need to learn and overcome barriers.
- Our school provides a diverse and relevant school curriculum.

Also at this time, our Dreamers Group gave their feedback to the Curriculum Review that was being undertaken by the school at this time. This was their first opportunity to give valid student feedback on proposals. In this case, this was feedback on proposals set up by adults. Ideally, this will evolve over time to be their proposals seeking feedback from staff.

September 2021:

The next step was for the Dreamers Group to take their draft Strategic Plan to consultation with students, staff, and our whānau. The students learned how to conduct feedback sessions and planned the process themselves. A series of consultations were conducted with students in form classes. A staff meeting was held to introduce their work to our staff. Whānau were consulted during our Student Learning Conferences although this was hindered by the Covid lockdown.

October 2021:

Another Dreamers Group workshop was held to collate and consider the feedback received. The group reflected and made necessary changes. The HOF Tari Maori was consulted regarding the correctness of the Maori terms used and adjustments were made.

November 2021:

The Dreamers Group presented the proposed Vision, Values and Strategic Priorities to the school's BOT which were well-received. Following this, the Dreamers Group presented these to the teaching staff who also responded very positively and the students were acknowledged for their mahi.

December 2021:

The Board endorsed and adopted the students' vision, values and strategic priorities for their new strategic Plan. From these our new Strategic Goals were developed.

Our new school Vision:

Whāngaihia te āpōpō

Empowering rangatahi for life

Our new school values:

Whakawhanaungatanga

Taking time to build respectful relationships through relating to others.

Mana Motuhaketanga

The recognition and respect of one's own as well as others' uniqueness.

Manaakitanga

The practice of uplifting someone's mana while maintaining your own.

Maiatanga

Having the resilience and courage to overcome challenges

Strategic Plan 2022 - 2024:

Strategic Goal 1: Our school teaches and embodies our values in order to foster a safe and supportive environment.

Strategic Goal 2: Student voice is an essential part of our school community.

Strategic Goal 3: Our school supports all students to realise their potential.

Strategic Goal 4: Our school provides a diverse and relevant curriculum.

Annual Plan 2022:

From our Strategic Plan the Board developed our Annual Plan for 2022 with goals set up to begin our mahi towards achieving the students' vision. Goal Two directly involves our student leadership group. Their first initiative was to establish a Student Governance Council (SGC) with representation from across the year levels. The SGC was then to establish their priorities for the year. The SGC and the school were to co-design a process for authentic student participation in decision making.

March 2022:

The SGC is established by the BOT to be led by the Student BOT Representative, Kya Thornicroft. The main directive of the SGC is to provide student voice to the Board and to be a voice for our student base.

April 2022:

Applications for the new 2022 SGC open. A group of 24 students was selected which is made up of students from all year levels.

"As the students' board representative I felt ill-equipped to speak for the entire student body. There has been students' governance councils in the past, but they had been unsuccessful. I decided I was going to re-establish the group. It was put firstly to the Dreamers Group, from that group we got a good group of seniors. I then went to all of the Year 9 classes to put it to the juniors. We now have a group of roughly 24 students, ranging over all year groups."

Kya Thornicroft, Dreamers Group member and Student BOT Rep Term 4 2021-2022.

May 2022:

Between May and July the group met several times to come up with a work plan.

August 2022:



The SGC has focused this year on collecting student voice around transitions and our junior assessment system. This is being collected through focus groups and surveys. They plan to have conversations with students about how they feel about assessments.

Here is their workplan for this mahi. They have certainly developed great work strategies.

Conclusion:

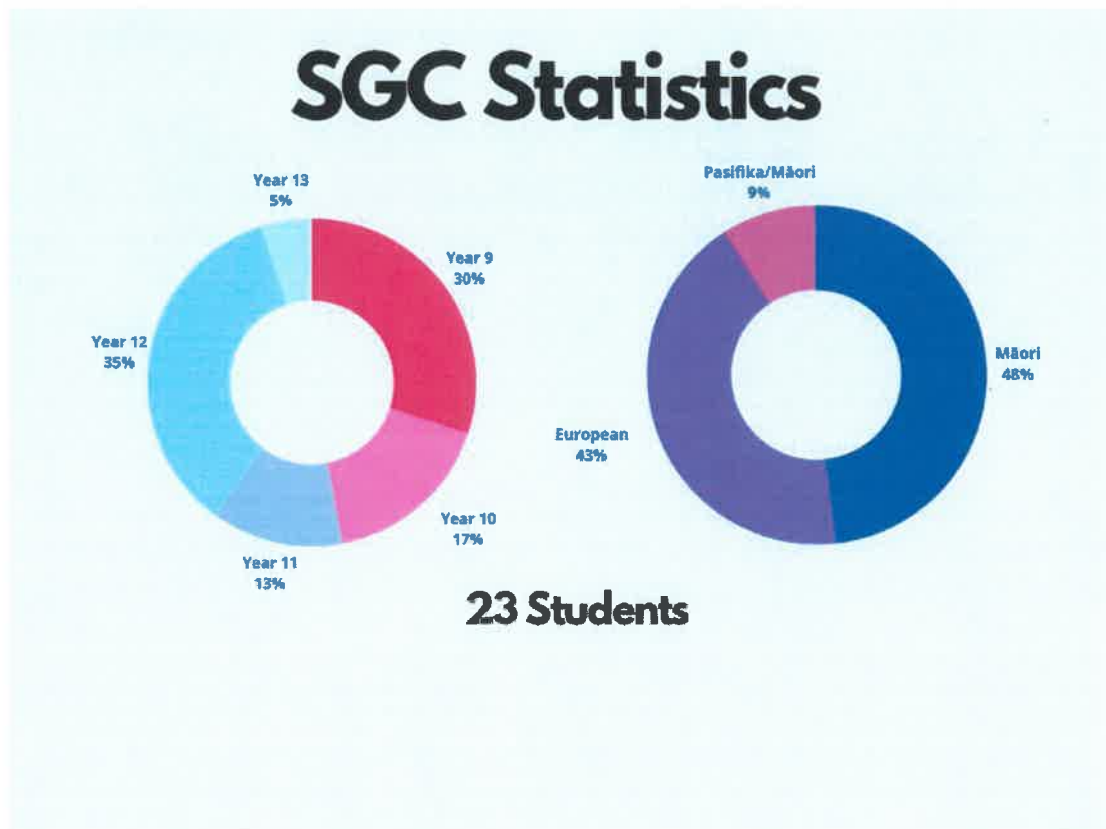
This has been an exciting time for our school. Although the process has been disrupted at times due to the Covid pandemic the resilience and determination shown by our student Dreamers group and now the Student Governance Council has been amazing. Their willingness to participate and give up their own time shows the importance they placed in this mahi. The entire student body will benefit from the work of these students long after they have completed their schooling.

Finally, I want to acknowledge the support and guidance of Glenis Phillip-Barbara who willingly worked with us at no cost - a true dedication to her old school. Her vision and expertise in working with our students was inspirational including encouraging the students to use Tik Tok to record their ideas. The students were so comfortable working with Glenis and trusted her to honour their ideas. Without that, we would not have made the progress and developed the new blueprint for our school.

Nga mihi nui ki a koe.

Appendix:

Here is the current composition of our Student Governance Council. There is good representation from across our kura.



Below I have included the timeline that was developed of our journey.

STUDENT GOVERNANCE COUNCIL

The journey of our student-led Strategic Plan.



"STUDENT VOICE IS AN ESSENTIAL PART OF OUR SCHOOL COMMUNITY"

FEB 2021



Applications for the 'Dreamers' Group open. Applicants applied by answering the question: "What makes a school great?"

This group's task: developing the school's new Strategic Plan.

MAR 2021



The 'Dreamers' Group was selected. A weekend was spent at Whangara with ex-student and Assistant Māori Commissioner for Children Glenis Philip-Barbara. The 'Dreamers' unpacked our current school vision and values and came up with a new vision statement.

MAY 2021



The 'Dreamers' spent a day at Waikanae Surf Club working with staff and board representatives to further develop the draft vision and values.

JULY 2021



Glenis worked with the 'Dreamers' Group to develop four key priorities.

A draft Strategic Plan was created.



SEPT 21

DRAFT



The 'Dreamers' collected feedback from students, staff and whānau on the draft Strategic Plan.

OCT 21



After collecting feedback the group reflected made necessary changes.

NOV 21



The 'Dreamers' Group presented the draft Strategic Plan to the school's BOT. The proposed vision, values and priorities were accepted by the BOT.

NEW STRAT
PLAN

FINAL





STUDENT REP
KYA THORNICROFT

MAR 22

In honour of our second Strategic Priority the BOT decided to establish a Student Governance Council. This group would be led by Student Representative Kya Thornicroft who is part of the BOT.

APRIL 22

Applications for the 2022 Student Governance Council open.

A group of 24 students was selected. The group is made up of students from all year levels.

MAY 22

Between May and July the group met several times to come up with a work plan.

AUGUST 22

The Student Governance Council is currently collecting student voice on transitions and our junior assessment system. This is being collected through focus groups and surveys.

PURPOSE:

This report shows the JCEA progress of our Year 9 and 10 students as at the end of Term Three.

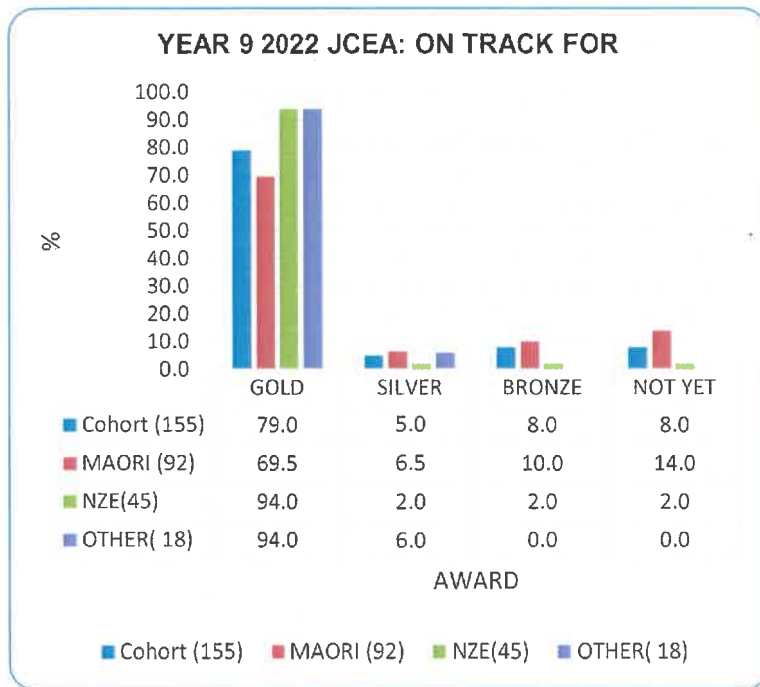
2022 Specific Target:

SG2: Achieve equitable outcomes through more effective assessment systems.

