

Gisborne Girls' High School

Annual Report for the year ended 31 December 2018

Ministry Number:	210
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GISBORNE GIRLS' HIGH SCHOOL

ANALYSIS OF VARIANCE

2018

Our Vision:

Success for all



Te Kura Tuarua o Turanga Wahine
Gisborne Girls' High School
ANNUAL OPERATIONAL PLAN:



2018

Strategic Goal 1: Develop and deliver a culturally sustaining, personalised and future-focussed curriculum that supports the needs of our learners recognising the unique position of Maori.		Success Indicators: a. Improve the achievement of students at all levels with a particular focus on Māori students. b. Develop a shared understanding and ownership of our school-wide pedagogy amongst teachers and students.	
Baseline Data: (What?) NCEA/JCEA data on success and gaps. e-asTTle data for junior student achievement. Attendance data.		2018 Specific Targets: 1. Raise the achievement level of focus learners in Reading, Writing and Mathematics by 2 sublevels measured with e-asTTle. 2. Reduce the number of Maori students leaving school without Level 2 or higher from 28 students in 2017 to 25 students in 2018 (10% reduction). 3. All students will leave with an identified pathway to further education, training or employment. 4. The 'Me and My School' survey indicates an improvement in engagement. 5. Reduce the performance gap between Maori and Non-Maori students in outcomes at all levels.	
Implications/ Discussion/ Notes: (So What?) Maori student achievement gap Literacy, especially reading levels, is not improving at the required rate for enough students in Y9 and 10. Maori student achievement is lower than Non-Maori students. L1 Literacy has decreased over past 4 years.			
Strategic Initiative: (Now What?) With links to success indicators	When/ Who:	Rationale:	Measurable Outcomes:
Evaluate Literacy and Numeracy education across the school to identify gaps and opportunities. (a)	All Faculties	Students who are literate and numerate have better outcomes.	Literacy data understood.
Continue the development of the Year 9 curriculum to improve student outcomes with a particular focus on Maori and Pasifika students. (a)	Ws, HOFs Staff T1 ongoing	Students will be more engaged and successful when learning programmes meet their needs and reflect their culture.	Use data to identify barriers to success and develop strategies.
Develop understanding of the use of Feedback as a means of increasing student agency. (a)	Staff T1 ongoing	The use of feedback empowers the student to understand how they learn so that they can lead their own learning.	Develop the concept of leaders of learning.
Finalise our Schoolwide Pedagogy and develop understanding across the school and community. (b)	Ku Staff T1 ongoing	A consistent approach to teaching, learning and assessment across the school will assist students to become independent learners.	SWP developed.
Develop and trial an observation tool that conforms to our SWP. (b)	Mg, HOFs T2 ongoing	Lesson observation is established as a process to evaluate impact of teaching strategies on student learning.	Observation tool developed.
Investigate the performance gap between Maori and Non-Maori that exists at every level except for Level Two.	Hn, HOFs T1 ongoing	The gap that exists when students arrive at GGHS remains throughout except at Level Two. To improve the situation we need to understand it.	Interrogation of data more robust. Evaluation PLD for HOFs. Introduction of ASSAY tool – identify baseline data – drill down and across data.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes.			
Reports: Literacy and Numeracy Levels Year 9 2018 BOT May Academic Management BOT May Attendance Review BOT May			
End of Year Evaluation: The SWP took longer to develop after several consultations and many iterations. It is now called our Learning Framework and is being given a final preparation. The tool will be used more widely to lead our practice in 2019. The most recent draft is included.			

See Reports:

Academic Management 2018

Literacy and Numeracy Progress 2018

JCEA 2018

NCEA Results 2018 Preliminary

Investigation into Student Progress; Year 9 2014 – Year 13 2018

Iwi Engagement Feedback

Results of Specific Targets:

1. Over 50% of Focus Students in Year 9 made at least two sub levels of progress in reading, writing and numeracy. At Year 10 their progress over the two years showed that four students made the three sub level progress expected in some aspects but the major problem was retention of these students.
2. The number of Maori students leaving school without NCEA Level Two was 40. This result seemed much higher but out of 144 Maori student leavers the result was 26%. In 2017 we had $28/94 = 30\%$. So we have achieved a 4% reduction. The analysis of the leavers has been a difficult process as the MOE bases their calculation from March to March which is difficult using Kamar. We have developed our own measure for the calendar year and will use this for future studies. Another question from the 2018 results was the increase in leavers from 163 in 2017 to 232 in 2018. Apart from the Year 13s who all leave there were 46 Year 12 students and 33 Year 11 students who left school. This compared to 22 Year 12s and 16 Year 11s in 2017. What circumstances lead to this increase? Was it just a one year anomaly? Further study will be undertaken in 2019.
3. The Careers Faculty staff and senior deans attempted to work with all students before they left school. They have found it difficult to meet with students especially those that have disengaged from school for some time before they come off the roll. Youth Services has been very helpful providing support for those students considering leaving.

e.g. from Careers Annual Plan: "Six potential school leavers (poor attendance, lack of engagement) had a pre-exit interview with Year 12 Dean. This provided a lot of useful/interesting data as to why these students were leaving school. All 6 students left before gaining NCEA L2. All have been supported with their transition plans and they all intended to continue with education. We will continue to track their progress."

We will continue to develop the use of personalised learning plans that incorporate the career management competencies across the year levels.
4. The Me and My School survey results were very similar to 2017. Of the 36 questions that were answered the positive response increased in 14, decreased in 17 and was unchanged in 5. We will repeat the survey in 2019 to gain further information.
5. An investigation into the Class of 2018 showed that the achievement of students was not determined by ethnicity.

An initiative that has come from this goal this year has been the establishment of a bilingual programme at Years 10 and 11. This has come from student and whanau voice requesting such a programme at our kura. Our Tari Maori has responded to this request and developed courses that respond to student need.



Te Kura Tuarua o Turanga Wahine
Gisborne Girls' High School
ANNUAL OPERATIONAL PLAN:



2018

Strategic Goal 2: Develop robust relationships for teaching and learning as a foundation for our inclusive and connected school community.		Success Indicators: <ol style="list-style-type: none"> Increase the agency of students and staff to manage, maintain and restore relationships for learning. Increase the participation of students, staff and whanau in schoolwide activities. Increase the opportunities for whanau and community engagement through the development of Hinetu as our philosophical framework. 	
Baseline Data: (What?) Number of stand downs, SLT and Dean referrals. Number of parents attending P/T meetings and learning conferences. Number of students participating in extra-curricular activities and the range of these available.		2018 Specific Targets: <ol style="list-style-type: none"> Reduce the number of SLT restoratives from 72 to 65 (10%) 'Me and My School' data shows an increase in relationship data. All junior students participate in at least one schoolwide activity as evident on their report. Parents and whanau have knowledge and understanding of academic requirements and progress measured by consultation feedback. Increase the level of participation of students, staff and whanau in schoolwide activities. 	
Implications/ Discussion/ Notes: (So What?) Maori students over-represented in stand down/SLT referrals Current opportunities may not be meeting parent and student needs.			
Strategic Initiative: (Now What?) With links to success indicators	When/ Who:	Rationale:	Measurable Outcomes:
Increase capacity across the school community to manage relationships with high support and expectations by evaluating current systems. (a)	Hn Staff T1 ongoing	Teachers who operate with high expectations and support are more capable of maintaining and restoring positive learning relationships.	PLD – sessions T2 and 3 Greg and Rich Review of RP
Develop the capacity of form teachers to support student learning and progress. (a)	Deans and form teachers. T1 ongoing	The form teacher, as the teacher who stays with the student throughout their school journey, is the person best-placed to assist the student to set goals and put in place strategies to meet them.	All students have goal setting plans and ongoing learning conversations.
Conduct a Communications Review to gain an understanding of the level of use and satisfaction with our school – home communication. (c)	SLT T3	Parents who understand school requirements and are informed about their student's progress will be in a better position support student learning.	Strengthen all forms of communication ensuring consistent, appropriate and direct information is clearly disseminated.
Investigate the level of participation of students, staff and whanau in schoolwide events and implement processes to increase this. (b) (c)	Hn, Mj T1 ongoing	Students who have a positive sense of belonging to our school are more likely to be successful.	Work with Sport Tairāwhiti to implement the modified Junior Sports programme.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. Developed shared understanding of effective relational practice with staff. Reports: Relationships for Learning BOT May			
End of Year Evaluation: See Reports: Restorative Practices 2018 Me and My School Report 2018 Communications Survey Report			



Results of Specific Targets:

1. The number of SLT Restoratives combined with Stand down meetings reduced to 69 (4% reduction) but the target was not met.
2. The Me and My School Survey showed very similar results to 2017.
3. The number of junior students who participated in at least one schoolwide activity was 118/184 Year 9 (64%) and 115/168 (68%) at Year 10. The average for junior students was 66%.
4. Whanau reported being informed on assessment practices when consulted at hui. Surveys were not well-supported but discussions were held at all opportunities e.g Special Project whanau dinner and Pasifika Fono.
5. The overall participation in schoolwide activities by students was: $526/757 = 69\%$. The highest year group was the Year 11 students at 76% followed by Year 12 with 71% and Year 13s with 69%. This does not include participation in out-of-school activities which many students are involved in such as Hip-Hop, Surf Life Saving and surfing. These figures will give us a measure to compare with in future years.



Te Kura Tuarua o Turanga Wahine
Gisborne Girls' High School
ANNUAL OPERATIONAL PLAN:



2018

Strategic Goal 3: Develop innovative leadership across our organisation that supports continuous school improvement.		Success Indicators: a. Students will be able to communicate their strengths and challenges in order to effectively lead their own learning. b. Robust learning conversations will be a valued component of our professional learning culture.	
Baseline Data: (What?) Leadership statistics		2018 Specific Targets: 1. Students will be able to articulate their progress and next steps when asked. 2. The Professional Practice Associates will be implementing specific coaching strategies with their colleagues to encourage reflection.	
Implications/ Discussion/ Notes: (So What?) Maori student leadership drops across the school levels.			
Strategic Initiative: (Now What?)	When/ Who:	Rationale:	Measurable Outcomes:
Develop peer coaching capacity to enhance critical learning conversations. (b)	Mg HOFs T1 ongoing	In order to build leadership capability teachers need to engage in robust learning conversations about their practice.	Development of coaching skills in staff.
Encourage teachers to support students to take greater ownership of their learning through establishing classroom practices that align with our SWP. (a)	SLT HOFs T1 ongoing	Students who are involved in the decision-making about their learning will be in a position to show increased leadership of their own development and progress.	SWP established and evident in classroom practice.
Collaborate with schools in the COL/Kahui Ako to build partnerships within our education community. (b)	Ku All staff	By connecting with our contributing schools we can have a better coherence and pathways for students.	Transition process meets the needs of all students as reported by student and whanau voice.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. Leadership coaching development – Mg sharing her PD with other staff.			
End of Year Evaluation: See Reports: Staff Professional Development 2018-2019 Coaching 2018 Learning Framework Latest iteration. Within School Teachers (5) appointed and established as a support team for teachers. Results of Specific Targets: 1. This target will be transferred to 2019 as part of the Learning Framework Observation Tool. 2. Groups of teachers trialled coaching skills with colleagues in Terms Two and Three. The Kahui Ako also provided Coaching PLD for several staff members greatly increasing capacity.			



Te Kura Tuarua o Turanga Wahine
Gisborne Girls' High School
ANNUAL OPERATIONAL PLAN:



2018

Strategic Goal 4: Provide a safe and stimulating physical, social and emotional environment to support innovative teaching and learning.		Success Indicators: a. Students and staff feel valued, connected and secure within the school environment.	
Baseline Data: (What?) Student voice data Attendance data Behavioural entries in Kamar		2018 Specific Targets: 1. Junior students report being more positive about their experiences at school as reported in the 'Me and My School' survey. 2. Complete the Education Brief and School Master Plan for development. 3. Complete development of the new Café and lunch area. 4. Improve the Wellbeing of senior students as measured by student voice. 5. Staff opinions about wellbeing are gathered and acted upon. 6. Continue to develop a plan to support staff wellbeing.	
Implications/ Discussion/ Notes: (So What?) Wellbeing covers all aspects including physical, social, emotional and spiritual.			
Strategic Initiative: (Now What?)	When/ Who:	Rationale:	Measurable Outcomes:
Work with staff, students and the community to develop the hall and Café area as an inclusive and welcoming environment.	BOT Staff School community T1 ongoing	School facilities are inviting, safe, stimulating, provide flexibility and encourage curiosity, creativity and personal development of all students and staff.	New Café completed. Completed schoolwide site plan. Toilet upgrade. Student involvement in lunch area development.
Introduce a new Health and Wellbeing programme at Year 12 and 13 to improve student wellbeing.	Hu Staff T1 ongoing	Students understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.	First series of lessons delivered.
Develop strategies from the 'Me and My School' survey data to support student wellbeing.	SLT / Deans Form teachers T1 ongoing	Understanding how students are experiencing their education will enable us to better focus on their needs.	Survey set up.
Develop a strategy with staff to support their wellbeing.	SLT Staff	E hara taku toa I te toa takitahi, he toa takitini. My strength is not as an individual, but as a collective.	Turanga Health collaboration
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. Consultation underway for Hall development Schoolwide Pedagogy concept further developed with staff – Draft 5 prepared.			
End of Year Evaluation: See Reports: Me and My School Survey. Senior Hauora Classes Teacher Wellbeing survey. Results of Specific Targets: <ol style="list-style-type: none"> Me and My School survey results – similar to 2017. Other student voice included Year 9 Camp student voice about transition processes; Ilminster Intermediate survey on transition; Student feedback about course information and courses offered at GGHS. All feedback positive. Education Brief was completed but no longer wanted by MOE. Ongoing work on Block ZD all year with no real progress. The New Café was completed but the remaining lunch area was held up waiting for a ramp to be installed. This will be completed in 2019. A Year 11 student renamed the café (STAR Café) and designed bunting. The Senior Hauora classes were very successful as measured by student voice. Staff responses to the Staff Wellbeing Survey were generally very positive. Focus of 2019 planning was to reduce administration load on teachers where possible. 			





Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School

Draft

Learning Framework

SUCCESS FOR ALL

Leadership of learning that demonstrates:

Leadership of Learning

- Adaptive Expertise
- Evaluative Capability
- Collective Leadership
- Explicit learning goals

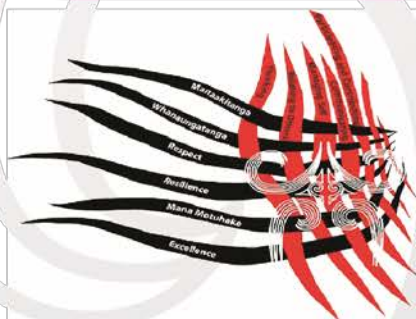
Effective leaders set high expectations and promote a community of learners. Leaders value current research for continuous improvement directed to better outcomes. Reflective practice is the expected norm.

A rich curriculum that is:

Rich curriculum

- Evidence-based
- Inclusive of local Tairāwhiti content
- Adaptive

The curriculum is designed to inspire learners and develop confident, creative individuals. The curriculum is relevant, responsive and inclusive, catering for the needs of all learners so they gain the qualifications they need.



Hineta Profile:

Gisborne Girls' High School students, Tūranga Wāhine are our Hineta: 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 be able to relate effectively with others and eager to take individual and collective responsibility as citizens of their local, national and global communities.

Culturally responsive teaching

Pedagogy that includes:

- Cultural Competence
- Equity
- Ako
- Excellence
- Assessment for Learning

A culturally-responsive pedagogy promotes power-sharing and enables equity, excellence and self-determination. It recognises that culture counts and forms the basis of a student's identity and learning.

Powerful Relationships

A learning community that:

- Builds relationships and trust
- Values hauora of students and staff
- Is inclusive
- Values collaboration
- Strengthens partnerships

A learning community built on strong relational practices focused on high expectations and high support. Strong partnerships with students, their whānau and the community are fostered.

Future-focussed Learning

A culture of learning that builds capacity based on:

- Capabilities
- Student Agency
- Identity

Learning experiences provide students and teachers with the opportunity to explore, experiment and be challenged in their thinking. Through problem-solving, critical thinking and working creatively, learners build capacity, leadership and resilience. Extra-curricular activities are valued for the learning opportunities they provide.

ITI KOPARA
TIHI KAIOREORE

ACADEMIC MANAGEMENT REPORT 2018

PURPOSE:

This paper reports on the Academic Management portfolio which relates to Strategic Goal 1. This paper has been prepared by Bindy Hannah (Seniors) and Victoria West (Juniors).

SG1: Success Indicator 1a: Improve the achievement of students at all levels with a particular focus on Māori students.

2018 Specific Targets:

- Raise the achievement level of focus learners in Reading, Writing and Mathematics by two sub-levels as measured by e-asTTle.
- Reduce the performance gap between Maori and Non-Maori students in outcomes at all levels.

Results:

Senior Students:

Year 11:

Ten of the original 18 focus students have moved on to either Alternative Education (5), work (1), Te Whare Whai Hua (1) or have been referred to Youth Transition Services (1) or NEETS (2). One student has left with destination unknown.

Two students achieved Level 1 and have returned to school for 2019 as have five students who did not achieve Level 1.

Table One: Identified Focus students in Year 11:

Student	Ethnicity	% Attendance	Literacy L1	Numeracy L1	Level One Credits	Details:
1	Māori	57	Yes	No	62	Moved to Te Whare Whai Hua
2	NZE	60	Yes	Yes	100	Level One
3	Māori	39	No	No	18	Left destination unknown
4	Māori		No	No		Working
5	Māori	36	Yes	No	50	Alt Ed
6	Māori	55	Yes	Yes	113	Level One
7	Māori	64	No	No	65	Returned to school 2019
8	Māori		No	No		Alt Ed
9	Māori		No	No		With NEETS
10	Māori		No	No		NEETS
11	Māori		No	No		Alt Ed
12	Māori		No	No		Alt Ed
13	Māori	52	No	No	50	Returned to school 2019
14	Māori		No	No		Alt Ed
15	Māori	60	No	No	76	Returned to school 2019
16	Māori	38	Yes	No	41	Returned to school 2019
17	Māori	71	Yes	No	77	Returned to school 2019
18	Māori	29	Yes	No	30	Referred to Youth Services

In September a group of 21 Year 11 students, who were struggling with Level 1, took part in the annual special project. Some of these students were from the focus group. Of these students:

- 11 students passed Level 1.
- 1 student is working on one more assessment to gain 1 credit.
- 1 student needs numeracy and has 83 credits.
- 1 student moved to AE
- 7 students will need to complete Level One in 2019

These results, shown in Table 4, endorse the success of this project in supporting these students to be more successful and stay at school.

Table Two: Year 11 Project Data

Student:	Credit # before project:	Credit # after project:	Credit # at end of year:
1	31	41	ALT Ed
2	39	50	88
3	41	46	62
4	54	61	83 no numeracy
5	45	56	100
6	62	74	101
7	36	50	65
8	55	62	73
9	34	41	49
10	74	86	113
11	41	48	67
12	50	71	93
13	63	68	88
14	47	63	90
15	38	45	88
16	25	32	79
17	66	76	80
18	55	65	73
19	86	100	112
20	57	67	82
21	36	43	69

It is important to note that it is not the credits gained **during** the project but that the students stay at school, complete the year and have the motivation and support to gain many more credits. Many of the students completed their Level One certificate

Year 12:

Five of the original 18 focus students have left school with an unknown destination, one student attends Correspondence School and one student attends the Northern Health School. Nine students have completed Level 2 and along with the two others have returned to school this year.

Table Three: Identified focus students Year 12:

Student	Ethnicity	% Attendance	Level 1	Num L1	Lit L1	Total Lv 2 credits (80 required)
1	Māori		No	Yes	Yes	Correspondence School
2	Māori		No	No	Yes	Left school/dest unknown
3	Māori	71	Yes	Yes	Yes	138
4	Māori	57	Yes	Yes	Yes	90
5	Māori		No	No	Yes	Left school/dest unknown
6	Māori	63	Yes	Yes	Yes	94
7	Māori		No	No	No	NRHS
8	Māori	76	Yes	Yes	Yes	101
9	NZE	78	Yes	Yes	Yes	127
10	Māori		No	Yes	Yes	Left school/dest unknown
11	Māori	42	Yes	Yes	Yes	58
12	Māori	60	Yes	Yes	Yes	85
13	Māori	57	Yes	Yes	Yes	84
14	Māori		No	No	Yes	Left school/unknown
15	Tongan	73	No	Yes	No	85 credits/ no Lit or Num)
16	Māori	58	Yes	Yes	Yes	95
17	Tongan		No	No	No	Left school/dest unknown
18	NZE	61	Yes	Yes	Yes	84

Year 13:

Only five of the original 13 Year 13 focus students remained at school until the end of the year. All had achieved Level 2 and one achieved Level 3. Five of the eight students who left school had achieved their Level Two qualification.

Table Four: Level 3 focus students:

Student	Ethnicity	Achieved Level 2	% Attendance	Level 3 credits (80 required)	Details
1	Māori	No			Moved with parents to Waihi College
2	Māori	Yes	46	100	Completed year
3	Tongan	No			Left school/dest. unknown
4	Māori	Yes			Moved to Wellington with whanau
5	Māori	Yes			Left school/dest. unknown
6	Tongan	Yes	39	37	Completed year
7	NZE	Yes	59	27	Completed year
8	Māori	Yes	58	72	Completed year
9	Māori	Yes	81	43	Moved to Matamata
10	Māori	Yes			Left working part-time
11	Māori	Yes			Left working part-time
12	Tongan	Yes	43	51	Completed year
13	NZE	No			Moved to Dunedin

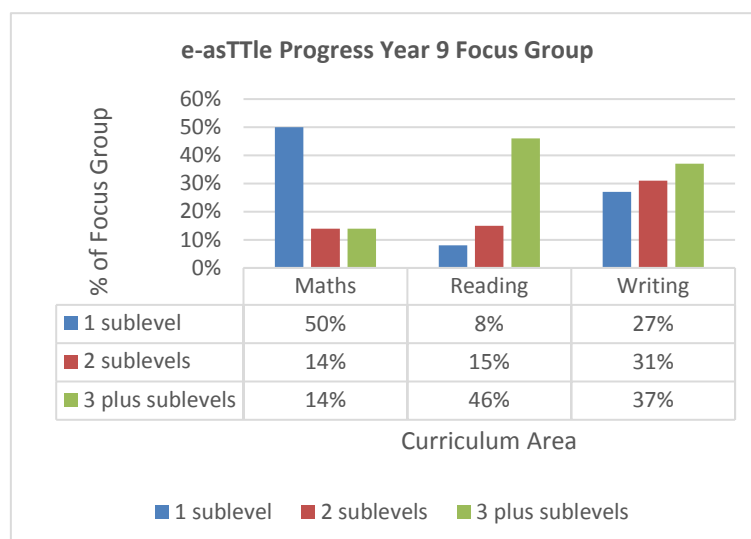
Junior Students:

The Year 9 Focus group have made progress. Significant numbers have accelerated progress by making two or more sub-levels of progress in literacy and numeracy. In comparison, very small numbers of students have made accelerated progress in Year 10.

Focus Students: Year 9

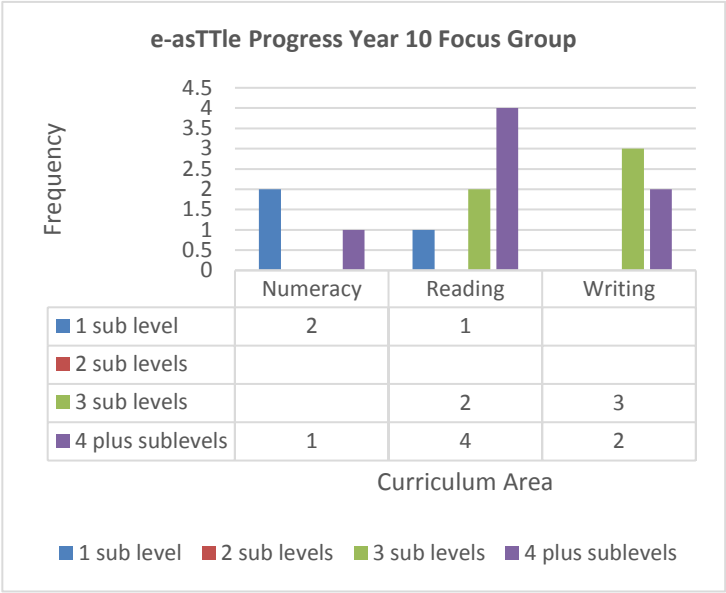
This graph shows that over 50% of the group made at least two sub-levels of progress in reading, and writing.

In reading, 46% made at least three sub-levels of progress and in writing this figure is 37%. Only one sub-level of progress is expected across Year 9.



Focus Students: Year 10

Of the 15 students who were in this group, five moved on to Alternative Education during the year. This group is measured in numbers not % due to this. Progress refers to progress across the two years. On average three sub levels of progress are expected across the three years. Some students do not have complete data.



Four students have made accelerated progress (more than three sublevels) in Reading, two in writing and one in Numeracy.

LITERACY AND NUMERACY PROGRESS 2018

PURPOSE:

This paper reports on the year's literacy and numeracy progress of our junior students as measured by e-asTTle tests. This relates to Strategic Goal 1. Victoria West has prepared this paper.

Success Indicator 1a: Improve the achievement of students at all levels with a particular focus on Maori students.

Specific Target: Reduce the performance gap between Maori and Non- Maori students in outcomes at all levels.

CONCLUSION:

The literacy and numeracy progress of our junior students in 2018 was similar to that of 2017. There is considerable fluctuation across the results making comparisons difficult. Writing showed an improvement at both levels. A significant performance gap between Maori and Non-Maori students remains across both levels. The performance gap is the lowest, and has reduced, in Year 9 writing, and it is the largest in year 10 numeracy. Our most at-risk academic students who receive literacy and numeracy intervention (ALPs) have demonstrated significant progress by the end of Year 11.

2019 will see a school wide focus on reading as reflected in the strategic plan. An inquiry into numeracy across the school will also be conducted.

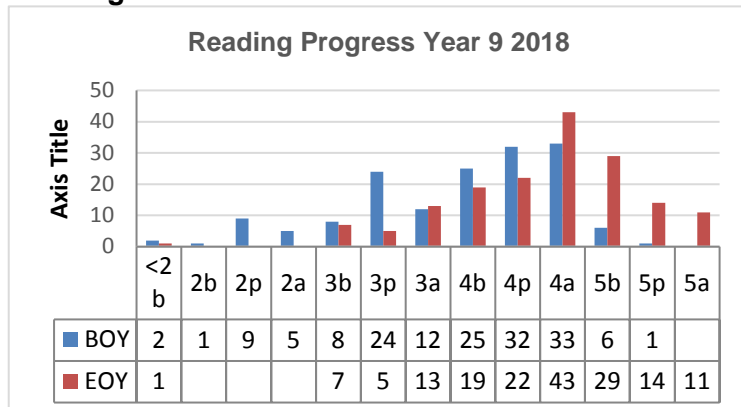
Year 9 2018:

Student progress for Year 9 students last year can be seen in Table One below. They made progress in all three aspects as shown by the increase in the percentage of students now at or above the expected level. The gap between Maori and NZE performance is approximately 13% for writing; this is a decrease from 2017 where the gap stood at 29%. The reading gap has also decreased from 30% in 2017 to 23% in 2018. Similarly, the gap in numeracy has decreased from 37% in 2017 to 19% in 2018. When compared to the beginning of Year 9, the percentage increases for students at level stands at 13% for reading, 15% for numeracy and 31% for writing. In the graphs that follow we can see the students have made good progress overall as the distribution of grades moves to the right in all aspects. In each case the average grade has increased by two sublevels when only one is expected.

Table One: Summary of Student Performance in Reading, Mathematics and Writing
Percentage of students at the expected level (%)

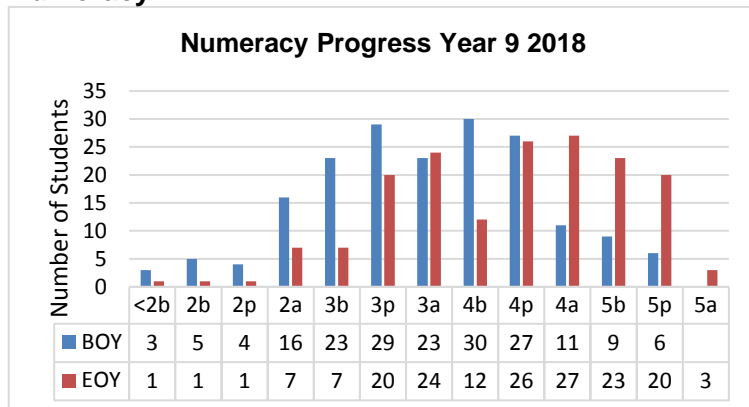
Year 9 2018	Reading		Numeracy		Writing	
Students:	Start Yr9	End Yr9	Start Yr9	End Yr9	Start Yr9	End Yr9
Cohort	46	59	29	44	53	84
Maori	32	46	20	35	42	80
NZ European	67	69	45	54	65	93
Pasifika	44	12.5	0	44	40	62
Other	75	64	63	56	73	88
Average Grade:	4B	4A	3A	4P	4P	5B
Expected Level:	4P	4A	4P	4A	4P	4A

Reading:



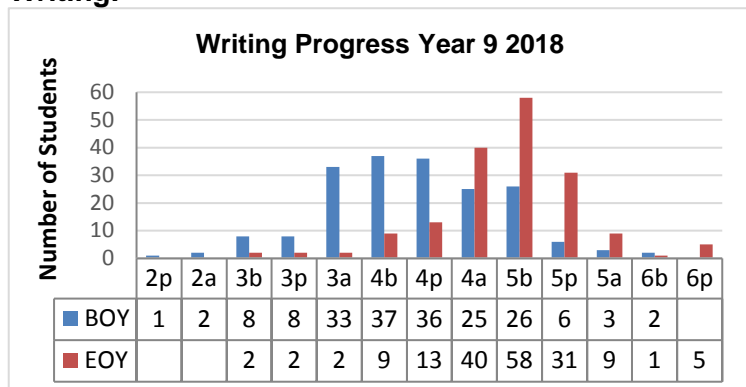
The highest peak comes at level 4a and there is also a high number of students above the 4a expected level. The number of students at the expected level has increased from 46% of the cohort to 59% by the end of year 9. The most significant progress has been made by Maori where the percentage at level has increased by 14%.

Numeracy:



The average level for Numeracy stands at 4p. The students have made 2 sub levels of progress as they started at the lower level of 3a. The red bars show that there are 10 students working below level 3, this is a reduction from 28 students at the start of the year.

Writing:



The highest peak for EOY writing levels as shown in the graph is at 5b. The students have progressed on average two sublevels and 84% of the cohort is now at or above the expected level. 38% more Maori students are now at or above level as compared to when they entered GGHS.

Year 10 2018:

In writing and numeracy students have made on average 2 sublevels of progress. They have not moved a sub level in reading although the raw score showed it was very close to 4a. As follows the trends of previous years the table below shows a fall in the number of students at the expected level by the end of Year 10 (36%) as compared to the end of Year 9 (66%). This was similar to 2017 where 34% were at or above level.

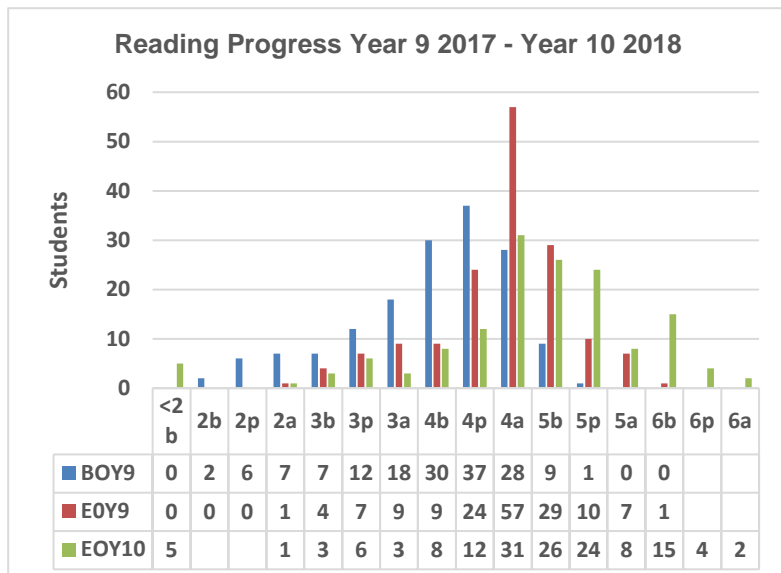
In numeracy, the number of students at level is very similar, however, 2018 has seen a 24% increase over the year of the number of students at level as compared to 14% in 2017. Numeracy tests are content-specific and the results can only be compared within the year.

The number of students at level in writing has increased by 12% from 2017. The gaps between NZE and Maori performance are very similar to 2017 in reading at approximately 30%. The gap has increased in writing from 23% in 2017 to 34% in 2018. The largest gap is in numeracy which stands at 52% as compared to 27% in 2017.

Table Two: Summary of Student Performance in Reading, Mathematics and Writing (e-asTTle) for Year 9 Students of 2017 - Year 10 2018
Percentage of students at the expected level (%)

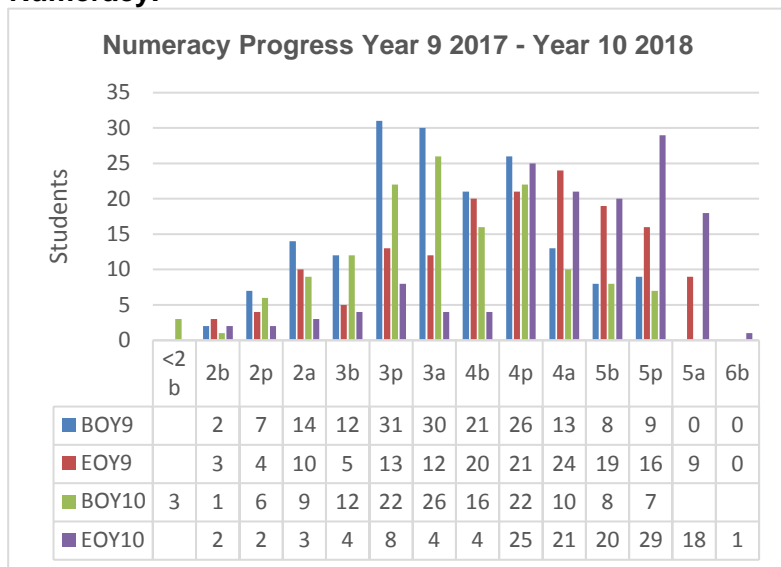
Year 9 2017	Reading			Numeracy Year 9		Numeracy Year 10		Writing		
Students:	Start Yr9	End Yr9	End Yr 10	Start Yr9	End Yr9	Start Yr 10*	End Yr 10	Start Yr9	End Yr9	End Yr 10
Cohort	48	66	36	27	37	10	34	32	74	52
Maori	37	57	26	23.5	29	3	14	25	66	40
NZ European	69	87	57	28.5	51	23	66	47	95	74
Pasifika	60	57	25	0	20	0	50	17	75	75
Other	25	64	29	55	83	40	60	0	71	56
Average Grade:	4B	4A	4A	3A	4P	4B	4A	4B	4A	5P
Expected Level:	4P	4A	5P	4P	4A	5B	5P	4P	4A	5P

Reading:



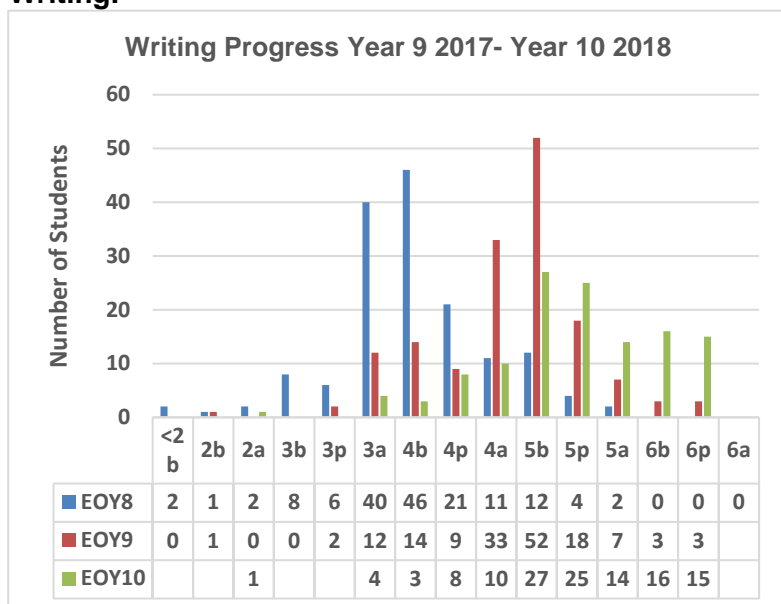
The highest peak for students in reading is 4a, followed closely by 5b and 5p. 55 students are working at level 5b or better. There is a wide spread of results ranging from below 2b to the highest level possible of 6a.

Numeracy:



The highest peak for Year 10 numeracy is at 5p. 48 students are working at level 5p or better. 23 students are working below level 4 as compared to 79 at the start of year 10.

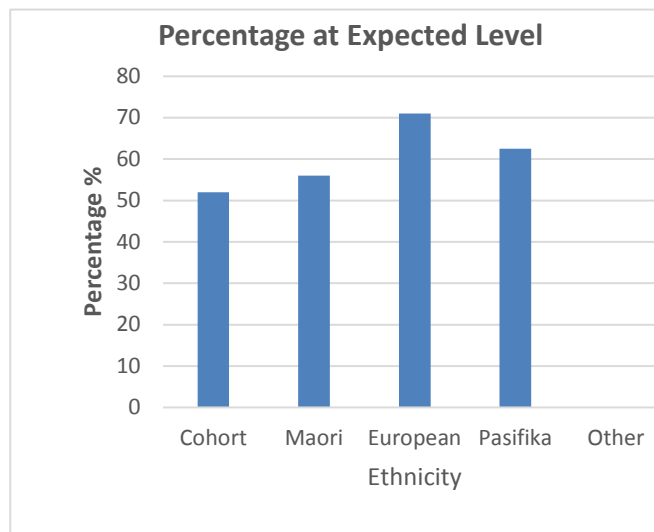
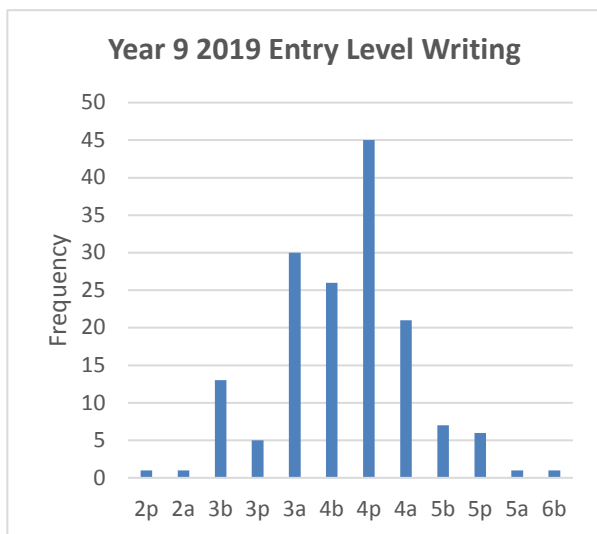
Writing:



This graph shows the highest peaks at EOY10 are at levels 5b and 5p. 31 students have scored in the Level 6 range. Five students are working below Level 4 as compared to 15 at the end of Year 9 and 59 when they entered Year 9.

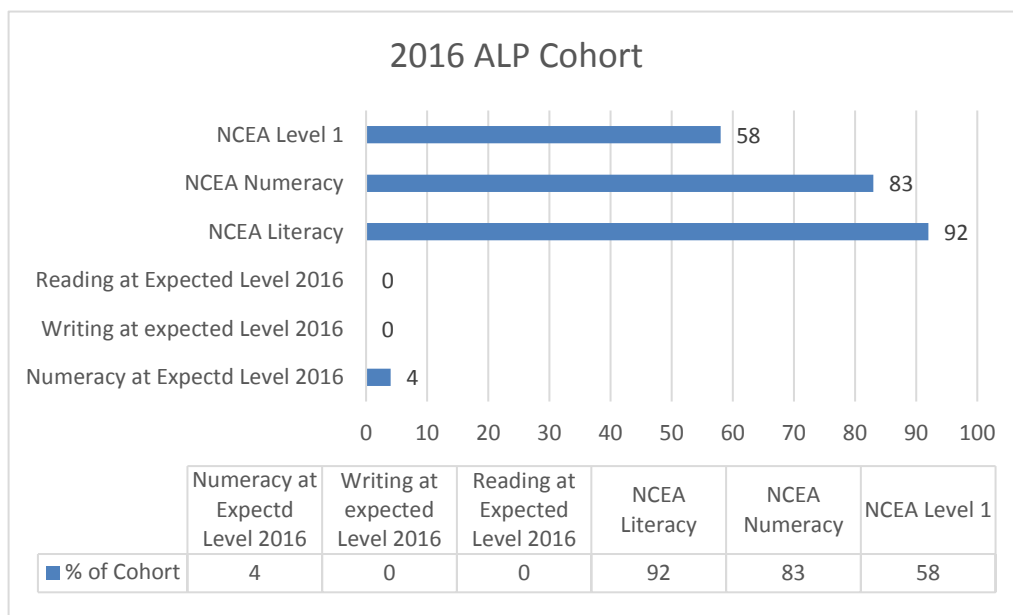
Year 9 2019 Writing:

At the end of 2018 we assessed the writing level of our incoming Year 9 students. The results were encouraging as 52% of the 2019 Year 9 cohort has tested at or above level. This is very similar to 2018 which tested 53% at or above level. 56% of Maori are at or above level, which compares to only 32% of Maori students at the start of 2018.