Implications:

More equitable assessment systems that can show progress will better support Māori student achievement.

Year 9 Progress 2022:



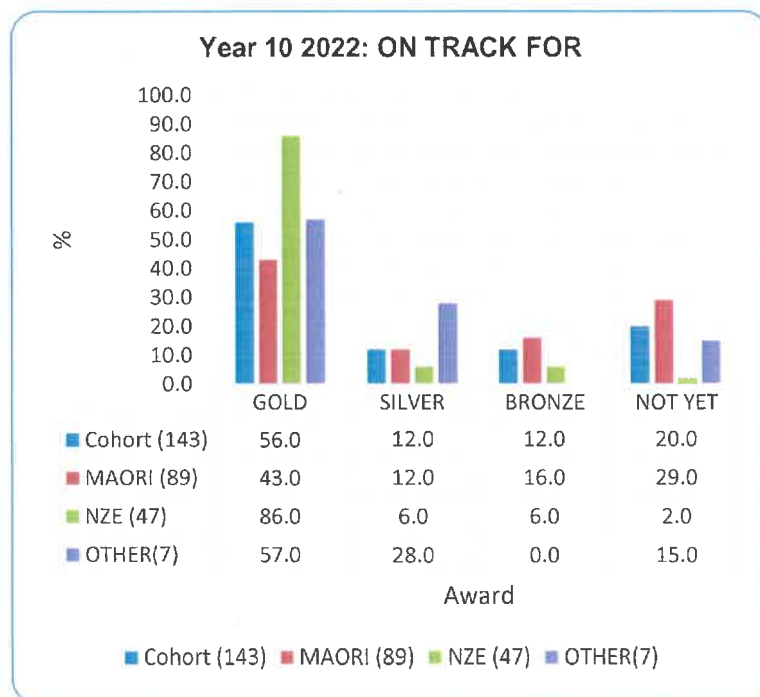
92% of the attending cohort are currently on track to earn an award (Gold-Bronze) at the end of the school year. At the same time, in 2021, 86% were on track.

86% of our Māori ākonga are on track for an award, a 6% increase from 2021. 69.5% of Māori ākonga are on track for a Gold award, a significant increase of 19.5% from 2021.

98% of our NZE ākonga are currently on track for an award. 94% of NZE are on track for a Gold award, compared with 90% in 2021.

Māori ākonga are overrepresented in the “No Award” category, with 14% of Māori ākonga on track for “No Award” compared to 2% of NZE ākonga.

Year 10 Progress 2022:



80% of the cohort are on track to receive an award at the end of the year, which is the same as in 2021.

71% of our Māori ākonga are on track for an award, compared with 74% in 2021. 43% of our Māori ākonga are on track for a Gold Award, increased from 34% in 2021.

98% of our NZE ākonga are on track for an award, with 86% on track for Gold.

In 2021, there was a strong correlation between students not currently on track and attendance at school. The correlation is challenging to comment on this year as JCEA calculations did not include attendance credits in terms one and two due to the Omicron outbreak and the strict requirement to stay home if exhibiting any sign of illness.

PURPOSE:

This paper reports on the performance of our Year 9 and 10 ākonga in the Junior Certificate of Educational Achievement (JCEA) in 2022.

RESULTS:

Most ākonga in Year 9 and 10 achieve a JCEA Award. There is a noticeable difference between the type of award ākonga achieve across ethnicities. At both Years 9 and 10, more NZE ākonga are achieving a gold Award as compared to Maori ākonga. The Year 10 results were significantly lower for Year 10 Māori students this year.

RECOMMENDATIONS:

We have made the decision to stop this qualification as it is no longer meeting our needs. In 2023 we are changing the way we assess and report on our junior students so that we are reporting progress at Curriculum Level across the faculties. We will use the Beginner – Proficient – Advanced scale at curriculum levels rather than not achieved - achieved – merit – excellence scale. The purpose is to report the level the student is achieving at not where they are not achieving. This will also allow us to better follow a student’s progress. Our students who are operating at the lower levels have been more likely to achieve Not Achieved grades and therefore miss out on JCEA credits. This has also been a negative motivator towards the qualification and school in general. It is hoped that our shift in reporting will allow all students to track their progress which will increase motivation and engagement.

The JCEA qualification has also lead to students becoming credit-chasing rather than focussed on their learning and progress. Attendance credits have also held some students back when that may not be their responsibility due to illness etc.

Evidence from across schools has shown that engaging in a more culturally responsive curriculum shows a potential to improve learner outcomes. Our work developing our junior curriculum with a Mana ōrite mō te Matauranga Māori lens aims to improve the performance of our Māori students.

REPORT:

Junior Certificate of Educational Achievement 2022

Table One: Pass Rate (%) for JCEA Certificates in Year 9 and 10 for 2022 compared to previous years.

Year:	2019	Gold	Silver	Bronze	2020	Gold	Silver	Bronze	2022	Gold	Silver	Bronze
9	96	72	13	11	91	59	15	17	91	72	14	5
Māori	95	68	1	16	88	48	18	22	86	60	18	8
NZE	98	82	14	2	100	85	10	5	98	89	7	2
10	88	34	27	27	91	58	14	19	77	43	18	16
Māori	85	24	37	34	92	54	15	23	65	31	14	21
NZE	91	50	26	15	92	67	11	14	96	65	21	10

Purpose:

This paper reports on the year's achievement of our junior students as measured by e-asTTle assessments. The e-asTTle is an online assessment tool, developed to assess student achievement in reading, mathematics, and writing.

The 2022 academic year was another very unpredictable year for our Junior School as attendance was seriously affected by the Covid19 outbreak.

Results:

Year 9, 2022:

Summary of Ākonga Performance in Reading, Numeracy and Writing (e-asTTle)

Students at expected level: (%)

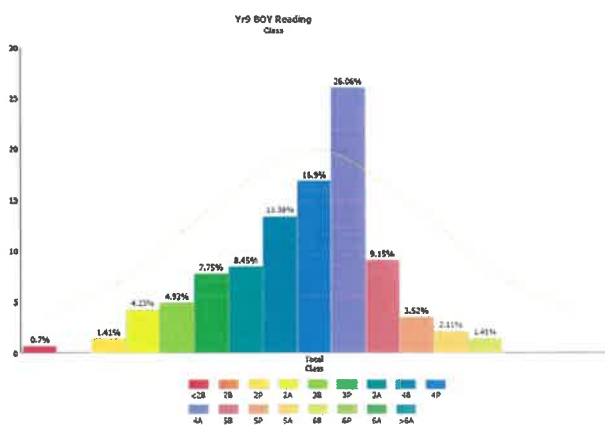
Year 9 2021	Reading		Numeracy		Writing	
	Start	End	Start	End	Start	End
Cohort	60	68	37	55	41	58
Māori	51	49	23	37	37	49
NZE	77	93	58	60	41	72
Average Level:	4P	4A	3A	4A	4B	4A
Curriculum Expectation	4P	4A	4P	4A	4P	4A

Due to very low numbers of Pasifika and Other ākonga, ethnicities are not shown here.

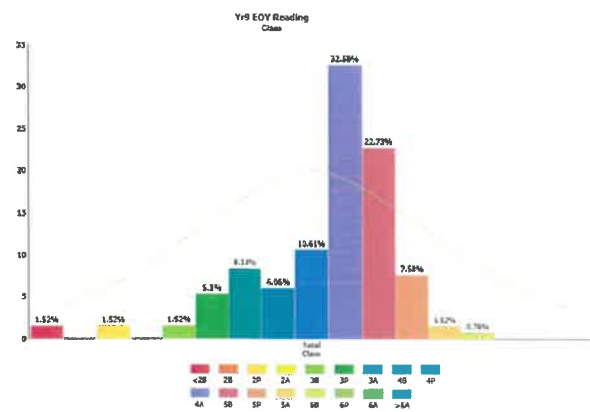
Ākonga on average have made at least one asTTle sub-level of progress in reading, two sublevels in writing and three sublevels in Numeracy. The average levels were below curriculum expectations for numeracy and writing areas at the start of the year and all three have now recorded averages at the expected curriculum level. In all areas there is a higher proportion of NZE ākonga at level as compared to Maori ākonga.

Year 9 Reading e-asTTle Progress:

BOY:



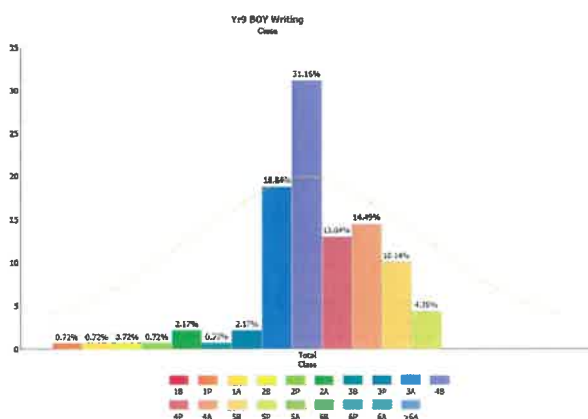
EOY:



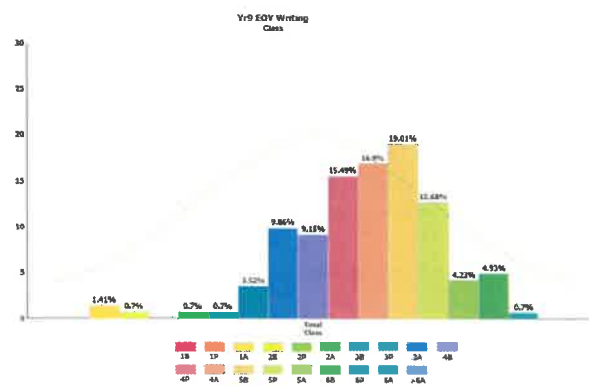
The reading scores show a shift to the right. The highest point of the graph is 4A (curriculum expectation) at the end of the year. Most students end of year results fall between 4B and 5P. The gap between Maori and NZE students has increased over the year.