Year 9 ALPS Cohort 2016 Literacy and Numeracy Progress:

This graph shows the progress of our students who were part of the Accelerated Learning Programme (ALPs) in Year 9, 2016 where extra support was provided in numeracy and literacy.



Students have been tracked through to their NCEA Level One results in 2018.

There are 27 of the approximately 40 students in this group who continue to attend GGHS. Of this 27, only one student arrived at level in numeracy; no students were at level in reading or writing. In Year 11 for NCEA, 83% of this group achieved numeracy and 92% achieved literacy. 58% of this group achieved their NCEA Level 1 qualification. This is an excellent result for students who arrived at Girls' High very underprepared for secondary school-level work.

JCEA REPORT 2018

PURPOSE:

This paper reports on the achievement of Year 9 and 10 students in the Junior Certificate of Educational Achievement in 2018. This paper has been prepared by Victoria West.

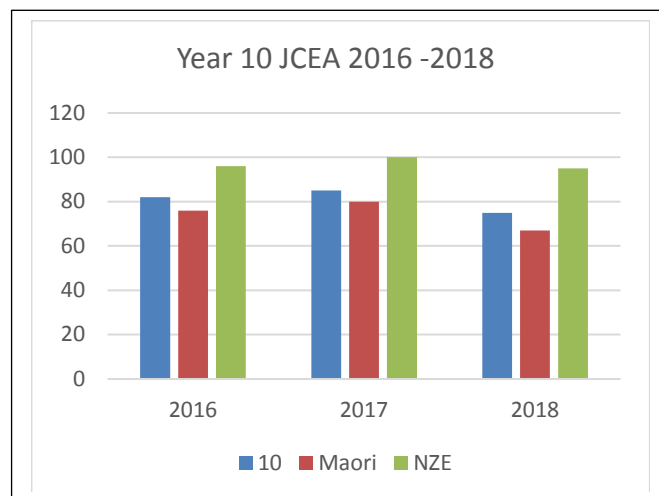
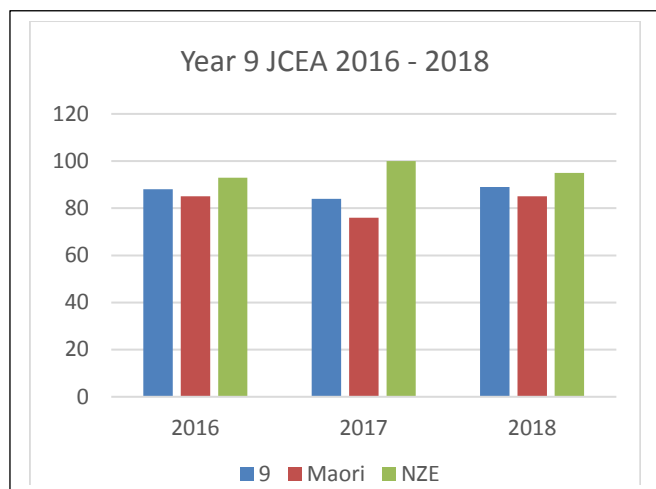
REPORT:

The JCEA is a GGHS qualification for our junior students. They can earn credits for the learning characteristics of participating and contributing in subject and form classes, for maintaining high attendance and for passing assessments. The students can be awarded the certificate at Gold, Silver or Bronze level dependent on the number of credits earned.

Table One:

PASS RATE (%) for JCEA Certificates in Year 9 and 10 for 2018 compared to 2016-2017

Year:	2016	Gold	Silver	Bronze	2017	Gold	Silver	Bronze	2018	Gold	Silver	Bronze
Year 9	88	61	20	7	84	61	16	7	89	59	18	12
Maori	85	52	23	9	76	46	19	11	85	49	22	14
NZE	93	80	13	-	100	89	11	-	95	75	11	9
Year 10	82	61	13	8	85	55	16	14	75	50	14	11
Maori	76	44	20	11	80	46	24	10	67	39	13	15
NZE	96	85	6	4	100	80	15	5	95	80	10	5



The Year 9 results overall have improved from 2017 by 5%. Maori achievement has improved by 9% while NZE has reduced by 5%. The performance gap between Maori and NZE has reduced from 24% to 10% when compared to 2017.

At Year 10, we see a reduced performance from both NZE and Maori. The achievement gap between Maori and NZE performance has increased and now stands at 28%. Many students in this group had difficult behaviour and although they settled over the year many had already lost valuable credits. A closer look at the various categories for achieving credits in Year 10 show the students who did not achieve their JCEA award generally scored poorly across all categories. A significant number of the students missed attendance credits of which there are 40 available. These results highlight the challenges the Year 10 cohort may face in achieving NCEA Level 1 in 2019.

NCEA 2018 PRELIMINARY RESULTS

REPORT:

Included here are the **preliminary** NCEA results for 2018 as at February 27th. These results are the preliminary results and there are some students still completing work. NZQA has changed the way that they measure NCEA and UE attainment. This new measure replaces both the Roll-Based and Participation-based measures of the past. It counts all domestic students in Years 11 to 13 aged less than 19 on 1 January rather than take a snapshot of students as at July 1st. This change has resulted in a change to our statistics. NZQA has re-calculated our results for the previous four years so that we can have something to compare this year's results to. I have also calculated our results for the old participation-based value to compare.

Table One: My calculation with the new measure:

Level:	NA %	A %	M %	E %	Passed %	Total #
1	27	34	26	13	73	157
2	13	53	22	12	87	139
3	29	41	16	14	71	129
UE	43				57	129

Table Two: NZQA Published Results:

Level:	NA %	A %	M %	E %	Passed %	Total #
1	28.3	33.3	25.8	12.6	71.7	159
2	12	53	21	12	85.6	140
3	32.6	38	15	13	67.4	138
UE	59.4				40.6	138

Table Three: Participation Results (using the old measure)

Level:	NA %	A %	M %	E %	Passed %	Total #
1	19	38	29	14	81	140
2	12	55	22	13	88	133
3	12	50	20	17	88	115
UE	35				65	86

As you can see there are quite significant differences in these results. This mainly comes from who is included and that can be seen in the Total # column. There is a discrepancy that I am following up with NZQA about who is on our roll.

NZQA includes any student who has attended our school for at least 70 calendar days which equates to one term. As we have a transient population that change has been quite significant. eg For the Class of 2014, who were the Year 13 class of 2018, the original class had 148 students. Only 81 (55%) of those students completed their Year 13 even though there were 138 students in Year 13 last year. There were also a number of students in Year 13 who were not studying for Level 3 but they are now counted as 'failing' that qualification. The same comment applies to the University Entrance qualification where all Year 13 students are included whether they study a relevant course or not.

NZQA produces several sets of results for us to analysis. These show the new measure for the current and previous four years for comparisons. Overall our performance is very similar to previous years with our results significantly higher than the Decile 1-3 average and higher than the National averages in all three levels of NCEA. We will undertake further analysis as we clarify some questions we have.

INVESTIGATION INTO STUDENT PROGRESS

PURPOSE:

This paper reports on a study that followed the progress of the Year 9 Class of 2014 through to the completion of Year 13 in 2018. This paper has been prepared by Jan Kumar.

REPORT:

Key Questions:

- What is the completion rate of Year 9 students through to Year 13?
- Is student ethnicity a factor in the completion rate?
- Is there a relationship between the entry capability of Year 9 students and their achievement in Year 13?
- Is ethnicity a factor in the achievement of students?

Findings:

- > Year 9 2014 started with **148** students at the start of the year.
- > At the end of Year 13 2018 there were **81** students remaining.

Completion rate = 55% of class completed 5 years.

Ethnic Composition of the 148 students:

89 Maori	= 60%
48 NZE	= 32%
6 Pasifika	= 4%
5 Other	= 3%

Completed Year 13:

40/89 Maori	= 45%
36/48 NZE	= 75%
3/6 Pasifika	= 50 %
2/5 Other	= 40%

75% of NZE students completed the full 5 years at GGHS compared to only 45% of Maori.

- > Year 13 2018 had **138** students - 81 from the original class of 2014 and 57 newcomers.
- > Of the 138 Year 13 students only 107 stayed until the end of the year (78%). Many students left once they had completed the qualifications they required.

Ethnic Composition of the 138 students:

85 Maori	= 62%
43 NZE	= 31%
6 Pasifika	= 4%
4 Others	= 3%

So the ethnic composition of the Year 13 class is very similar to that of the Year 9 class in 2014.

High Performing Students on entry:

- > Of the 148 students in the class of 2014:

21 Maori students had at least one Level 5 asTTle score = 21/89 = **24%**

17 NZE students had at least one Level 5 asTTle score = 17/48 = **35%**

- > 17 **(81%)** of these 21 Maori students completed Year 13:

All (100%) achieved NCEA Level One with 10 E (59%), 4 M (24%), 3 A (18%)

All (100%) achieved NCEA Level Two with 8 E (47%), 6 M (35%), 3 A (18%)

14 (82%) achieved NCEA Level Three with 4 E (24%), 5 M (35%), 5 A (29%)

11 (65%) achieved UE

- > 11 **(65%)** of these NZE students completed Year 13:

All (100%) achieved NCEA Level One with 6 E (55%), 5 M (45%)

All (100%) achieved NCEA Level Two with 6 E (55%), 4 M (36%), 1 A (9%)

All (100%) achieved NCEA Level Three with 5 E (45%), 4 M (36%), 2 A (18%)

10 (91%) achieved UE

- > **On entry, a higher % of NZE students were high performing compared to Maori.**
- > **High performing Maori students completed the 5 years at a higher rate than NZE.**
- > **Ethnicity is not a major factor in success. High achieving Maori students gained endorsements at comparable rates to high achieving NZE students. There was a difference in the attainment rate of UE for these students.**

Lower Performing Students on entry:

> Of the 148 students in the class of 2014:

14 Maori students had at least one Level 2 asTTle score = $14/89 = 16\%$

3 NZE students had at least one Level 2 asTTle score = $3/48 = 6\%$

1 Pasifika student had at least one Level 2 asTTle score = $1/6 = 17\%$

> 5 (36%) of these 14 Maori students completed Year 13:

All (100%) achieved NCEA Level One with 1 M (20%), 4 A (80%)

All (100%) achieved NCEA Level Two with all A (100%)

4 (80%) achieved NCEA Level Three with all A (100%)

0 achieved UE (only one eligible)

> 2 (67%) of these NZE students completed Year 13:

All (100%) achieved NCEA Level One with 1 M (50%), 1 A (50%)

All (100%) achieved NCEA Level Two with 1 M (50%), 1 A (50%)

All (100%) achieved NCEA Level Three with all A (100%)

All (100%) achieved UE

> The one Pasifika student completed Year 13 achieving Level One (M), Two (A) and Three (A).

> On entry, a higher % of Maori students were lower performing compared to NZE.

> Ethnicity is not a major factor in success. Lower performing Maori students gained qualifications at comparable rates to lower performing NZE students. The retention of the lower performing Maori students was considerably less than NZE although it must be noted that there were very small numbers of NZE students.

Discussion:

What has been learned from this study? The first issue is the high level of turnover of our students. This is not new, as a similar study was conducted back in 2009 and the result then was that only 60% of the original class of 2005 completed Year 13 in 2009. The significant difference between the transience of our Maori students compared to our NZE students raises many concerns. We understand the importance of strong relationships at school and the link to engagement and success. Breaks in schooling can also interrupt learning and therefore reduce progress.

My other question was about whether the ethnicity affected student progress and ultimate performance at our school. I wanted to be reassured that a high-performing student on entry would achieve to the same level irrespective of their ethnicity. From this study we can see that the high performing Maori students who attended GGHS completed the full five years at a higher rate than the high-performing NZE and achieved to a very similar level. The difference in UE achievement needs further study.

For the lower-performing students I am also confident that their ethnicity is not the major factor in their success. The fact that we are able to support students who come in at Curriculum Level 2 (about 8-year-old level) to complete an NCEA Level 3 qualification is outstanding. Many others left at the end of Year 12 with their NCEA Level Two. This group is supported with the ALPs programme in the junior school which has proven to be successful in helping these students access the curriculum.

Our challenge will always be to encourage our lower-performing students to stay at school and ensure we offer suitable programmes to meet their needs.

IWI ENGAGEMENT PROJECT 2018

Two tutors from the runanga have been working with two targeted classes. The reason for choosing the classes was the high number of focus students in them.

Year 10 and 11 Programme:

One lesson a week with the following learning foci:

1. Personal Pepeha
2. The traditional story – Paea and Kiwa
3. Google Earth Mapping

The Year 11 programme has an NCEA Level 1 Unit Standard attached to it worth three credits. The Year 10 work allows students to gain credits towards the school JCEA – Junior Certificate in Educational Achievement.

The tutors have been fantastic to work with and are adaptable and responsive to student need. At the start of the year, this programme was designed to work outside of lessons. However, this did not work. Together, we have reworked the programme inside the classroom which has resulted in high levels of student engagement. The feedback from students was very positive.

Gisborne Girls' High School would strongly support the continuing of this programme in 2019. The programme's structure will need consideration for 2019, due to students having completed the Paea and Kiwa story at Year 10 and if it would be suitable to extend the programme to Year 12.

Classroom teacher feedback:

Year 10: "The programme has worked exceptionally well, with a group of akonga who can be very hard to engage in the classroom environment. I have observed the positive way that students respond to both the relevant and local content and the relational style of delivery. The level of work has been appropriate for the students, and they can connect with the content. Activities are provided for students who require further extension to continue with independently, this means that all students have interesting and worthwhile tasks to occupy them, and students can work at their own pace. The presenters have been very good. Each lesson they recap the previous lesson's work, identify those who were absent and assist them to catch up. The lessons have been well sequenced and build on the work from the previous week. The way that the students interact with the tutors has been very respectful, and students value the knowledge and skills that they share. I have observed students who have been reluctant to speak in front of the class gaining the confidence to present their pepeha to the group and being visibly proud of what they have achieved. The Google Earth component of the course has also been very successful. The programme has been incredibly worthwhile."