Year 9 Writing e-asTTle Progress:

BOY:



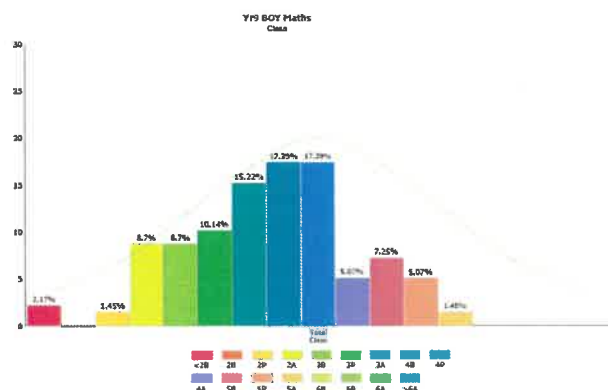
EOY:



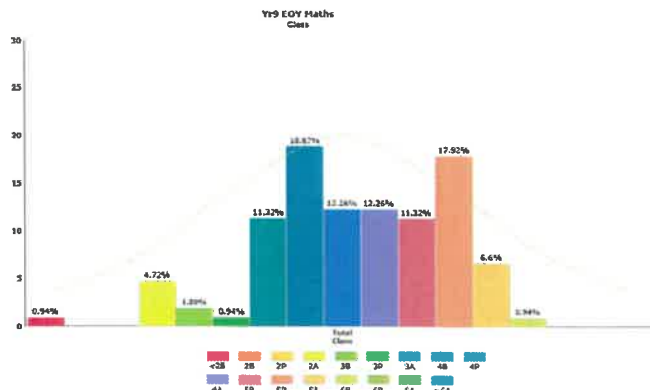
The EOY writing bars show a shift to the right. The highest EOY point is at a 5A, compared to the highest point at 4A at the start of the year. The end of year results predominantly range from 4P to 6B with a few results either side. The achievement gap according to the EOY writing data between NZE and Māori ākonga is 23%, which has increased since the start of the year.

Year 9 Numeracy e-asTTle Progress:

BOY:



EOY:



The EOY numeracy graphs show a shift to the right. The most common score at the start of the year was 4B/4P compared to the most common result at the end of the year which is more spread but around the 4A level. The graph shows a very wide range in results from ākonga testing at below level 2 up to level 6.

Year 10, 2022:

Summary of Ākonga Performance in Reading, Numeracy and Writing (e-asTTle)

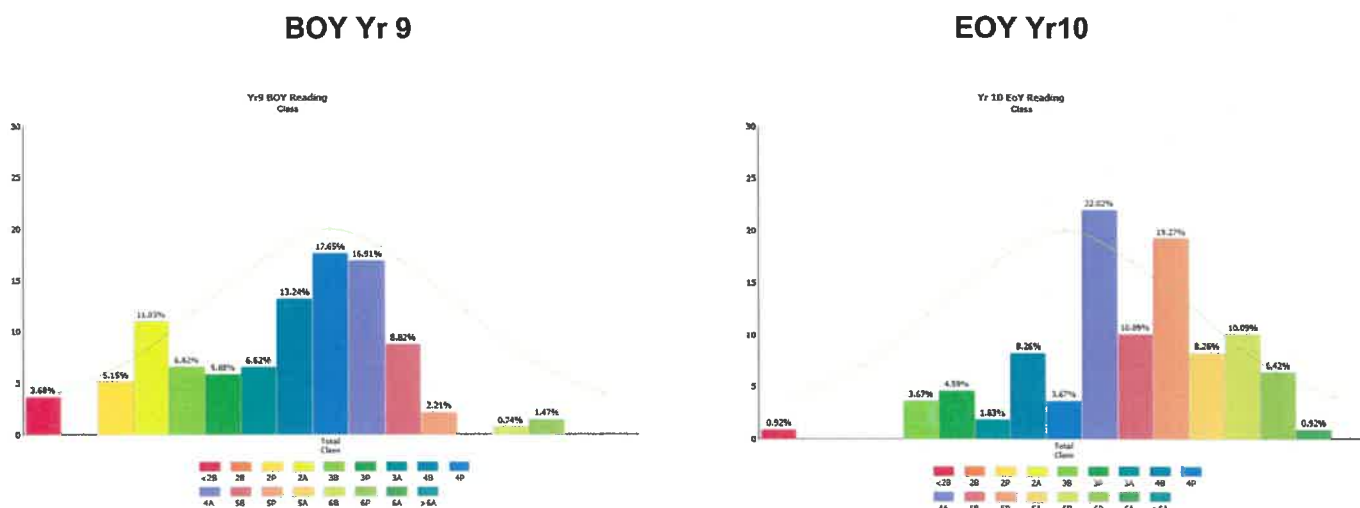
Year 9 2021 BOY – Year 10 2022 EOY

% Students at the Expected Level:

Year 9 2020	Reading			Numeracy Yr 9		Numeracy Yr 10		Writing		
	BOY 9	EOY 9	EOY 10	BOY 9	EOY 9	BOY 10	EOY 10	BOY 9	EOY 9	EOY 10
Cohort	52	62	45	37	45	26	30	35	59	45
Māori	36	49	26	23	29	16	23	21	46	31
NZ NZE	77	83	69	56	64	39	39	56	84	62
Average Grade:	4B	4P	5B	3A	4P	4P	4A	4B	4A	5B
Expected Level:	4P	4A	5P	4P	4A	5B	5P	4P	4A	5P

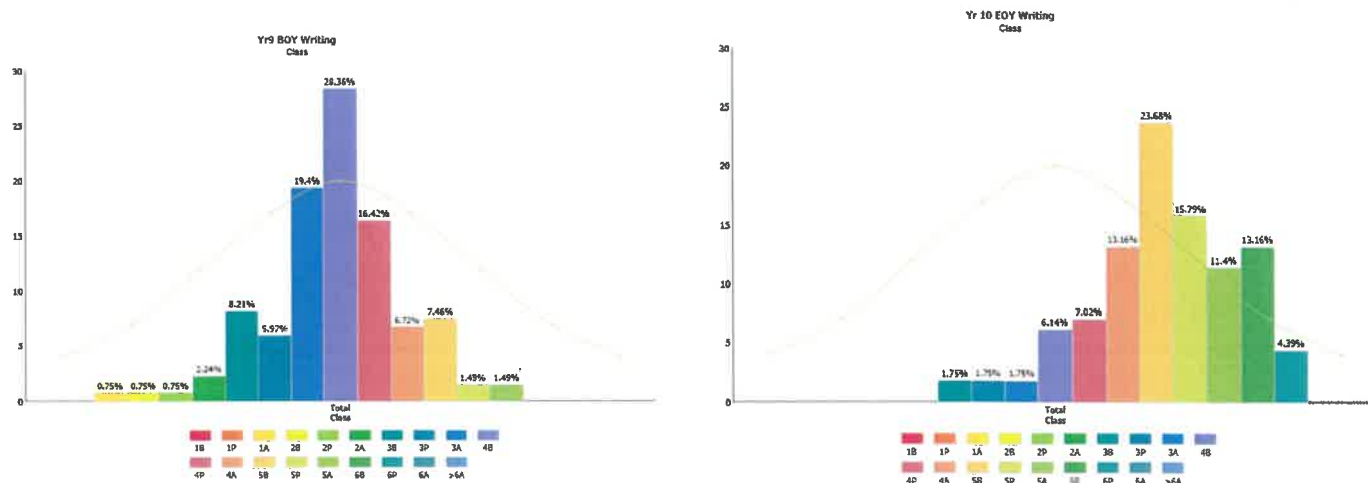
There is a similar number of ākonga at or above the expected level in the two literacy aspects. The percentage at expected level in Numeracy was lower. The average grade did not reach the curriculum expectation at the end of the year for all three aspects. This matches results from previous years. The cohort average has moved in two years from 4B to 5B for both reading and writing and 3A to 4A for numeracy. There are more NZE ākonga at expected level than Māori ākonga in all areas.

Year 10 Reading e-asTTle Progress:



There is a shift to the right from BOY9 to EOY10 results. Most students are achieving at Level 4A and above. The results do show a wide range of achievement levels. There are a number of students who have achieved below Level 4 and will need extra support in Year 11.

Year 10 Writing e-asTTle progress:

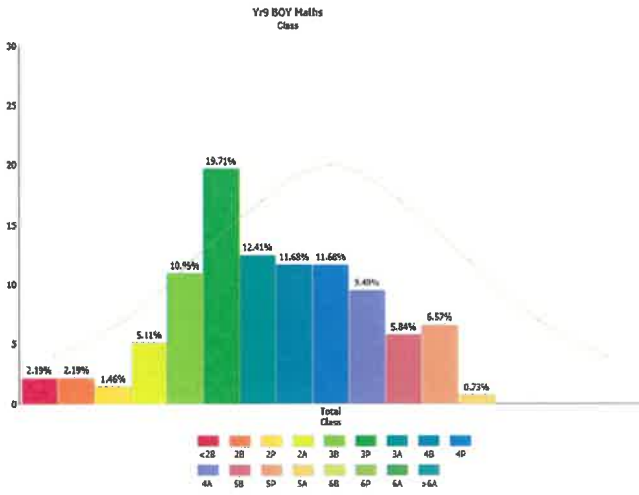


There is a big shift to the right from BOY9 to EOY10. Most students are achieving at Level 4A and above.

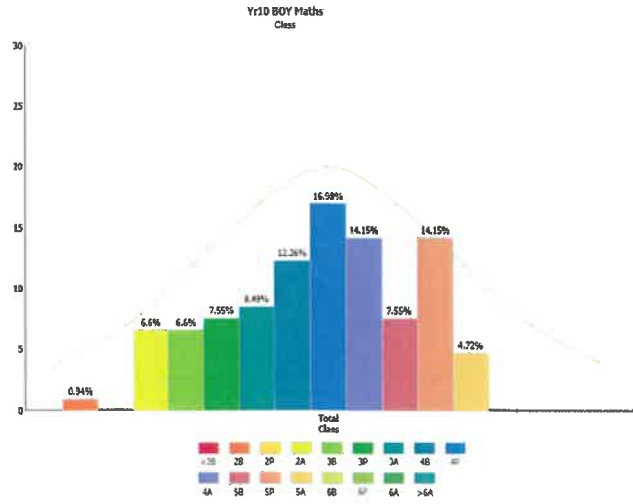
Numeracy e-asTTle progress:

The mathematics faculty does their testing differently; they pre-test at the start of each year on the topics they will teach in the year ahead. Then at the end of the year they re-test to see progress made. Therefore, there are two graphs for each year studied.