Year 11: "I took over this Pathways class at the beginning of Term 3. At this stage, students were finishing off their pepeha and starting to plot their path on Google Earth. It was great to see the students individual pepeha and their developing understanding of Google Earth. As a teacher, it would have been good to go through this whole journey with the students. I felt like I had missed important learning and relationship building opportunities, it would have been awesome to work through this unit alongside them. I believe the use of Google Earth helped the students consolidate their individual learning. Working with the tutors was very helpful and rewarding for both students and staff. This program was rewarding for all who participated."

We hope to continue this project in 2019 as our staff and students find the learning very valuable for our students.

RESTORATIVE PRACTICES 2018

PURPOSE:

This paper reports on end of year data for the Restorative Practice portfolio.

SG2: Success Indicator 2a: Increase the agency of students and staff to manage, maintain and restore relationships for learning.

2018 Specific Targets:

1. Reduce the number of SLT Led Restorative Conferences from 72 to 65 (10%).

Outcomes:

During 2018 there were 22 students stood down from school. All students were Maori. This compares to only eight in 2017.

There were 47 SLT-restoratives in addition to restorative hui as part of return from standdown which gives a total of 69. In 2017 there were 64 SLT-led restoratives and 8 standdowns for a total of 72. Therefore we have had a slight reduction but not met our target overall.

Fig 1: Standdown, Suspension and Repeat Offences 2014-2018

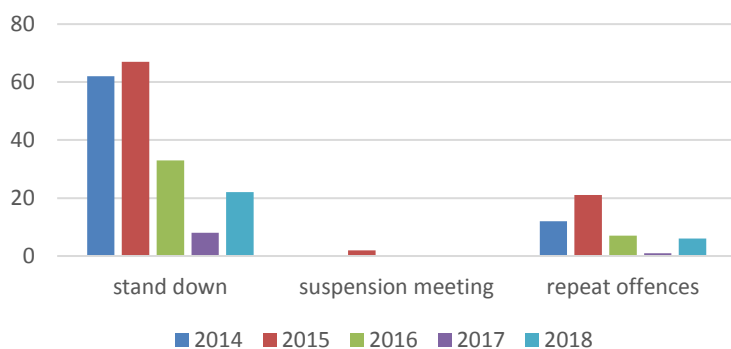
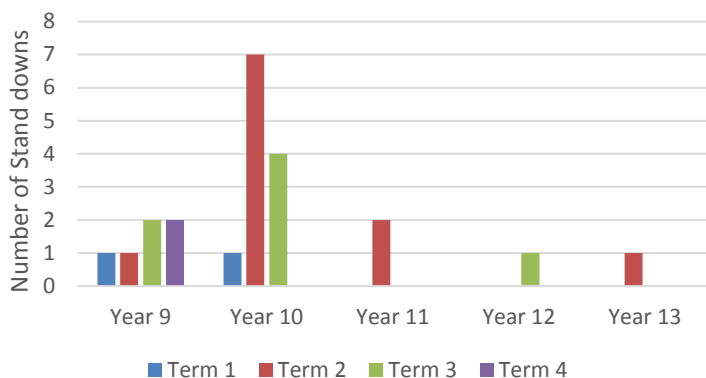


Fig 1 shows the number of standdowns in 2018 compared to recent years.

The number of standdown reoffences increased from 1 to 6. It is important to note that these reoffences involved only three students. One student reoffended four times.

Fig 2: Standdown by Year Level 2018



The major offenders requiring a standdown were Year 10 students (12) and Year 9 students (6).

Fig 2 shows that the number of standdowns decreased markedly over the year with only two Year 9 students stood down in Term 4.

Fig 3: 2018 Standdown Offences

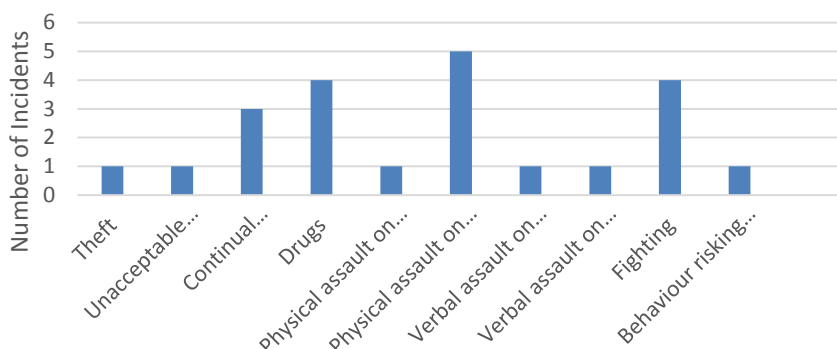


Fig 3 shows the highest number of standdowns in 2018 was for physical assault on another student, closely followed by fighting and drugs.

Table One: Student details of the standdowns in 2018:

Student	Year	Offence:	Details:
1	9	Term One: First offence: Theft Second offence: Fighting Third offence: Theft- STANDDOWN Term Two: Fourth offence: Drug use- STANDDOWN Term Three: Fifth Offence: Behaviour risking serious harm-STANDDOWN Sixth Offence: Drugs- STANDDOWN	This student has a health disorder. She will receive counselling to support her. This student is currently based in Guidance waiting for a place at TAK. During Term 3 she was transitioned to TAK where she offended again. In 2019 she will transition to Alt Ed.
2	10	Term One: First offence: Verbal Assault on staff Second offence: Unacceptable behaviour – STANDDOWN	This student has returned from the Activity Centre towards the end of Term 3 and settled back in to school.
3	11	Term One: First offence: fighting Term Two: Second offence: Continual disobedience- STANDDOWN	This student was based in Guidance with interim support funding from the first incident. She returned to mainstream in June and her behaviour was totally unacceptable leading to a Standdown. GGHS was planning to support her to transition to Alt Ed. With her mother supporting she has negotiated to stay at GGHS fully in mainstream as a last chance. She remained in mainstream until the end of the year and will return in 2019.
4	10	Term One: First offence: Fighting Term Two: Second offence: Continual disobedience-STANDDOWN	This student is attending TAK and will be transitioned to ALT ED.
5	11	Term One: First offence- Theft Term Two: Second offence: Continual disobedience- STANDDOWN	This student has been transitioned to Alt Ed with the support of the Year 9 Plus Worker.
6	10	Term Two: First offence- Physical assault on staff STAND DOWN Second offence- Physical assault on student-STANDDOWN	This student is currently on close watch in mainstream classes.
7	10	Term One: First offence- Physical assault on student Term Two: Second offence- Verbal assault on student-STANDDOWN	This student is back in mainstream classes
8	13	Term Two: First offence- Physical assault- STANDDOWN	This student (male) assaulted a GBHS student at the shop. He is 17 yrs old and was going to be charged. The family agreed to try the GGHS process first. Outcome was excellent and the student is attending Tauawhi with his father as part of the agreement. No further issues.
9	10	Term Two: First offence- Physical assault- STANDDOWN Term Three: Second offence- Drugs	Enrolled at Lytton HS
10	10	Term Two: First offence- Physical assault- STANDDOWN Term Three: Second offence- Fighting- STANDDOWN	Ongoing anger issues. Has transitioned to Alt Ed.
11	12	Term Three: First offence- Fighting- STANDDOWN	Back in school
12	10	Term Two: First offence- Drugs Term Three: Second offence – Drugs -- STANDDOWN	Returned to school with referral to CAMHS
13	10	Term Two: First offence- Verbal Assault on staff Term Three: Second offence- Verbal assault on staff - STANDDOWN	Referred to TAK- chose to move to Alt Ed.
14	10	Term Two: First offence- Drugs Term Three: Second offence- Drugs- STANDDOWN	Returned to school with referral to CAMHS
15	10	Term Three: First offense- Fighting- STANDDOWN	Returned to school
16	9	Term One: First offense- Fighting Term Four: Second offense- Fighting- STAND DOWN	Returned to school after standdown.

SLT-led Restoratives:

Fig 4: SLT Led Restoratives by Year Group 2018

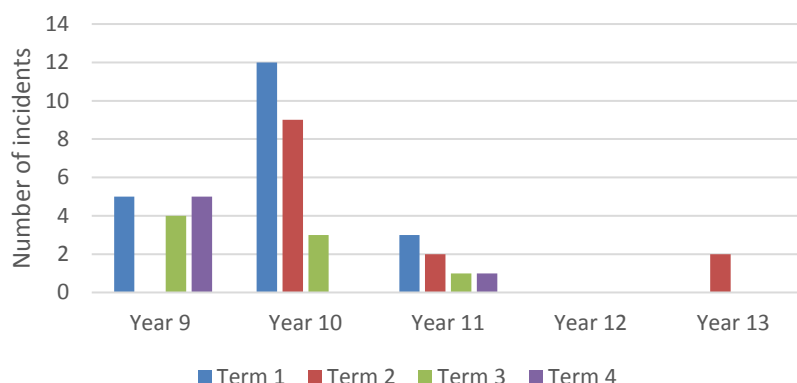


Fig 4 shows that the Year 10 cohort was the most challenging. It is reassuring to see that as students reach the senior school they are making much better decisions.

Fig 5: 2018 SLT Led Restoratives by Offense

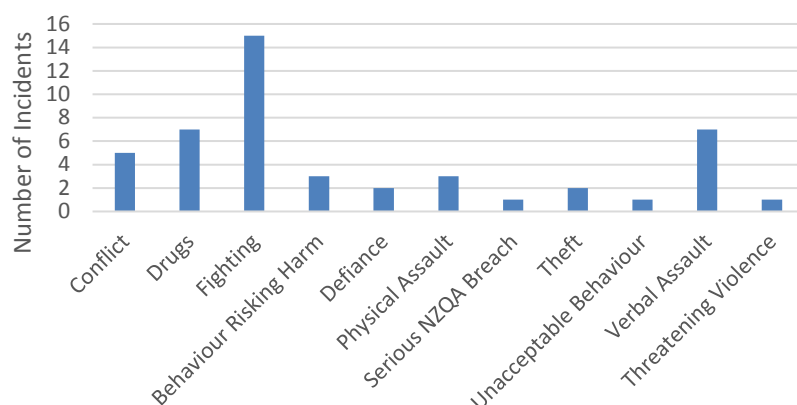


Fig 5 shows the nature of the offences that resulted in the SLT led Restorative Conferences this year. Violence (fighting, physical, verbal and threatening) is again the most significant issue that we have to deal with at school.

There were 47 SLT led Restorative Conferences for high end behaviour in 2018 compared to 64 SLT Led Restoratives in 2017.

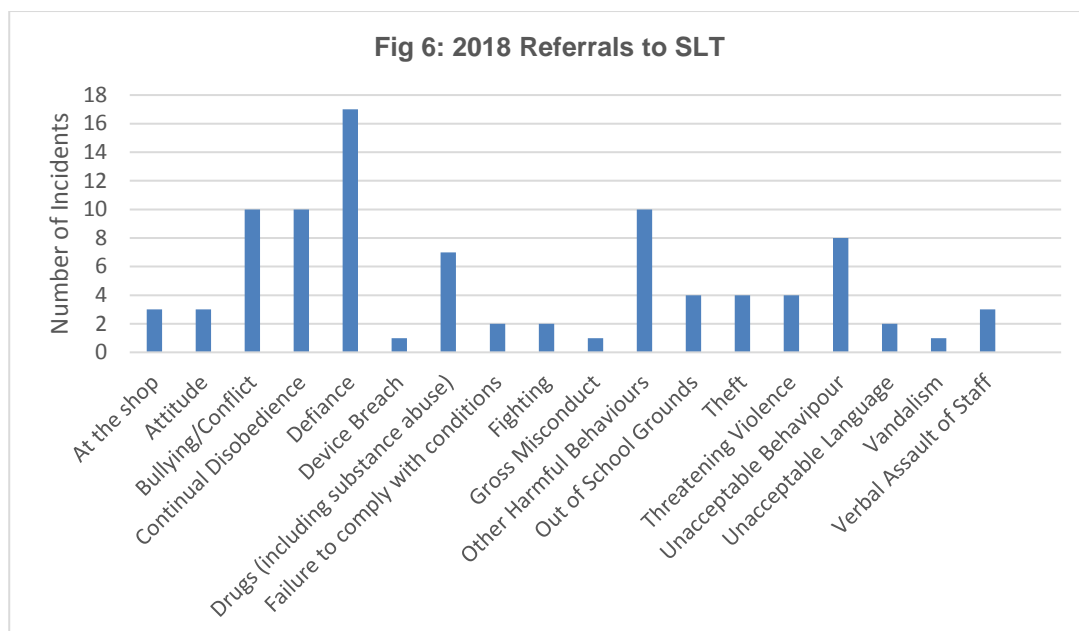
Table Two:

Year:	Year 9	Year 10	Year 11	Year 12	Year 13
2017	31	14	14	2	3
2018	14	24	7	0	2

Table Two shows the number of SLT Led Conferences by year group over the year of 2017 and 2018. The 2017 Year 9 cohort has been particularly challenging and has continued to show evidence of unacceptable behaviour in Year 10 despite the addition of targeted strategies at the beginning of the year. These included careful placement of teachers with classes, intensive work on developing collaborative expectations with all teachers teaching each class at the beginning of the year and a reminder of behaviour expectations and restorative practices from members of SLT and the top three prefects.

Referrals to SLT:

In Fig 6 we can see the reasons for the referrals to SLT. 92 incidents have been referred in 2018. Major issues were for defiance, bullying/conflict, continual disobedience and other harmful behaviour.



Feedback SLT Led Restorative Conferences:

We continue to gather feedback after every restorative conference. Results are overwhelmingly positive.