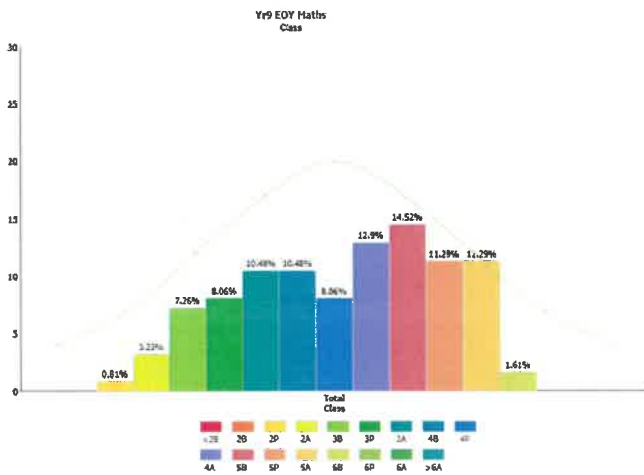
BOY9



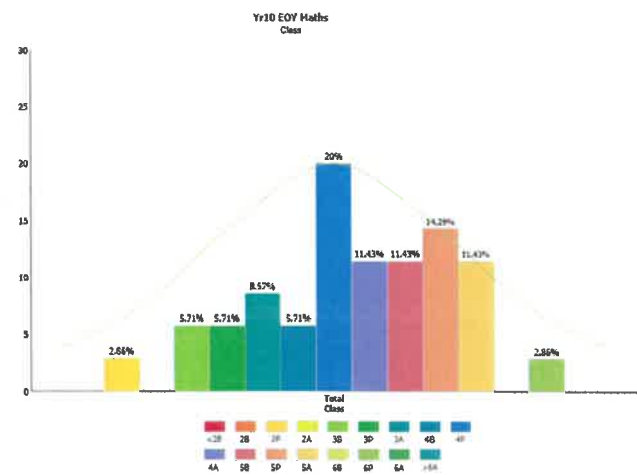
EOY9



BOY10



EOY10



In each year the students have made some progress as you see a move to the right for the columns. There continues to be a wide spread of results ranging from a Level 2 to a high Level 6.

These results represent our final statistics for 2022 compared to the previous 4 years. These results will be published on the NZQA website and available to everyone. We will be able to compare our performance against other schools. This transparency is a reality for secondary schools that is not applied to primary schools.

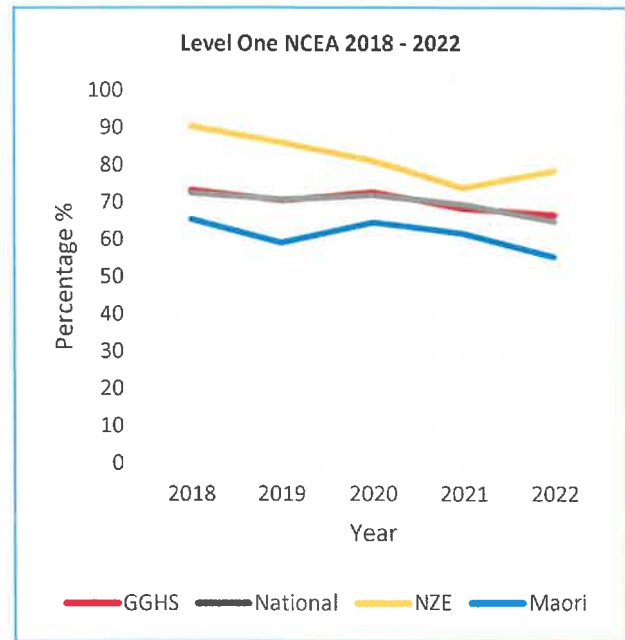
Our 2022 results were similar to 2021 with Level Two improved and Level Three reduced. The year was again disrupted due to Covid with many students affected through the year and therefore absent from school. We also had considerable staff illness which impacts on students although we were able to stay open every day with the help of our team of relievers. There were Learning Recognition Credits awarded to students to compensate for the disruption as in 2021 although there was a smaller number available.

NCEA Level One:

Percentage Pass Rate:

Ethnicity:	2018	2019	2020	2021	2022
GGHS	73.2	70.3	72.6	68.2	66.5
National	72.4	70.6	71.8	69.2	64.8
Decile 3	65.6	63.6	66.9	64.0	61.0
GGHS NZE	90.3	85.9	81.1	73.8	78.3
National NZE	78.0	76.0	75.8	74.0	69.6
GGHS Maori	65.4	59.0	64.4	61.5	55.2
National Maori	58.4	57.7	60.8	57.7	53.7
Asian	100.0	80.0	85.7	87.5	100.0
PI	57.1	54.5	75.0	66.7	53.8

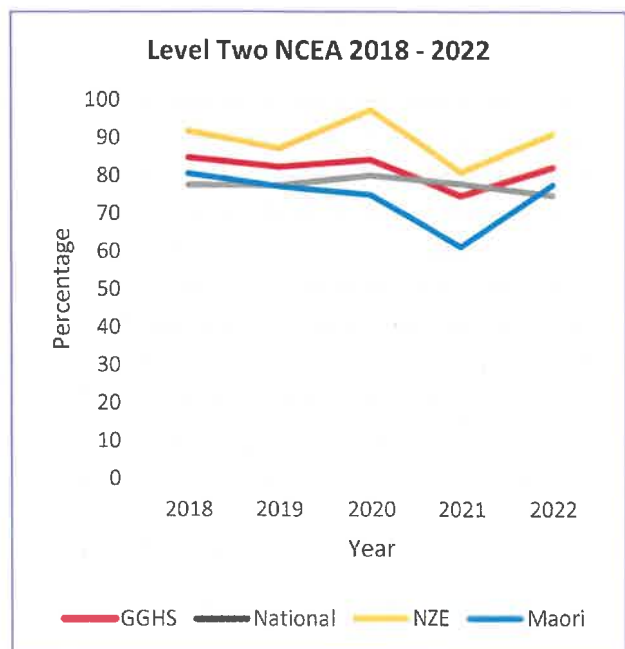
Note: The data for Pacifica and Asian ethnicities has not been included in the graphs as the numbers are so small each year that there are large fluctuations in results from year to year and trends are meaningless.



NCEA Level Two:

Percentage Pass Rate:

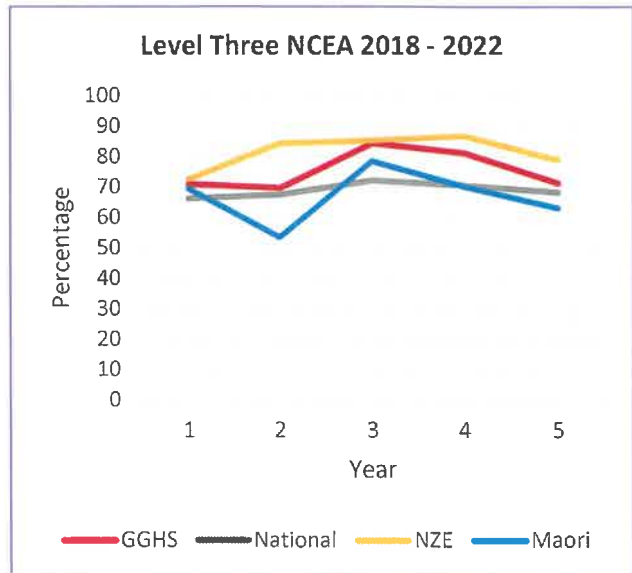
Ethnicity:	2018	2019	2020	2021	2022
GGHS	85.0	82.4	84.3	74.8	82.3
National	77.6	77.5	80.1	77.9	74.8
Decile 3	74.8	75.4	77.9	75.1	61.0
GGHS NZE	92.0	87.3	97.5	81.1	91.2
National NZE	81.5	81.1	83.2	81.2	79.3
GGHS Maori	80.7	77.2	75	61.3	77.6
National Maori	68.6	68.9	71.9	68.3	64.0
Asian	100.0	80.0	85.7	100.0	87.5
PI	50.0	69.2	71.4	73.3	90.9



NCEA Level Three:

Percentage Pass Rate

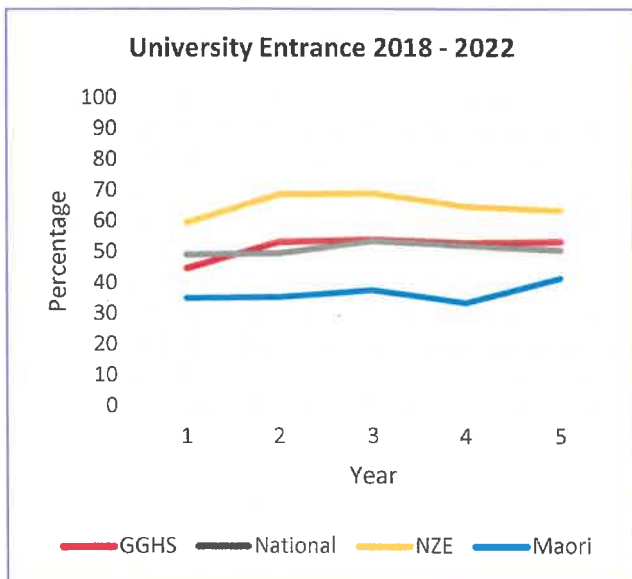
Ethnicity:	2018	2019	2020	2021	2022
GGHS	70.8	69.6	84.3	81.1	71.2
National	66.1	67.3	72.1	70.5	68.1
Decile 3	57.1	60.4	69.1	65.7	61.5
GGHS NZE	72.5	84.3	85.2	86.8	78.9
National NZE	69.9	70.8	74.6	73.2	71.6
GGHS Maori	69.3	53.3	78.4	70.0	63.0
National Maori	52.9	55.1	60.7	58.5	55.7
Asian	100.0	100.0	100.0	100.0	20.0
PI	63.6	-	87.5	100.0	76.9



University Entrance:

Percentage Pass Rate:

Ethnicity:	2018	2019	2020	2021	2022
GGHS	44.6	53.0	53.9	52.8	53.2
National	48.9	49.3	53.4	51.9	50.3
Decile 3	31.8	34.6	38.6	36.3	32.8
GGHS NZE	59.4	68.6	68.9	64.7	63.4
National NZE	55.0	55.1	59.0	57.2	56.0
GGHS Maori	34.7	35.0	37.3	33.3	41.3
National Maori	29.3	29.9	34.1	31.7	30.9
Asian	66.7	100	100.0	100.0	20.0
PI	18.2	-	25.0	33.3	23.1



Certificate Endorsements:

As well as achieving their NCEA, students are working towards certificate endorsement. The results were similar to previous years although some reduction which is probably not surprising considering the year.

Level:	GGHS Merit %	National Merit %	GGHS Exc %	National Exc %	GGHS Endorsement	National Endorsement
1	35.8 40.2 33.8	31.5 31.9 32.2	15.6 19.6 15.4	19.4 21.1 20.7	51.4	50.9
2	30.4 21.8 23.9	24.1 23.8 24.9	12.6 16.8 22.1	16.4 17.9 17.9	43.0	40.5
3	20.3 20.9 25.6	25.5 25.3 26.3	12.7 14.0 16.3	15.3 17.9 17.5	33.0	40.8

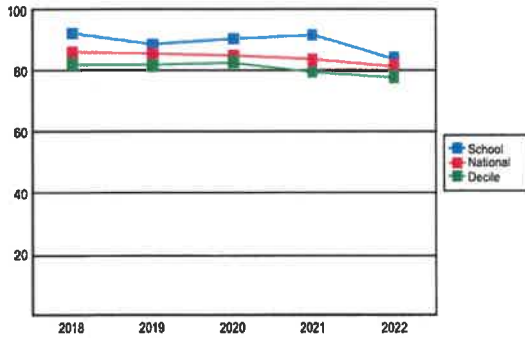
Key:
2022 results
2021 results
2020 results

Our results are similar to the National averages. It is harder to motivate Year 12 and 13 students to aim for an endorsement. They are often just aiming to pass.

Literacy and Numeracy:

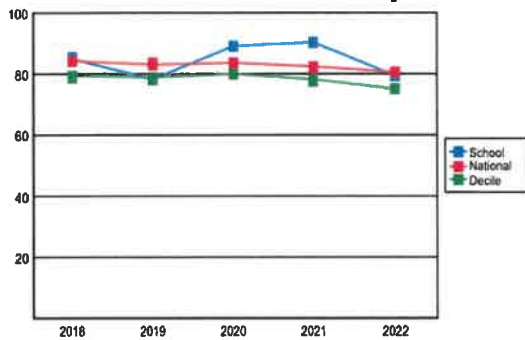
Another aspect to follow is the performance of students gaining their Literacy and Numeracy requirements that are needed to gain any level of NCEA. In 2022, both aspects decreased from 2021. Literacy was still above the National figure, but Numeracy was below. Most of this was due to students leaving school before the end of the year.

Year 11 Level 1 Literacy



Year:	National Literacy %	GGHS Literacy %	National Numeracy %	GGHS Numeracy %
2018	86.2	92.4	84.4	85.4
2019	85.5	88.6	83.4	78.5
2020	85.1	90.5	83.6	89.4
2021	83.6	91.7	82.5	90.4
2022	81.6	84.1	80.7	79.9

Year 11 Level 1 Numeracy



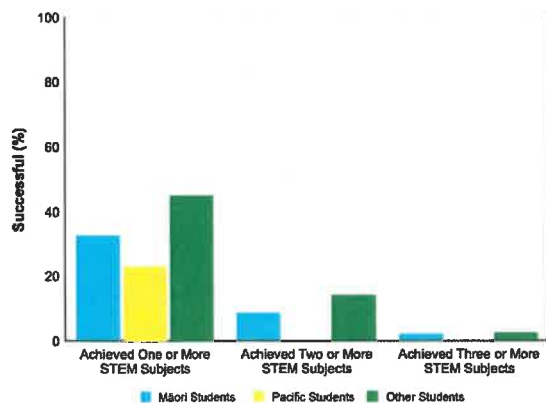
Scholarship:

One student gained a scholarship in English. Another student gained a scholarship in English and an Outstanding scholarship in Classics. A total of 9 students attempted scholarship in three different subjects.

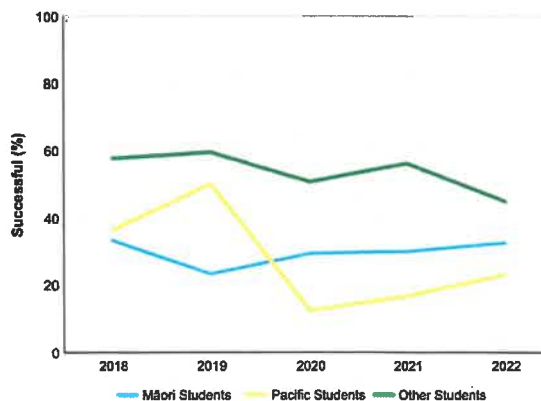
Year 13 Equity in STEM Level 3 Subject Achievement:

Another set of data that is provided by NZQA involves the number of Maori and Pacific students who achieve in STEM Level 3 subjects. These include our subjects of Biology, Chemistry, Physics, Science, Calculus, Statistics and Technology. A comparison is made between Maori/Pacific students and all Other students (in our case this is almost all NZE students). Our number of Maori and Pacific students successful in STEM subjects continues to increase. This is against a decrease in the Other students category.

Year 13 Equity in STEM Level 3 Subject Achievement for Gisborne Girls' High School (2022)



Year 13 Equity in STEM Level 3 Subject Achievement for Gisborne Girls' High School (Achieved One or More STEM Subjects)



Annual Plan Summary - Faculties 2022

Faculty:	Goal:	Results:
<p>Arts</p>	<p>To involve the community as much as possible - either taking GGHS to the community or bringing them into us.</p> <p>Providing a diverse, creative and relevant curriculum. Opening doorways and minds.</p>	<p>Extensive Events record fulfills the goal, showing wide community and matauranga maori connections.</p> <p>Student voice - evidence 100% agreement on importance of sharing with whanau/community - plus real life and time experiences eg. students' faces at the gallery opening, parents and community at performances, national and raft of music successes... "feel, hear and see" the effect. TOD the music performance for the staff - Maori achieving, being leaders, role models= real evidence.</p>
<p>Careers</p>	<p>Create an ongoing google doc of community links (employers, providers, agencies) to increase our staff network capacity and support our Careers programmes (ECE, Pathways and Gateway).</p> <p>Continue to build on the use of Career Central as a platform for student career profiles - develop a school-wide career education plan for extended form time.</p>	<p>Positive outcomes with building new community networks. eg. Students on the Whaia Titirangi.</p> <p>Attendance at a number of events throughout the year: Build a Whare, New Health Expo Year 12 and Year 11, Pilot Hospital Gateway programme 10 weeks, RYDA - Year 12s, Waka Hourua (a few interruptions this year limited sessions available), GWHV, MITO Day out, Trades Open Day,</p> <p>Great being a part of new events this year; a strong push for Health pathway events and courses including events being offered at a wider scale to inform juniors of Health pathways.</p> <p>There has been steady uptake from year groups this year with the use of career central for career education and planning, likely due to the addition of extended form time.</p>
<p>English</p>	<p>Further identification of suitable NZ texts (novel/ss/poetry) for all curriculum levels, with a focus on Yrs 9 and 10, with this following on to further development of Te Reo skills and knowledge of tikanga.</p> <p>To develop a strong understanding of the requirements of the new NCEA Literacy standards, and then put all Yr 10 students through these trial tests in late Term 3. (GOAL 3).</p>	<p>This continues to be a work in progress, and will be for some time to come. The more work we have done, the more work we have created for ourselves, and discovered new questions that need addressing. No new extended texts (for juniors) have been identified, although Ruby Tui's outstanding autobiography has been purchased (set of 10) for students to use for Personal Responses Year 12, which is significant as this is part of the UE Literacy requirements. As we have ventured down the path on English PLD with Phyllis Callaghan on Matauranga Maori in Yr 9, we have begun looking at alternative text types, eg Six60 Don't Forget Your Roots among other similar short texts as a way of looking at identity, while also trying to balance our current curriculum content, and not create too many changes for teachers to deal with.</p> <p>All results have been received, and although the 80% goal was not achieved, our figures are more than satisfactory, with Reading 65.7 (national 64%) and writing 69.6 (national 34%) - which is about where we expected our figures to be.</p> <p>Knowledge of the difficulty of the tests meant we decided not to enter at risk Yr 11s, and instead focus on getting them through the Lit US in class. Our students were as well prepared as we could have hoped for, and they (as well as the English crew) deserve these pleasing results. So we have learnt a lot from the experience, and will be all the better for it.</p>

<p>Hauora</p>	<p>Continue to develop the Junior curriculum which will include Tairāwhiti local content and improve a greater connection to our local communities.</p> <p>Deliberate inclusion of te reo Māori to the classroom and through online learning platforms, through google classroom/websites.</p>	<p>We implemented a Year 9 course called 'Physical Activity and Me' in Term 3 to use more local resources to gain higher engagement and achievement from the students. We received funding for this process which gave us the freedom to approach a range of organisations and sports the students wanted to try. Results show higher attendance and engagement rates across the classes. We have a number of students involved in these activities still in Term 4 in their own time.</p> <p>We have continued to implement Tikanga Māori into the classroom/gym through use of language and tikanga. Staff continue to upskill around Mātauranga Māori through online resources, resources from PENZ and NZHEA and TOD days. Continued with Nga Tangaro Takaro course at Year 9 at the beginning of the year with a focus on Māori values and skills.</p>
<p>Mathematics</p>	<p>Deliberate introduction of Tairāwhiti content into Year 10 algebra graphs (more specifically, maps) and Statistics.</p> <p>Deliberate inclusion of te reo Māori into shape and measurement with inclusion of mātauranga Māori associated with the new words shared.</p> <p>Integrate the use of the concept of tikanga as part of the way we speak in maths. Use tikanga as a way of describing "the way we do things in maths"</p>	<p>Mātauranga Tairāwhiti is still a work on. We have been able to integrate local content into individual learning tasks but need more PLD to learn more about our rohe.</p> <p>Te reo has been used in Y9 Geometry in an etymological (more like critical discourse analysis really) kind of way successfully. That is, getting to know the essence of the kupu by understanding the meaning of the way the word is made up, or knowing the meaning of its root terms.</p> <p>Tikanga pāngarau has been anecdotely accepted and appreciated as a way for our kaiako to begin to connect with the meaning of tikanga and how it can look in a maths classroom.</p>
<p>Science</p>	<p>Continue to develop the new Junior curriculum which will include greater connection to our local communities.</p>	<p>Our final decision around the junior curriculum and specifically the greater inclusion of Mātauranga Māori has been to adopt Scipad's new "Big Ideas" schemes of work. The enormity of designing or redesigning our schemes eventually hit home. The Scipad team have been working on this for quite a while so why reinvent the wheel? Although on inspection it is not very different to our current content it does contain sections on Te Ao Māori and Taiao which will help develop a better Mātauranga Māori view. Ideas about native birds, Māori customs and how they view the world.</p> <p>We have decided to review our assessment process. Instead of single summative assessments we intend to move to a more "portfolio style" of assessment, where student grades are derived from a series of common assessment tasks. After each task, the teacher will be able to present feedback and feedforward to help the students reach the higher grades in the future. In this way all assessments will be learning opportunities and the students will be able to self reflect on their progress.</p>
<p>Social Science</p>	<p>(A) To develop a shared understanding of the Aotearoa New Zealand Histories curriculum and the new Social Science Refresh Curriculum.</p>	<p>(A) The histories curriculum has been finalised and we finished development as a staff of how we will focus on it by giving clear and dedicated space to ANZ contexts and specific historical skills in our assessment framework. In Term 4, the final SOS Refresh was completed that places ANZ in the broader SOS context. While this need not be implemented for a few year, it was decided that our vision</p>