The results of the feedback this year:

This was received from:

Senior Leaders- 29%

Whanau- 29%

Teachers-18%

Students- 25%

Question:	Strongly Agree	Agree	Disagree	Strongly Disagree	Sample size
I was well prepared for the hui / conference and knew what to expect	61%	39%	0%	0%	28
I was treated with respect by the school staff involved	93%	7%	0%	0%	28
I said what I needed to say and was listened to	82%	18%	0%	0%	28
The hui / conference was a fair way to deal with the situation	79%	21%	0%	0%	28
I was satisfied with the agreement at the end of the hui / conference	86%	14%	0%	0%	28
The plan is easy to understand	82%	18%	0%	0%	28
I think the plan will work well	50%	50%	0%	0%	28
The hui / conference helped repair the harm that was done	64%	29%	4%	4%	28
I think the relationships between school staff and the students at the hui will become stronger	54%	46%	0%	0%	28
I think the relationships between school staff and the adults at the hui will become stronger	57%	43%	0%	0%	28
I think the hui and the plan will help the student(s) be more successful at school	57%	43%	0%	0%	28

Conclusion:

The year began with an external scope completed by Greg Jansen and Rich Matla from Restorative Schools NZ. Anecdotally there was a feeling amongst some staff that there were never consequences for poor student behaviour. The scope was completed and some recommendations made. These have been followed up over the year with several opportunities for staff to co-construct the consequences and practices that we will share. These were then communicated to students and whanau. Follow up student and staff voice was collected at the end of the year. Ongoing work on clarity, communication and capability to produce confidence, coherence and consistency will be our focus in 2019.

The Year 10 group have been difficult to manage this year, with 12 students at this level being stood down. During Term 4 however, there were no incidents from this level so we look forward to this continuing in 2019. There are Youth Development Circles operating around two Year 10 students and both are doing very well in terms of behaviour.

Recommendations for 2019 and beyond:

1. Establish a group to 'champion' RP (the actions to be defined by the group).
2. Review how we report incidents on KAMAR to ensure all staff report issues consistently.
3. Reintroduce 'leaving class early' and the 'device' procedures early in 2019.
4. Introduce Year 9s to the two procedures, alongside setting class expectations, at the restorative introduction circles at the beginning of the year. The prefects of the class will support this.
5. In the Year 10 circles reintroduce behaviour expectations at the beginning of the year. The deputy heads and head girl will support this with SLT and Dean.
6. Start a procedure around the next issue of disrespectful language.
7. Provide RP training for middle leaders and Deans including Marg Thorsborne PLD in May 2019.

COMMUNICATIONS SURVEY 2018

PURPOSE:

This paper reports on a survey that was conducted with whanau at the end of Term One.

FINDINGS:

In summary, we received very positive feedback about the communication systems that we are currently using at Girls' High. There were some very useful comments about ease of access and the difficulty experienced by some whanau. We will put in place more opportunities for whanau to learn how to access our information sources especially the Kamar portal.

For the first time this year we issued the Interim Reports by email for those with an email address. Hard copies were only printed for those without an email address. Although 75% of survey respondents said this suited them we had a number of requests for a hard copy. We have decided to print one copy of the upcoming mid-year report for each student. In the past we have produced two copies – one for the student and one to be posted home. This is a very expensive process for both printing and postage. Ultimately hard copies will be phased out but we will make that decision in consultation with our whanau. The use of email is becoming the most popular communication tool with letters receiving low support – probably due to the long time delay involved in the mail system.

REPORT:

Whilst the student-led conferences were taking place whanau were asked to complete a small survey seeking their opinions about how GGHS communicates with their community. Approximately 100 surveys were completed although not everyone answered all questions. The results are shown in this report. A selection of the common comments is included.

1. Newsletters are produced twice a term. They are placed on the school website and the link is emailed to all whanau or a copy of the newsletter is posted to those without an email.

Do you receive the email link to the newsletter? Yes 81%

Do you receive a mailed copy? Yes 38%

[These were only mailed to those without an email or by request](#)

Do you read our newsletter? Yes 89%

Comment:

Very informative - a great snapshot of the girls' achievements

2. The school's website provides a lot of useful information about our school.

Have you accessed the school website this term?

Yes 52% No 46% Don't know how to 2%

Comments:

Can't access it anymore

Definitely will have a look

Difficult to find events [There is a link to the school calendar on the website.](#)

3. Our school Facebook page is used to publicise events as well as to celebrate school activities.

Do you follow us on Facebook? Yes 53%

Comments:

Can school student notices be put on Facebook please?

[We will look into this option. They are on the Kamar portal.](#)

Great way to view sports days and other events.

It's awesome!

Will have a look.

Could post more information



Didn't know there was one
Good FB page shows good stuff but not good for sports out of school
Love seeing photos of events and even videos especially when we can't make it to watch
our girls participating or performing.
Find this very helpful way to keep up with what's going on

4. The Kamar Parent Portal provides access to student information such as attendance and achievement data. The link can be accessed from the school website.

Have you accessed the Kamar portal? Yes 34% No 60% Don't know how to 6%

Comments:

Check attendance record.
Find it useless unless updated regularly.
No idea
This is good
No too hard
Really like it - just need running balance on payments screen
I've been trying but haven't succeeded yet

5. Do you contact your daughter/son's subject teachers or form teacher by:

email 43% phone 27% neither 37%

Comments:

Very happy with response times.
Only when necessary, but hasn't really been necessary.
Will use both if I need to but you won't hear from me unless there is a problem.

6. Printing and posting reports is a very expensive and slow process. Reports were emailed this term to all whanau with an email address. Otherwise a printed copy was issued to the student directly.

Did you receive the report by email? Yes 53% No 40%

Does this system suit you? Yes 75% No 12%

Comments:

Would prefer hard copy
Both paper and email.
Convenient
Email is best!
Would prefer a printed copy to file away

7. How do you rate your level of satisfaction with the communication between home and school?

Very poor 1% Satisfactory 37% Very good 36% Excellent 27%

Comments:

Sometimes don't hear back.
If I don't hear anything I assume that everything is going as it should be.
My daughter keeps me well-informed.

8. What is the best way for you to be contacted by the school for non-urgent matters?

email 64% phone call 42% text 57% letter 7% Facebook 7%

STAFF PROFESSIONAL DEVELOPMENT 2018-19

PURPOSE:

This paper reports on the Centrally Funded PLD Plan 2017-2018 and the Centrally Funded PLD Proposal 2019. This paper has been prepared by Kristin McGill

REPORT:

Centrally Funded PLD Plan 2017-2018

Our 2017-2018 contract with the MOE for 300 hours of centrally funded PLD concluded in December 2018. The main purpose of our proposal was as follows:

Develop and deliver a culturally responsive and coherent curriculum that supports the individual needs of our diverse learners recognising the unique position of Maori.

Explore the development of a school-wide pedagogy that encourages collaboration, differentiated instruction, the Key Competencies, Values of our school and the Hinetu philosophy.

Developing expertise in our junior school in both general and subject specific differentiation to meet the learning needs of our diverse learners.

The continued development of pedagogical leadership at all levels.

Since reporting to the Board in Term 3, the remaining 40 hours of that plan were used on the following:

HOFs and SLT: 16 hours

Jenny Robertson (Auckland University) facilitated an off-site workshop with HOFs focused on building evaluative capacity within the context of faculty strategic planning. This was followed by a second day of intensive work with the SLT to evaluate our 2018 annual plan and establish a basis for the 2019 plan.

Library: 16 Hours

Paula Eskett (CORE Education) worked alongside Pauline Maiava throughout Term 4 to evaluate the current use of the Library and explore potential opportunities to better meet the needs of our students. Part of Paula's time was spent talking with HOFs and other teachers with Pauline to discuss curriculum needs and the role of the library in supporting learning. This work has inspired a change in thinking about the purpose and place of the library going forward. Paula has offered to continue to mentor Pauline throughout 2019 as it is anticipated the library will have a role in our current application for PLD (see below).

English: 8 Hours

Jenny McDonald (Auckland University) returned in Term 4 to work alongside the HOF and AsHOF to evaluate literacy data and English programmes in the junior school. As a result, in 2019 the English faculty is inquiring into targeted programmes to address low levels of reading. This work has been foundational in our current application for central funding (see below).

Centrally funded PLD Proposal 2019

In Term 4 we applied for, and received, 150 hours to use over one year. The focus of this proposal is on literacy, specifically reading. Our rationale for this proposal is below:

The expected curriculum level for year nine students is level 4. Incoming e-asTTle data in reading, writing and also numeracy over a number of years clearly indicate that many of our learners are below expected levels when entering secondary school. In 2018, more than half of our year nine cohort were reading below expected curriculum levels in Term One, with results in reading ability ranging from <2p to 5p. Results for e-asTTle writing were somewhat higher with slightly more than half at or above expected curriculum level, with a range of 2p to 6b. The challenge and question for us is, how do we accelerate literacy learning to enable our students to achieve NCEA qualifications? NCEA Level One (year 11) assessments require curriculum level 6 reading and writing skills. Students are unable to gain NCEA Qualifications at any level unless they achieve 10 literacy credits at NCEA Level One. Furthermore, in order to understand assessments at NCEA Levels One, Two and Three, students need to be reading and writing at curriculum levels six, seven and eight

respectively. Explicit, targeted actions are required at the junior school to accelerate reading and writing for many of our learners to enable them to access learning and qualifications in NCEA. We would like to focus on year ten as our evidence shows we accelerate a number of students at year nine, however we do not sustain this acceleration at year ten.

This has been an ongoing issue for us as a school that has been looked at from a number of perspectives. Leavers data at NCEA Level One shows a strong correlation between literacy levels and retention. Evaluation of our Accelerated Learners Programme for priority learners in years nine and ten caters to the acute needs of a relatively small proportion of our junior school, however the need for accelerated literacy learning is much broader than this programme is designed to address. NCEA data analysis across all faculties has indicated a need for targeted strategies to improve literacy both generally and within the specific contexts of each learning area. Our NCEA Level 1 Literacy results have been trending down by 2% each year since 2015. Our school Literacy Committee has identified a need for professional learning and development across faculties to implement explicit strategies to improve literacy across the curriculum. A scoping exercise carried out earlier this year revealed consistent patterns of acceleration in reading and writing in year nine that were not sustained through to the end of year ten. Closer analysis of e-asTTle reading results revealed our students in year ten are performing on par with national average for surface level thinking, however our students score lower than the national average on deeper level thinking. This result coincides with the types of literacy strategies faculties currently report using in their learning area. The English faculty, through their work with their external English Facilitator, Jenny McDonald (TEAM Solutions) has identified a gap in our current programmes and expertise to target and address literacy issues, specifically reading.

We are currently in the process of developing our PLD Plan for this project. The Literacy Committee will be instrumental in leading this professional learning across the school. Victoria West, Steve Webb and Janice Langford will have specific leadership roles and Kristin McGill will manage the contract with the MOE.

COACHING 2018

PURPOSE:

This paper reports on:

SG3: Success Indicator (b): Robust learning conversations will be a valued component of our professional learning culture.

Strategic Initiative 1: Develop peer coaching capacity to enhance critical learning conversations

REPORT:

The GROWTH Coaching model was identified as a useful framework to use to support robust learning conversations. The development of coaching capacity was approached in several ways to introduce and spread knowledge and understanding of the practice:

Peer coaching workshops:

This workshop series ran in Terms 2 and 3 during Tuesday morning PLD, led by Mg and Tu. Based on the GROWTH Coaching model, participants were introduced to the coaching concept and stepped through the process. Between sessions, participants trialled the model with a colleague and reported back successes and challenges the following sessions. Approximately 15 staff took part in these workshops, with some using their learning as a basis for further development through their action research projects.

Provisionally Certified Teachers:

Coaching sessions were introduced into the PCT programme in 2018. Each of our four PCTs had a coaching session each term to establish goals and develop clear pathways towards achieving them. PCTs valued these sessions and reported them as being useful and supportive in their professional development. The GROWTH coaching framework has now been embedded in the observation/learning conversation process for PCTs.

Heads of Faculty:

In 2018, GROWTH coaching conversations were trialled with three HOFs as a part of their professional practice. These conversations assisted HOFs to identify key areas of leadership to develop and provided them with tangible leadership actions to move forward. The clarity provided through the process was valued, particularly when dealing with complex leadership dilemmas. It is recommended this practice be embedded in the FRAC process.

Kahui Ako GROWTH Coaching Workshops:

In Term Four 2018, the two-day GROWTH Coaching introductory workshop was provided by the Kahui Ako to ACTs, WSTs and other interested teachers across the region. This workshop was facilitated by The Education Group and was attended by 9 members of our staff. Further courses are planned for 2019 and we plan to encourage our middle leaders to attend.

SENIOR HAUORA CLASSES 2018

PURPOSE:

This paper reports on the successful implementation of Hauora classes for all Year 12 and 13 students. This paper has been prepared by Shelley Hunt, HOF PEH.

SG 4: Success Indicators: Students and staff feel valued, connected and secure within the school environment.

Success indicators of Senior Hauora Classes: Students feel there are opportunities to gain skills and knowledge to support their well-being.

REPORT:

Senior Hauora classes were introduced in 2018 for Year 12 and 13 students to build on the learning from Year 9-10 Health and promote wellbeing throughout the school years at GGHS. This was a proactive strategy in response to ERO's Wellbeing for Success (Feb 2015) and MOE Sexuality guidelines (2015). Both documents advocate for curriculum time across Years 1-13. GGHS had recognised the importance of student and staff well being shown by Strategic Goal 4.

2018 Senior Hauora Targets

Student voice is collected on topics of interest or concern and acted on.

Evidence of good practice from research and other schools incorporated into lesson content

Opportunities and connections to move learning beyond the classroom are known by students.

Hours per student: Year 12 = 8 Year 13 = 4

Initial Establishment phase:

The year began with the collection of student voice (three classes) to ensure the programme targeted what students want to learn. The majority believed they needed to learn more about managing their mental wellbeing including managing stress and change. The next most suggested topic was sexuality although with further questioning it was more around relationships than sexual health.

Few wanted more information about the use of drugs and alcohol although this surfaced as an area of concern in the mental health lessons. Conversations in classes indicated many of our students manage stress, anxiety and lack of confidence with the unsafe use of alcohol and drugs.

Before embarking into the delivery phase it was important to investigate good practice in other schools that had been teaching aspects of health to senior students in non NCEA classes. Lynfield College have a Life Skills class with a significant amount of time focussed on Taha Hinengaro - mental and emotional well-being. They too have students identifying it as a real need. St Cuthbert's have implemented 'mindfulness' education into their senior school. Fortuitously Jenny Robertson from NZHEA published her resource on Mental Health and Resilience at this time so exploring and trialling these activities with Year 10 and adapting them to senior level made excellent preparation.