	<p>(B) To develop appropriate local content resources to pilot</p> <p>(C) To pilot resources in the classroom</p> <p>(D) To develop document interpretation assessment resources using historical thinking annotations</p>	<p>of where our curriculum was heading aligned very strongly with this. So we will start from 2023 with a focus on the new SOS curriculum in implementation.</p> <p>The next steps in rolling out the SOS curriculum will be working towards a new approach to unit planning utilising the understand/know/do framework. This will be a considerable workload addition and we will phase this out over the length of the rollout until 2026's full implementation. The effectiveness of clear unit planning and its connection to lesson planning will be evaluated next year.</p> <p>(B), (C) LO's study leave focused on the NZ Wars which is one of our key additional teaching areas and developed a unit relating to this. In addition to this, local document based units had been developed and trialled. These were found to be quite difficult and assessments falling out of them were too high level. The inquiry questions were engaging but skills with document interpretation require adjustment and further scaffolding.</p> <p>(D) This is in progress now we finally have curriculum certainty in SOS. This is in the process of co-construction with the staff with informal piloting. This will become a reported grade in 2023 and next year will be trialling a model for the first half of the junior school and the level will be the same for Year 9 and 10 as they have not had this explicitly taught. Decisions have been made in respect to this with the critical historical source literacies and this will start out with an initial focus on sourcing and reliability alone. Later rollout will connect to conceptual learning, connecting documents to context, and the end goal is to get learners corroborating.</p>
<p>Student Services</p>	<p>The use of karakia in our everyday practice in meetings and at the start and end of the day.</p> <p>The use and encouragement of use of te reo within the student support area. To review some of the student support practices and ensure that procedures are clear and align with Tikanga of the school.</p>	<p>All staff know both school karakia and practice daily. Students in SS are seeing staff members involved in karakia at the beginning and end of the day and are invited to join. Copies of karakia available and given to students when needed.</p> <p>Students can see maori language signs on the walls around SS. Students can recognise that staff value maori language and Tikanga and feel more accepted and welcome. Since mid year the SS space has been updated to better reflect maori culture and a more welcome environment. Students are comfortable in the space and enjoy seeing the changes made. The wairua of the space has improved.</p> <p>All staff know what the procedure is for home visits and follow guidelines. Not all staff are comfortable with doing visits but all have taken part.</p> <p>Relationships both within the team and between staff and students have developed and I believe students can feel the teamwork within our environment and feel better supported.</p>
<p>Tari Maori</p>	<p>Incorporate elements from karakia / waiata / pūrākau / whakataukāki / pepeha into our Junior Reo curriculum.</p> <p>To implement Te Kāhui Pou initiative - recognising leadership within Ngā Manu Tangi Ata.</p>	<p>Jnr Te Reo - Use of 'Flipgrid' tech is now embedded in classroom practice as a recording tool for learning and collation or oral evidence. Kapahaka - with a focus on the 'pātere' - Te Papa tipu o Horouta, action song medley and haka pōhiri are now a regular part of the junior programme.</p> <p>Te Kāhui Pou - A highlight of this year's programme was the leadership initiative of growing 'wahine kaihautū' within Ngā Manu Tangi Ata. The culmination of their efforts was the planning and running of NMT Pō tuku taonga. The purpose of this event was to acknowledge our students' academic, cultural</p>

		<p>efforts and contribution to the kaupapa of NMT, as well as to farewell our yr13 graduates. This was held at Muriwai Marae with staff, whānau, students and local residents. Kei whea mai!</p> <p>Community Engagements - T.4 Tamararo participation (only school representation), Pōhiri (eg. Toitu Tairāwhiti Housing Initiative, Awapuni), Whakatau (Hastings Girls' High Sports Exchange).</p> <p>International Cultural Exchange - Rarotonga snr te reo students</p> <p>PLD - Tari Māori continues to be involved in supporting the school and staff to embed Mātauranga Māori in to our kura. Suggestion - Karakia, waiata, kōrero pūrākau, tikanga (in-school timetabled hour weekly).</p>
<p>Technology</p>	<p>Continue to develop our Year 9 Technology programme to explicitly include Tairāwhiti local content</p>	<p>Progress is being made on redesigning our Junior courses to incorporate more local content. AFL professional learning (4 staff) has assisted in helping teachers think about engaging contexts such as Tairāwhiti - Gizzy story - students look at local stories and design and create a dish with a local connection. Student engagement positive.</p> <p>Te Raukura has formed the context for Product Design and Textiles - where we have been incorporating school values and identifying aspects of our waiata that. Again engagement is generally high and students reflect positively about what and how they are learning.</p> <p>Still some work to do backward mapping from Year 13 to ensure students are learning skills that will ensure success in the senior school. Key concepts to unpack - Understand/know/do</p> <p>Yr 10 program: redesigned to look at Culture (setting up for new senior matrix). Start off looking at what culture is and then NZ culture - Term 1, Term 2 other cultures and sustainability. Students develop an awareness of cultures.</p> <p>yr 11 - Sustainability looking at food waste - Puku Ora - fruit waste and how we can reuse it.</p> <p>yr 13 Food Security- has a NZ focus and looks at both local and national issues.</p> <p>yr 13 Co-op - Supermarket assessment has a connection to local Countdown and how supermarkets influence our food choices and purchasing decisions.</p>

DEVELOPMENT PROJECT: Mana ōrite mō te mātauranga Māori

[GGHS Mana Ōrite Development Project](#)

Rationale	Goal	Theory of action	Outcomes
<p>At GGHS we will honour Te Tiriti o Waitangi by giving mana ōrite mo te mātauranga Māori across the school.</p> <p>Māori students at GGHS are currently underserved and therefore not achieving to their full potential. Data shows that Maori students are more likely to be disengaged in the learning programmes, and leave school without NCEA qualifications than non-Māori. Our Curriculum Review in 2021, as well as NZ research, identified that mana ōrite mō te mātauranga Māori is a key driver that supports Māori to enjoy and achieve educational success as Māori.</p>	<p>At GGHS Māori students are enjoying and achieving educational success as Māori as they develop the skills to participate in Te Ao Maori, Aotearoa and the wider world (Ka Hikitia - Ka Hapatia, MOE 2020)</p>	<p>When... Whakawhauangatanga: relationships are respectful</p> <p>Mana Motuhake: mātauranga Māori is integrated across the curriculum and the school</p> <p>Manaakitanga: students are valued for being themselves</p> <p>Maiatanga: leaders, teachers, and students are resilient and have the courage to action change</p> <p>We will have a school where ... Māori students feel their culture is valued, enjoy their learning and experience high achievement.</p>	<ol style="list-style-type: none">1. Staff and students have the confidence to speak te reo Māori2. Staff and students apply their learning of mātauranga Māori perspectives and beliefs3. Staff and Students have the confidence to participate and lead in authentic Māori contexts4. Students achieve academic or vocational success linked to their individual and whānau aspirations5. The school has processes and practices in place that actively engages whānau, hapū and iwi in decision-making.

SCT Report 2022

Kia ora Jan,

Please find below my report for the period January to December 2022, which summarises the work I have done in my role as Specialist Classroom Teacher at Gisborne Girls' High School.

1. School Wide Professional Development

In 2020, I led the 'future focussed learning' domain inquiry group, which culminated in recommending Assessment for Learning as a tool for developing 'student agency' at GGHS. In 2021 I was part of the first intake of teachers involved in the PLD provided by Evaluation Associates which was funded through the Kahui Ako. This initially involved attending teacher only days to develop our theoretical knowledge and then being observed putting the theory into practice. In 2022, we have had a second intake and now have 18 current members of staff on board. This year has seen Ian Loffler (WST) and I move into a lead teacher role which involves observing teachers and giving feedback on their Assessment for Learning practices. [Teacher capability](#) focuses on the 6 building blocks of AFL:

1. Building learning focussed relationships
2. Clarity about what is to be learnt
3. Assessment Literacy
4. Promoting Further Learning
5. Active Reflection
6. Shared clarity about next learning

With the continued support of Sue Leslie from Evaluation Associates, we have delivered 2 PLD sessions per term, which have been responsive to staff needs. Clarity, Self and Peer Assessment and Active Reflection have been focus areas. Members of the first intake (Whetu) have started to collectively contribute to a [bank of resources](#) that have been trialled with notes and reflections to assist other teachers. We hope to continue to expand on this so that we have evidence of what works at GGHS.

Moving forward, we have 7 more teachers who have expressed their interest in joining the group next year, which will take us to 25 teachers in total. We are trying to build a sustainable AFL PLD model at GGHS as per our [proposal](#), but for this to work, it is imperative that we recruit more lead teachers as funding from the Kahui Ako will cease at the end of 2023. Work is also needed around ensuring that our PLD at GGHS is cohesive.

2. Working with Provisionally Certified Teachers

I have continued to work alongside Kristin McGill and Victoria West in providing a responsive induction and mentoring programme for provisionally certified teachers. In a coaching and mentoring capacity, we have worked with 6 PCT's, each with their own unique needs given their personal circumstances. This year, in response to their needs, I have been involved in planning and running PLD workshops on:

1. Culturally responsive and relational pedagogy
2. The role of the form teacher and co-construction meetings
3. Documenting the PCT journey - how to collect evidence against the Teaching Standards
4. Understanding the PCT observation tool.

This year we have revised the [PCT observation tool](#) and implemented the [PCT learning board](#) which is designed to assist PCT's in their collection of evidence towards each of the Teaching Standards. 3 teachers have been signed off and are now able to gain full registration. We have found that it has been beneficial for PCT's to be part of the AFL PLD as it is such a rich source of evidence. However, we must be mindful of their workload in the early years and have discussed that they should prioritise building learning focussed relationships and clarity about what is to be learnt in their first year.


3. Working with other staff

I have continued to support and assist teachers to expand their professional knowledge, skills and attributes in order to increase teaching effectiveness. Interactions over this period of time have been centred around the following:

- Developing learning focussed relationships & classroom management
- Literacy strategies
- Teaching strategies to develop student agency
- Assessment for Learning practices - the use of learning intentions and success criteria to be clear about what is to be learnt.

I would like to take this opportunity to once again thank you for giving me the opportunity to work in this role. I have thoroughly enjoyed developing our PCT coaching and mentoring programme and being actively involved in continued professional development at Gisborne Girls' High School. I wish Annie Egan all the best as she moves into this role in 2023.

Ngā mihi,

A handwritten signature in black ink that reads "JPTurton". The letters are written in a cursive, slightly slanted style.

Jo Turton



Principal's Report Board of Trustees June 2022

Tena tatou e te poari o Turanga Wahine.

It is with pleasure that I present my report for the period to 17th June 2022.