Implementation

Classes began in Week 8 Term One allowing classes to establish for the year. The first topic began with defining Taha Hinengaro - Mental Health and recognising it as a major part of Hauora/wellbeing. Many students initially found discussing mental wellbeing uncomfortable. The classes included whole group activities which were interactive and broke down barriers. Conversations in classes became open and honest. Feedback indicated most students felt safe and empowered when offered the opportunity.

e.g." Yes, as got to discuss things freely that we don't usually talk about"

"I like this class as it is a release, you can talk about your problems that everyone has in common which is good. People understand."

The classes also taught how mental well-being can be very dependent on the factors influencing each situation, and these factors need considering. To do this student were taught the beginnings of cognitive behaviour thinking skills. Students practiced through using scenarios to recognise the

thought–feeling–action cycle. They learned to recognise their patterns of self-talk and how by reframing this can lead to more coherent thinking.

As two lessons are insufficient to do more than raise awareness and have some initial practice, students were given websites that can help.

For Year 13 students the second topic covered by all classes was **resilience** as managing change and stress was an area identified at the end of the first cycle by many.

e.g. “How to deal with different types of situations out of school”

“How to deal with problems in a realistic way”

“It is good as we learnt about some of these things in year 10 when we were immature. Now that we are facing new obstacles it is good to recap our knowledge”

This unit was directed from a strength-based perspective using the Youth Development Strategy 2002 Risk and Protective Factors for self-review. Following this, students used the Mental Health ‘5 Ways to Well-being’ to think through strategies that would support young people in provided scenarios.

The Year 12 Second Topic was safety in relationships and all Year 12 classes were involved in the ‘Loves Me Not’ programme in conjunction with the Police, NGO’s and Hauora teachers. Feedback was excellent with most students finding this a rewarding although sometimes challenging day. Best things were” *Learning the early signs of unhealthy relationships”* and *“Group conversations”*.

Evaluation of 2018

Overall the student voice indicates this is a very valuable and powerful way of increasing the well-being of GGHS students. Mental health is the correct initial focus especially at Year 13 as many students talked of feeling overwhelmed with assessments, future choices, work pressure and family expectations. Since the classes, some students came and asked for ideas to manage their well-being. It has been good to make students aware of a range of strategies to manage their own lives and support others to do so as well. It has also been important to make them aware of the available places/sites to go to find material to continue their learning. Many juniors are often not ready for learning this content as shown in feedback comments.

“Yes, because I feel like I have matured since the last time we did something similar and its actually something that will stay in my brain now”

The lessons focussed on skill acquisition and building capacity in one’s self - this will be valid for all students now and in future. Explaining that many will experience mental health issues in their life and being able to identify when you need help is important. Being able to discuss your wellbeing is vital as we still live in a culture of “harden up” which has resulted in our negative statistics.

“I learned good strategies and how to stay rational”.

“It is good to talk about things that don’t get talked about”.

In conclusion, I see the Senior Hauora classes as incredibly beneficial. With these lessons, along with the creation of an online ‘go to place’ for follow up information, the students will be better prepared to manage the stress of being a teen along with having more skills to manage change and relationships. They will be stronger ‘Hinetu’ as they are more likely to be ‘*young women of integrity, self-reliant, yet able to relate effectively with others*’.

TEACHER WELLBEING SURVEY 2018

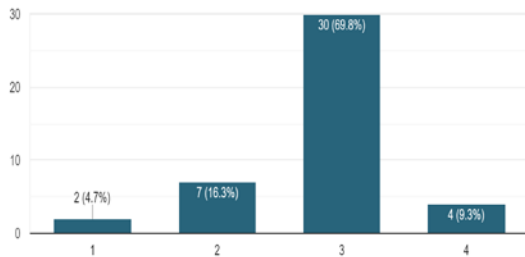
PURPOSE:

This paper reports on the wellbeing survey that was conducted in November 2018. Similar surveys were sent to non-teaching staff, students and whanau but they had a very small return. We will investigate alternative strategies to gain voice in 2019.

Key: 1 = Strongly Disagree; 4 = Strongly Agree

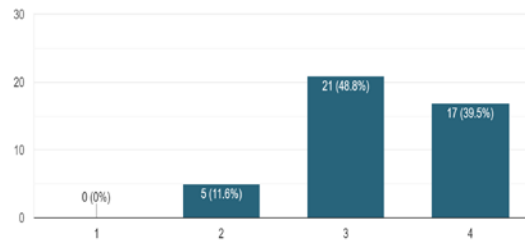
1. Staff share a strong collective vision.

43 responses



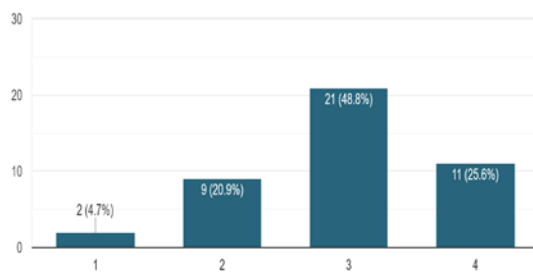
2. School leaders promote the school as a caring and culturally inclusive community.

43 responses



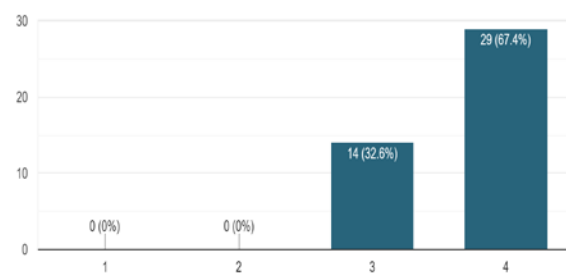
3. School leaders engage with staff to co-construct school directions.

43 responses



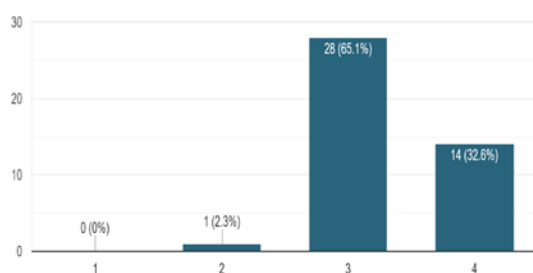
4. Staff respect and care about students.

43 responses



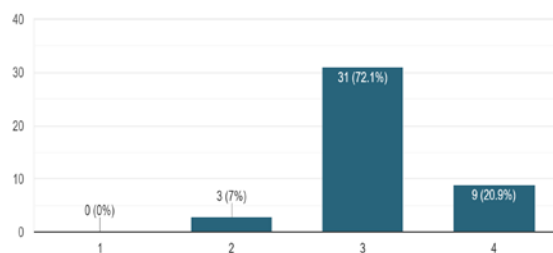
5. Staff treat each other with respect.

43 responses



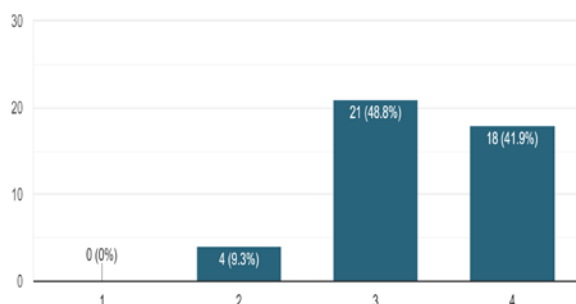
6. Staff demonstrate high expectations and high support to encourage Restorative Practices in our school community.

43 responses



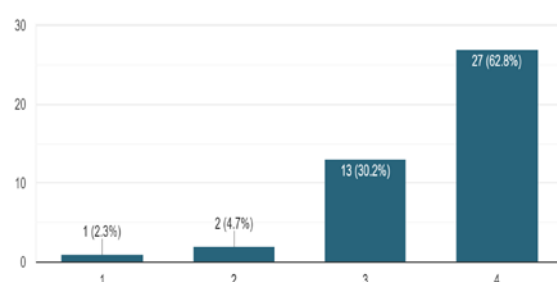
7. Staff are committed to the school values (e.g. whanaungatanga, respect).

43 responses



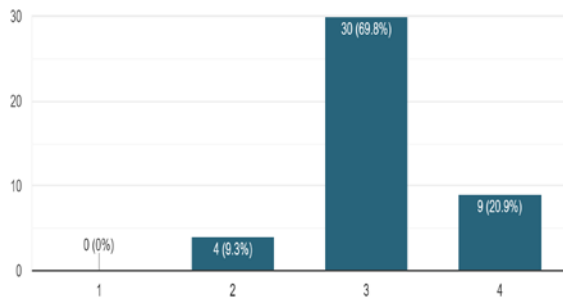
8. Students' successes are shared widely (e.g. assemblies, staff meetings, newsletters, Facebook)

43 responses



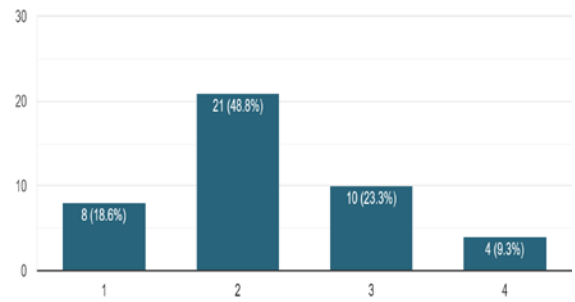
9. Staff have an awareness of tikanga Maori.

43 responses



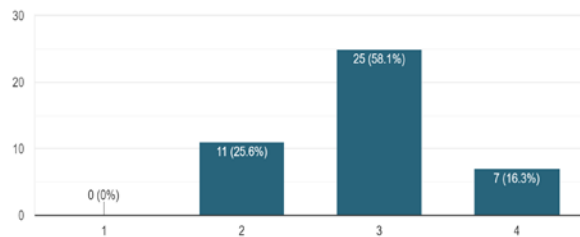
10. The buildings, equipment and grounds are well looked after.

43 responses



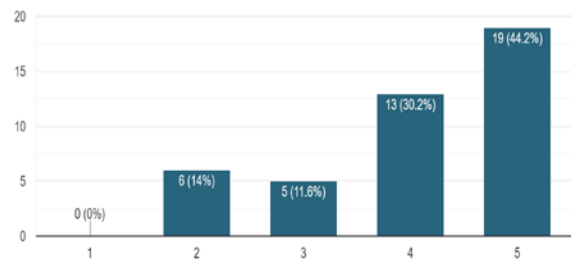
11. There are lots of examples of student work in school corridors and classrooms.

43 responses



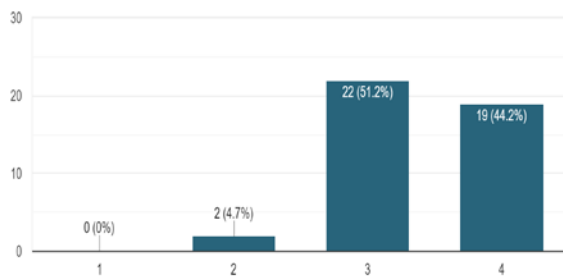
12. I feel I am treated as a professional at this school.

43 responses



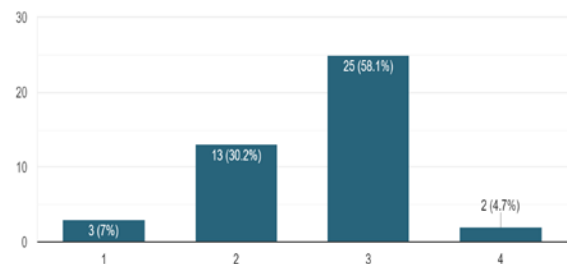
13. Staff consider students' wellbeing to be a priority.

43 responses



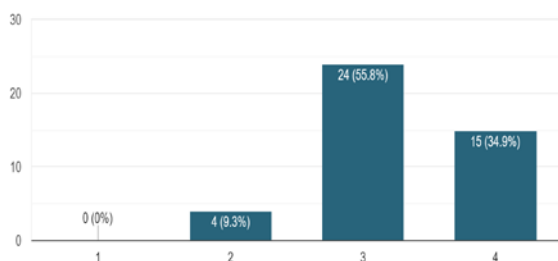
14. The school has realistic expectations for my time.

43 responses



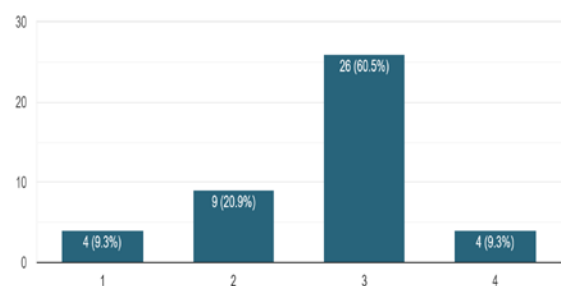
15. Staff encourage students to be inclusive and respectful of peers from other cultures and backgrounds.

43 responses



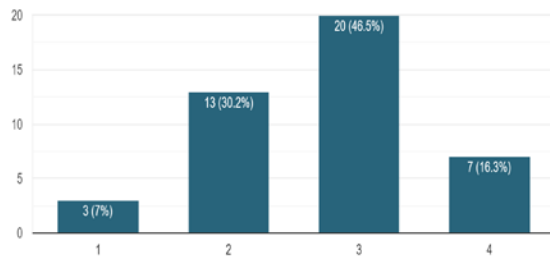
16. Staff wellbeing is considered important at this school.

43 responses



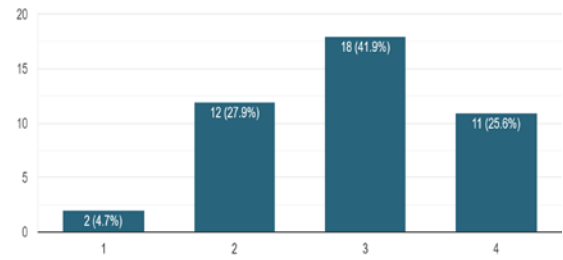
17. I have the resources I need to do my job well.