1. Roll (NAG 6)

1.1 The MOE funded roll is shown in the table below.

Year Level:	Feb	Mar 1st	May	June 1st	July 1st	Aug	Sep	Oct	Nov	Dec	GMFS Roll
Y9	164	164	163	164							166
Y10	162	162	160	154							155
Y11	172	171	169	164							167
Y12	145	139	127	121							157
Y13+	137	123	119	111							130
TSA	19	17	16	16							
INT	0	0	0	0							
STP	33	29	29	27							18
Total:	782	759	738	714							775
BH	15	13	13	13							
2021	819	798	775	769	746	740	731	728	726	717	788

Note: The GMFS (Guaranteed Minimum Formula Staffing) is the MOE's estimated number of students for the start of the 2022 year.

There have been significant numbers of students leaving school so far this term. We have had 37 students leave although we have picked up 11 new enrolments. I am particularly concerned with the number of students moving on to Te Kura as I am not convinced of the level of support for these very at-risk students.

Here is the breakdown of these changes:

Destination:	Number:	Year level info:				
		Totals:	9	10	11	12
Te Kura (Correspondence)	10		4	2	1	3
Gisborne school	4	1	1	1	1	
Out of Gisborne	7	2	4	1		
Course/apprenticeship	7			1	3	3
Work	5			2	2	1
20 Days - unknown destination	4			1	1	1
Total:	37	3	9	8	8	8
New Enrolments:	11	4	2	3	2	

2. Staff and Staff Related Matters (NAG 3)

2.1 Staff Professional Learning: (SG3)

May 10	NCEA TOD - all staff
May 20, Jun 17	Te Ahu o te Reo Maori - WI
May 23	Autism PLD - Sm
May 29 - Jun 1	SPANZ Conference - Ku
June 1	NZASE East Coast Science hui - Lf, By
June 3	Kia Wana Te Ako: Puna Reo - Ha, Pn, Nk
June 8	First Aid Course - Ht, FI
June 9	English PLD - English Faculty

3. Buildings and Grounds (NAG 4):

- Asbestos Removal to Roof and Ceiling Containment project is due to start in the July school holidays.
- We have completed the process to select our Project Manager for our 5YA projects (toilets and changing rooms; electrical and drainage works).
- Other projects (Drama Roof and Stage Two Maths rooms) are in the planning stage and will hopefully start next term.

4. Student and School Activities (NEGs 1, 2, 3, 5, 10)

It has been great to see the large number of events that our students have been involved in. Highlights include the very successful Nga Manu Korero regionals where all four of our speakers placed in the top three. All of the students spoke with passion and skill in what is a very competitive event.

Our results were:

Melody Lamb - Sir Turi Carroll (Junior English) - 2nd place

Wairere Kutia - Rawhiti Ihaka (Junior Māori) - 3rd place

Te Whaiororangihuia Webster - Korimako (Senior English) - 2nd place Prepared, 2nd place Impromptu, 2nd place Overall

Mourei Maniapoto-Love - Pei Te Hurinui (Senior Māori) - 2nd place Prepared, 2nd place Overall.

Another highlight was the Chamber Music competition where all of the entries were from Gisborne Girls' High School. The winning group was The Venetian Trio - Holly Flyger, Megan Potroz, and Romie Roseman. These students will travel to Wellington to represent our region in the Central Regional finals.

- Basic Leadership Course - TSA
- Havelock Relays
- Top Art exhibition
- 13OED First Aid course
- Service IQ - Red Shirts workshop
- Year 9 Medic competition
- Nga Manu Tangiata Ra Whakawhanaungatanga
- Golf Champs
- Pink Shirt Day
- Legend of the Lake Swim
- Gymnastics Festival
- Year 12 OED Tramp
- Year 13 Eastwoodhill Arboretum
- Learning Conferences
- Growing Future Farmers
- Swimming Sports
- RYDA - Year 12s
- Cultural Council Dance Performance
- Chamber Music competition
- ECNI Cross Country
- School photos

- Tairawhiti Chess Tournament
- First Aid course 12/13 ECE students
- Barista course
- Learner License courses
- Annie Crummer working with Rockquest bands
- National Schools' Pride Week
- Senior Drama trip
- Nga Manu Korero regionals
- 11OED Camp
- Regional Rockquest Competition

5. Curriculum (NEGs 1, 2, 5, 6, 7, 8 and NAG 1 Assessment and Learning)

5.1 Attendance:

This term daily attendance for students has fluctuated from 71% to 84%. Covid 19 case numbers and household contacts have been reduced to less than 10 per week and there has been little staff absence due to Covid. Both staff and students have been showing increased absences due to other winter illnesses.

5.1 Student-led conferences:

Our student-led Learning Conferences were held on 24-25 May. These were very successful and we have received a lot of positive feedback.

Attendance statistics:

Year 9 - 79%

Year 10 - 79%

Year 11 - 68%

Year 12 - 66%

Year 13 - 55%

Overall attendance = 71%. This compares to 2021 and 2020 both of which were 74%. This is a pleasing result considering the disruption due to the ongoing Covid 19 situation. Several form teachers have rescheduled some hui still to complete at a time that suits whanau.

6.0 Health and Safety Matters (NAG 5)

Latest report: No near hazards or near misses have been identified since the last report

Three incidents have been reported.

1. A student slipped on a wet bathroom floor
2. A student sprained her ankle in PE
3. A student twisted her arm when doing a round-off in PE

A new procedure for collecting medical details and health care plans have been put in place for EOTC forms and shared with staff.

A fire evacuation drill was held on 3rd June.

The fire alarm was activated on the 7th of June. The cause was an electrical fault in the technology area.

The next Health and Safety hui is scheduled for the beginning of term three.

7. Attached Units:

7.1 RTLB:

Sadly our team has lost one of their valued members with the passing of Hariata Green. Hariata was a Practice Leader for our cluster and was also a leader at the national level of the RTLB Maori focus group Ngā Pouwhirinakitanga. Their kaupapa is about sharing and spreading the expertise to develop Kaupapa Māori approaches to learning support in English and Māori medium settings.

This excerpt was taken from the RTLB national newsletter for Term 2 and demonstrates the sadness with the passing of Hariata and the respect she was held in.

He Aituā! He Aituā! E hikohiko ana te uira ki runga i te tihi o Hikurangi maunga! Ka nui te pouri, ka nui te taimaha i te matenga atu o tō tātou nei tino hoa a Hariata Green I ngā rangi tata kua taha atu nei. Nō reira e te māreikura, e te Koka, e te pouwhirinaki o te kāhui o Ngā Pouwhirinakitanga, kua ngū tō reo, kua oti te mamae, kua mutu au mahi nui I te ao kikokio, nau I āta poipoi i ngā tamariki mokopuna, i ngā whānau, i a mātou ō tino hoa puta noa, puta noa. Haere rā, e te mokopuna o te Tai Rāwhiti, haere ki te iwi, haere ki ō whanaunga, hoki atu rā ki Hawaiki Nui, ki Hawaiki Roa, ki Hawaiki Pamamao. Takahia te ara whānui ā Tāne. Moe mai rā I roto I te Ariki. E kore rawa ngā mihi ki a koe e mutu, e kore koe e warewaretia. Haere, haere, haere.

7.2 TAKAC:

The centre is continuing to offer an inclusive programme for their students. They have added whakairo with local kaiako from Te Wananga o Aotearoa. This has been well-received. A visit was made by MOE representatives, Nadine Rohe (ex-Director, now MOE Adviser) and Sharie Pere, on Friday 10th June.

8. Kahui Ako - Community of Learning: (NAG 2)

The Kahui Ako is currently advertising for a new lead principal due to the resignation of Andrew Turner.

Nga mihi mahana ki a koutou.



Jan Kumar
Principal



Principal's Report Board of Trustees November 2022

Tena tatou e te poari o Turanga Wahine.

It is with pleasure that I present my report for the period to 4th November 2022.

1. Roll (NAG 6)

1.1 The MOE-funded roll is shown in the table below.

Year Level:	Feb	Mar 1st	May	June 1st	July 1st	Aug	Sep	Nov	GMFS Roll
Y9	182	164	163	164	160	161	161	160	170
Y10	165	162	160	154	153	151	151	141	158
Y11	153	171	169	163	164	160	159	152	151
Y12	158	139	127	121	119	119	117	113	160
Y13+	107	123	119	111	115	116	115	103	102
INT	8	0	0	0	0	0	0	0	
STP	42	29	29	27	27	24	24	24	27
Total:	782	759	738	713	707	707	703	669	741
BH	14								
2022	819	798	775	769	746	740	731	726	788

Note: The GMFS (Guaranteed Minimum Formula Staffing) is the MOE's estimated number of students for the start of the 2023 year.

The GMFS received at the end of Term 3 was generally as expected and matches the current roll. I expect to start the 2023 school year with a similar number of students. I am staffing the 2023 timetable according to student requests keeping in mind the reduced staffing allocation.

Currently, we have enrolled 130 Year 8 students for our Year 9 cohort and there are approximately 97 still to enrol at any school. I am preparing the timetable for 160 students in six form classes which is similar to this year although I have prepared a contingency plan for the possibility of seven classes as I do not want the class sizes to get too big as happened this year when we had several late enrolments. At the same time last year, we had 103 enrolments however that was affected by the Covid situation so it is pretty difficult to predict the final roll. We have begun interviews where the Year 8 students and their whanau meet with either a member of the SLT or Dean team. These provide a great opportunity to establish the relationships that will develop over the student's time at school.

2. Staff and Staff Related Matters (NAG 3):

2.1 Staff appointments to ratify:

Courtney Hayes - Fixed Term - Teacher of Mathematics

Jonte Lexmond - Permanent - Cleaning Manager

Rob Knight - Permanent - Caretaker

2.2 Staff Professional Learning:

Oct 11-13 NZMAT Conference - WM and DA

Oct 27 Emergency Planning Workshop WS/HC

3. Buildings and Grounds (NAG 4):

- Asbestos Removal to roof and ceiling containment project was almost completed in the Term Three holidays. There is one final part to complete at the end of Term Four.
- The upgrade for Maths rooms is progressing well. The next two rooms are now being planned to be completed in Term 4.
- Drama roof will hopefully be completed over the summer.
- A new hot water cylinder and air conditioning unit were installed in the Food Tech kitchen. Both of these caused considerable issues throughout this year.
- The new cleaning system managed by Jonte Lexmond began at the start of Term Four and already we have seen a vast improvement in the quality of the cleaning and responsiveness of this arrangement.

4. Student and School Activities (NEGs 1, 2, 3, 5, 10)

- YDU Adventure Challenge - TSA
- Prefect Selection Camp
- Tangata Beats National Final
- Rarotonga trip - Nga Manutangiata
- Senior Art Exhibition
- Young Achievers Celebration
- Senior Prizegiving
- Tamararo Kapa Haka participation
- Northern Districts' Cricket Tournament
- Ngata 7's (Netball)
- Licence to Work prizegiving
- Kia o Rahi Regional competition Philharmonic Orchestra
- Percussion Workshops - Steve Logan from the Auckland
- EIT Trades Prizegiving

5. Curriculum (NEGs 1, 2, 5, 6, 7, 8 and NAG 1 Assessment and Learning)

5.1 Principal's Nominee Report:

The table below shows the credits achieved up to the end of Week 2, Term 4.

Aspect:	Number of Students:	Percentage of students %
NCEA Level 1 Passed (149 students)	26	17
NCEA Level 1 within 20 credits (60-79)	66	44
NCEA Level 1 within 40 credits (40-59)	33	22
NCEA Level 1 under 40 credits	24	16
NCEA Level 2 Passed (112 students)	36	53
NCEA Level 2 within 20 credits (40-59)	29	26
NCEA Level 2 under 40 credits	23	21
NCEA Level 3 Passed (100 students)	28	28
NCEA Level 3 within 20 credits (40-59)	42	42
NCEA Level 3 under 40 credits	29	29

These do not include the Learning Recognition Credits (LRC's) that students will be eligible. These are up to 10 credits at Level One and 8 credits at Levels Two and Three. The current focus is on supporting students to complete the externals and any outstanding internal credits. We are also focussed on those students who have not yet achieved their literacy and numeracy requirements at Level One so this is not a barrier to qualification completion.

Moderation Report:

We have received our final report from NZQA regarding our External Moderation for this year. I am pleased to advise that we met the national external moderation requirements for 2022.

"Your external moderation results show that overall your school's quality assurance processes are effective, based on the sample submitted." This result can give us confidence that our internal assessment for NCEA is operating correctly and assessing the student's work appropriately.

5.2 Attendance:

The overall attendance for Term Three was 77.8% (as reported by MOE in our Everyday Matters report). This was slightly up from 2021 (75.6%). Term Four daily attendance continues to fluctuate. Senior students have now finished formal classes and are on study leave to prepare for external examinations. Junior daily attendance is generally in the 80% range. This term our Student Support staff has completed home visits to 38 senior and 17 junior students to encourage them to return to school.

There is a reduced number of students reporting positive Covid results however we have seen an increase in the number of staff affected. As senior students have left we have sufficient staffing to manage this.

6.0 Health and Safety Matters (NAG 5)

Health and Safety Update:

There have been four incidents and no new hazards since the last Health and Safety Report

1. Student dislocated arm at trampolining. Student has since recovered.
2. Student was knocked unconscious in a PEH game. Ambulance was called. Student has since recovered, however, still wearing a sling because doesn't want people to knock her arm.
3. Student slipped in a trust game when blindfolded. Student has since recovered. Debrief with teacher afterwards about how can make health and safety clearer.
4. Minor injury when a student tripped on a walk on Kaiti Hill.

The fire drill for the term is completed. There was a false alarm before school on the 20/10/2022. The hot water situation in the technology is fixed.

HC and WS attended an Emergency Management Plan hui on the 27/10/2022. They have recommended that we practice both a Tsunami evacuation and a Lockdown. These will be included in future planning.

7. Attached Units:

7.1 RTLB:

Currently finalising staffing for next year with 2 staff gaining study leave. The Term Three Quarterly qualitative report has been sent to MOE.

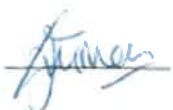
7.2 TAKAC:

Currently there are 16 students attending the centre of which five are from GGHS.

8. Kahui Ako - Community of Learning: (NAG 2)

A principal's hui was held on 3rd November to plan for 2023. Unfortunately, due to this being a very busy time of year, attendance was low with only eight schools out of 30 in attendance. The next Stewardship hui, for which I am a secondary school representative, is on 25 November.

Nga mihi mahana ki a koutou.



Jan Kumar
Principal

PURPOSE:

This paper provides information about the school's attendance statistics for Term Four and the year overall. The data is provided by the MOE from the Every Day Matters term-by-term data collection.

Outcomes:

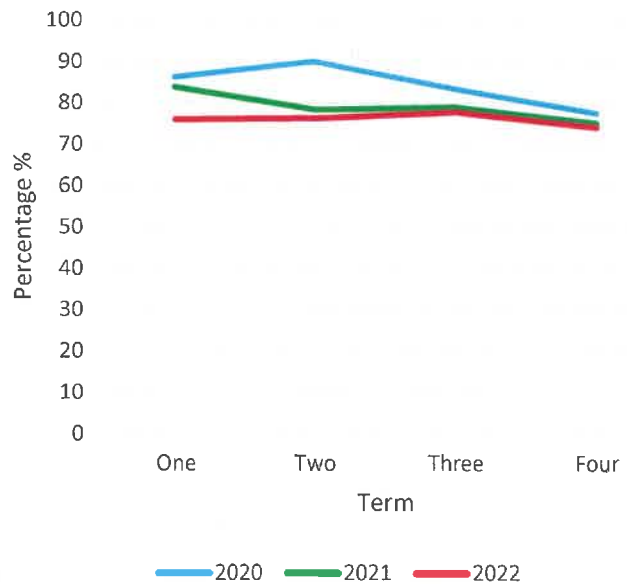
The average attendance for the students in Term Four was **74.1%** of half-days. This compares to 75.1% in Term Four 2021. Attendance in 2022 was therefore statistically similar to 2021 although the effects of Covid were very different. In 2020 and 2021, we had lockdowns where students were 'remote learning' with 100% attendance. In 2020, this was included in the data but in 2021 these weeks were excluded. In 2022, we had many students absent due to being Covid positive (M – medical absence) or isolating due to the rules (F – remote learning = present).

Average Attendance %

Term:	2020 %	2021 %	2022 %
One	86.2	83.9	76.0
Two	90.0*	78.3	76.2
Three	83.4	78.9**	77.8
Four	77.5	75.1	74.1

*Term 2 included lockdown where attendance was 100%
 **Term 3 included lockdown where data was not included.

Full School Attendance across the year



Regular Attendance:

The main data that this report is based around the concept of 'Regular Attendance'. The MOE considers regular attendance as being 90%. The overall percentage of students attending our school regularly in Term 4 was only **32.8%**. It is difficult to compare with previous year results due to the disruptions caused by Covid19 which are ongoing.

Regular Attendance %

Year Level:	Regular Attendance %			
	Term 1	Term 2	Term 3	Term 4
9	33.3	24.4	40.6	35.0
10	17.5	19.2	22.8	30.2
11	25.5	28.0	22.6	-
12	27.9	20.5	27.6	-
13	18.0	17.1	18.7	-

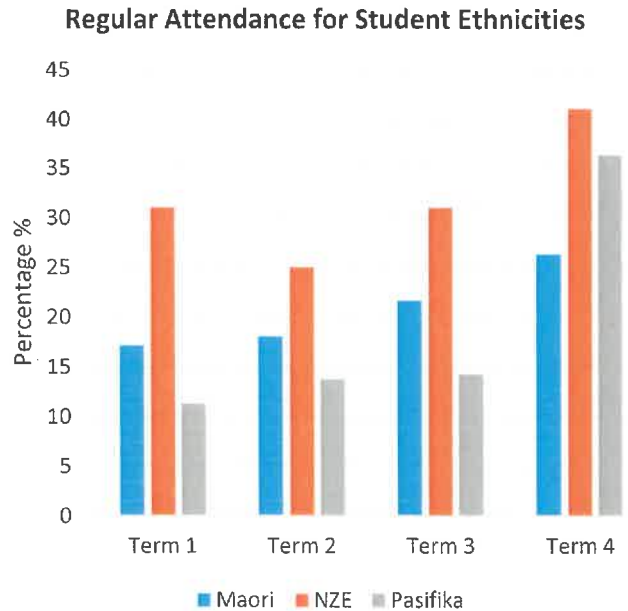
Regular Attendance by Year Level



Every year level has seen a fluctuation in regular attendance over the year. One of the main reasons for this was the considerable absences due to Covid illness and isolation rules.

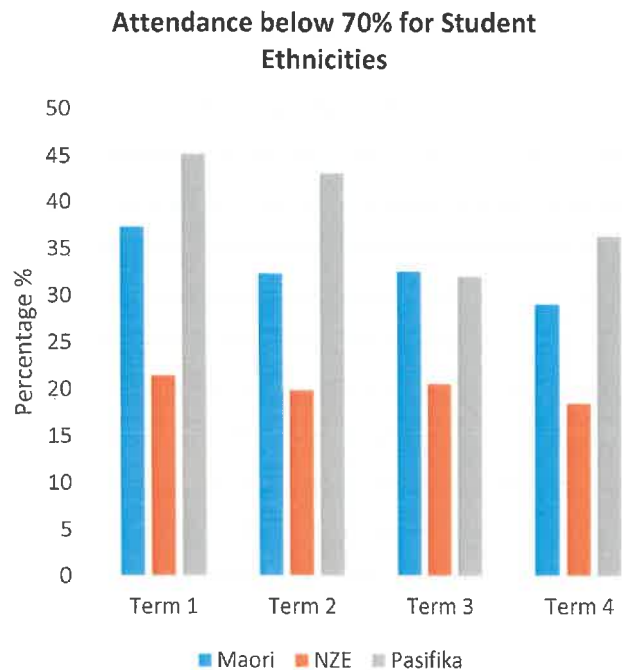
Regular Attendance %				
Ethnicity:	Term 1	Term 2	Term 3	Term 4
Maori	17.2	18.1	21.7	26.4
NZE	31.1	25.1	31.1	41.1
Pasifika	11.3	13.8	14.3	36.4

All ethnicities were affected by Covid absences when compared to their 2021 data. It was pleasing that all groups improved over the year.



Another concern is the increase in the number of students who are attending at lower than 70%.

Below 70% Attendance				
Ethnicity:	Term 1	Term 2	Term 3	Term 4
Maori	37.4	32.4	32.6	29.1
NZE	21.5	19.9	20.6	18.5
Pasifika	45.2	43.1	32.1	36.4



Of greatest concern is the general reduction in attendance overall. We endeavoured to reengage students over the year however as Covid illness was ongoing this was difficult particularly for many senior students. Our strategy also included meeting with students to select their subjects for 2023 to encourage them to return. More attention was paid to goal setting and attendance during Extended Form Time in 2022. We will continue these strategies in 2023.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF GISBORNE GIRLS HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Gisborne Girls High School (the School). The Auditor-General has appointed me, Hayden Keast, using the staff and resources of BDO Gisborne 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 1 to 22, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

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

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

Basis for our opinion

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

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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on

the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 23 onwards, 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* issued by the New Zealand Auditing and Assurance Standards Board.

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



Hayden Keast
BDO Gisborne Limited
On behalf of the Auditor-General
Gisborne, New Zealand