43 responses



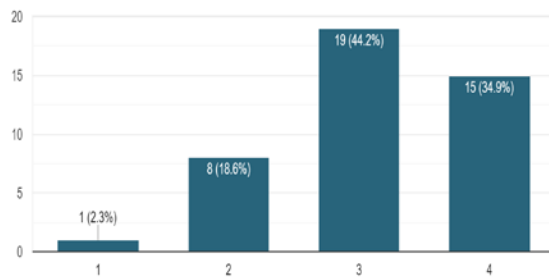
18. I feel comfortable to raise concerns I may have.

43 responses



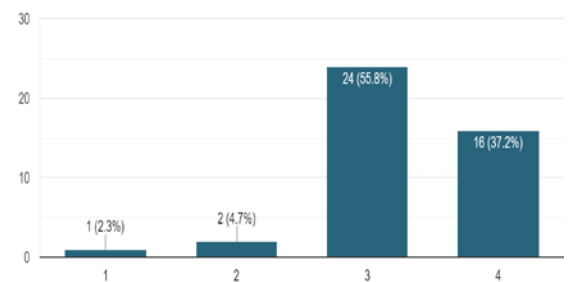
18. I feel supported in my decisions about student behaviour.

43 responses



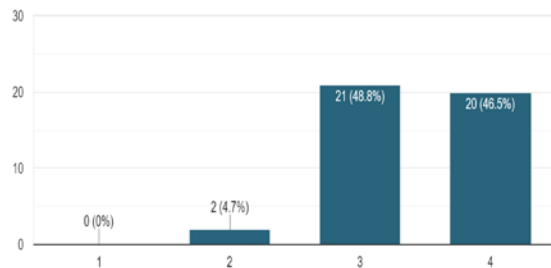
19. I feel supported if/when conflicts arise with parents.

43 responses



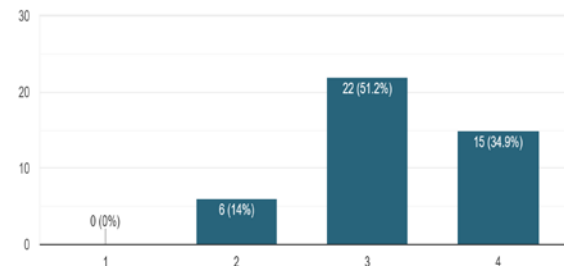
20. I feel empowered to make decisions about my teaching.

43 responses



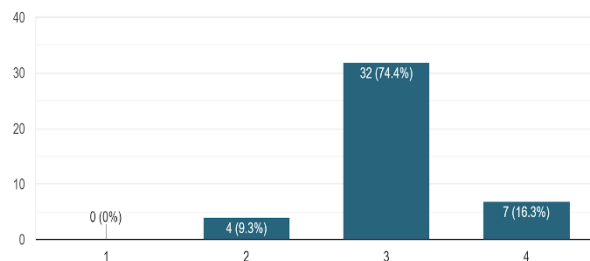
21. I enjoy coming to work most days.

43 responses



22. I believe our school is meeting the needs of our students.

43 responses



These results will be used to inform our practice in 2019 and to develop a staff wellbeing strategy.

It was very encouraging that the majority of teaching staff were positive about their work and felt supported by the school.

Gisborne Girls' High School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How position on Board gained	Occupation	Term expired/expires
Audine Grace-Kutia	Chair	Elected	Manager	
Gordon Webb	Deputy Chair	Elected	Lawyer	
Tina Smallman	Board member	Elected	Police Officer	
Lisa Maniapoto	Board member	Co-opted	Principal	
Brendon Hart	Board member	Co-opted	Deputy Principal	
Linda Coulston	Board member	Elected	Manager	22/03/2018
Jessica Williams	Staff Rep	Elected	Teacher	
Lillian Jenner	Student Rep	Elected	Student	13/09/2018
Sterling Maxwell	Student Rep	Elected	Student	



Gisborne Girls' High School

Annual Report

For the year ended 31 December 2018

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2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 10	Statement of Accounting Policies
11 - 22	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport



Gisborne Girls' High School Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees 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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Lisa Aroha Maniapoto

Full Name of Board Chairperson

JAN KUMAR

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

16/5/19

Date:

16/5/19

Date:



Gisborne Girls' High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	7,860,383	8,810,952	7,339,485
Locally Raised Funds	3	567,902	469,418	564,651
Interest Earned		47,601	28,000	30,927
Gain on Sale of Property, Plant and Equipment		3,478	-	-
International Students	4	80,303	78,905	32,973
		<hr/>	<hr/>	<hr/>
		8,559,667	9,387,275	7,968,036
Expenses				
Locally Raised Funds	3	241,948	180,265	304,448
International Students	4	44,918	41,630	38,678
Learning Resources	5	5,817,772	7,060,315	5,385,397
Administration	6	476,328	506,429	558,911
Finance Costs		2,557	22,000	21,142
Property	7	1,478,607	1,337,258	1,433,331
Depreciation	8	187,944	230,000	182,991
Impairment of Inventory		-	-	5,160
Loss on Disposal of Property, Plant and Equipment		10,079	-	5,576
		<hr/>	<hr/>	<hr/>
		8,260,153	9,377,897	7,935,634
Net Surplus / (Deficit) for the year		299,514	9,378	32,402
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		299,514	9,378	32,402

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



Gisborne Girls' High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	803,575	878,695	771,173
Total comprehensive revenue and expense for the year	299,514	9,378	32,402
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	668	-	-
Equity at 31 December	1,103,757	888,073	803,575
Retained Earnings	1,103,757	888,073	803,575
Equity at 31 December	1,103,757	888,073	803,575

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



Gisborne Girls' High School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	9	1,409,018	1,556,654	1,502,785
Accounts Receivable	10	550,246	460,000	452,443
GST Receivable		49,348	40,000	41,642
Prepayments		5,766	10,000	8,606
Inventories	11	41,455	23,000	26,742
		<u>2,055,833</u>	<u>2,089,654</u>	<u>2,032,218</u>
Current Liabilities				
Accounts Payable	13	632,813	558,500	646,406
Borrowings - Due in one year	14	6,746	-	6,746
Revenue Received in Advance	15	205,235	180,000	201,734
Provision for Cyclical Maintenance	16	11,733	11,733	-
Finance Lease Liability - Current Portion	17	71,065	72,122	66,771
Funds Held in Trust	18	138,477	220,000	135,776
Funds Held for Capital Works Projects	19	(18,899)	150,000	218,609
Funds for RTL Services	20	173,718	200,000	157,085
Funds Held on Behalf of ORS Cluster	21	72,440	-	66,462
Funds held on behalf of TAK Centre	22	42,375	-	10,579
		<u>1,335,703</u>	<u>1,392,355</u>	<u>1,510,168</u>
Working Capital Surplus/(Deficit)		<u>720,130</u>	<u>697,299</u>	<u>522,050</u>
Non-current Assets				
Property, Plant and Equipment	12	803,526	581,780	705,230
		<u>803,526</u>	<u>581,780</u>	<u>705,230</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	336,345	336,345	296,922
Finance Lease Liability	17	83,554	54,661	126,783
		<u>419,899</u>	<u>391,006</u>	<u>423,705</u>
Net Assets		<u><u>1,103,757</u></u>	<u><u>888,073</u></u>	<u><u>803,575</u></u>
Equity		<u><u>1,103,757</u></u>	<u><u>888,073</u></u>	<u><u>803,575</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



Gisborne Girls' High School

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		2,147,613	2,026,269	1,960,800
Locally Raised Funds		562,066	443,519	521,991
International Students		84,791	158,905	32,973
Goods and Services Tax (net)		(7,706)	(1,071)	(2,713)
Payments to Employees		(950,338)	(921,486)	(706,979)
Payments to Suppliers		(1,411,102)	(1,437,271)	(1,512,860)
Interest Paid		(2,557)	(22,000)	(21,142)
Interest Received		38,522	29,530	32,457
Net cash from / (to) the Operating Activities		461,289	276,395	304,527
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(326)	(30,000)	-
Purchase of PPE (and Intangibles)		(253,396)	(143,374)	(70,996)
Net cash from / (to) the Investing Activities		(253,722)	(173,374)	(70,996)
Cash flows from Financing Activities				
Furniture and Equipment Grant		668	-	-
Finance Lease Payments		(89,806)	(89,714)	(67,576)
Loans Received/ Repayment of Loans		-	(6,746)	-
Funds Administered on Behalf of Third Parties		25,312	(39,670)	(11,048)
Funds Held for Capital Works Projects		(237,508)	150,000	46,014
Net cash from / (to) Financing Activities		(301,334)	13,870	(32,610)
Net increase/(decrease) in cash and cash equivalents		(93,767)	116,891	200,921
Cash and cash equivalents at the beginning of the year	9	1,502,785	1,439,763	1,301,864
Cash and cash equivalents at the end of the year	9	1,409,018	1,556,654	1,502,785

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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.



Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

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 Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

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 Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

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

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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

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.

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.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

Inventories

Inventories are consumable items held for sale and comprise 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.

Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the School may incur on sale or other disposal.

The School has met the requirements under Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

Property, Plant and Equipment

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

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	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	3-5 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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.

Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.



Gisborne Girls' High School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Revenue Received in Advance

Revenue received in advance relates to fees received from student funds 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts 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.

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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

Borrowings

Borrowings are recognised at the amount borrowed. 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 the balance date.

Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

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.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

2 Government Grants

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	1,912,041	1,840,709	1,772,763
Teachers' salaries grants	4,768,204	5,971,808	4,489,559
Use of Land and Buildings grants	935,091	812,875	876,896
Resource teachers learning and behaviour grants	1,000	-	-
Other MoE Grants	222,599	172,924	200,267
Other government grants	21,448	12,636	-
	7,860,383	8,810,952	7,339,485

3 Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	114,961	28,500	27,481
Fundraising	120	-	547
Trading	79,969	70,000	73,448
Activities	372,852	370,918	463,175
	567,902	469,418	564,651
Expenses			
Activities	172,143	107,265	235,903
Trading	69,805	73,000	68,545
	241,948	180,265	304,448
	325,954	289,153	260,203

Surplus/ (Deficit) for the year Locally Raised Funds

4 International Student Revenue and Expenses

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	9	9	4
	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International student fees	80,303	78,905	32,973
Expenses			
Recruitment	11,352	10,000	36,452
International student levy	1,569	4,005	-
Employee Benefit - Salaries	19,792	16,800	-
Other Expenses	12,205	10,825	2,226
	44,918	41,630	38,678
	35,385	37,275	(5,705)

Surplus/ (Deficit) for the year International Students



Gisborne Girls' High School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

5 Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	232,872	252,610	210,831
Equipment repairs	10,467	17,000	9,843
Star	46,508	49,300	99,318
Special Education Grant	-	-	53,803
Learning Support	114,055	125,089	134,458
Information and communication technology	22,551	29,470	-
Extra-curricular activities	27,574	33,900	-
Library resources	4,846	8,500	7,114
Employee benefits - salaries	5,314,033	6,505,655	4,832,709
Staff development	44,866	38,791	37,321
	5,817,772	7,060,315	5,385,397

6 Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,924	7,500	7,430
Board of Trustees Fees	3,020	3,680	3,075
Board of Trustees Expenses	6,829	22,892	8,550
Communication	44,438	49,000	25,916
Consumables	53,605	49,000	83,486
Operating Lease	-	-	57,482
Legal Fees	-	-	44,507
Other	62,612	79,300	55,499
Employee Benefits - Salaries	265,754	261,842	224,545
Insurance	16,526	17,605	18,297
Service Providers, Contractors and Consultancy	15,620	15,610	30,124
	476,328	506,429	558,911

7 Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	45,418	45,500	42,770
Consultancy and Contract Services	137,583	127,000	206,417
Cyclical Maintenance Expense	51,156	49,072	26,155
Grounds	26,266	32,500	28,902
Heat, Light and Water	67,312	83,000	78,606
Rates	11,241	12,500	11,738
Repairs and Maintenance	88,585	52,000	37,349
Use of Land and Buildings	935,091	812,875	876,896
Security	8,030	10,000	7,590
Employee Benefits - Salaries	107,925	112,811	116,908
	1,478,607	1,337,258	1,433,331

The use of land and buildings figure represents 8% 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.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

8 Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	9,894	15,000	9,921
Furniture and Equipment	47,070	60,000	39,534
Information and Communication Technology	32,008	35,000	38,436
Motor Vehicles	25,128	30,000	22,197
Leased Assets	70,661	85,000	68,782
Library Resources	3,183	5,000	4,121
	<u>187,944</u>	<u>230,000</u>	<u>182,991</u>

9 Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	216	200	200
Bank Current Account	876,892	753,454	813,983
Bank Call Account	423,229	700,000	585,602
Short-term Bank Deposits	108,681	103,000	103,000
Cash and cash equivalents for Cash Flow Statement	<u>1,409,018</u>	<u>1,556,654</u>	<u>1,502,785</u>

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

Of the \$1,409,018 Cash and Cash Equivalents, \$4,392 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$1,409,018 Cash and Cash Equivalents, \$173,718 is held by the School on behalf of the RTL cluster. See note 20 for details of how the funding received for the cluster has been spent in the year.

Of the \$1,409,018 Cash and Cash Equivalents, \$42,375 is held by the School on behalf of the TAK Centre. See note 22 for details of how the funding received for the cluster has been spent in the year.

10 Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	10,964	10,000	6,115
Receivables from the Ministry of Education	41,271	-	-
Interest Receivable	9,079	-	-
Teacher Salaries Grant Receivable	488,932	450,000	446,328
	<u>550,246</u>	<u>460,000</u>	<u>452,443</u>
Receivables from Exchange Transactions	20,043	10,000	6,115
Receivables from Non-Exchange Transactions	530,203	450,000	446,328
	<u>550,246</u>	<u>460,000</u>	<u>452,443</u>

11 Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	41,455	23,000	18,366
TSA Uniforms	-	-	8,376
	<u>41,455</u>	<u>23,000</u>	<u>26,742</u>



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building improvements	229,262	-	-	-	(9,894)	219,368
Furniture and equipment	195,997	46,252	-	-	(47,070)	195,179
Information and communication technology	58,116	92,544	(3,381)	-	(32,008)	115,271
Motor vehicles	30,173	98,755	-	-	(25,128)	103,800
Leased assets	167,417	50,871	-	-	(70,661)	147,627
Library resources	24,265	4,092	(2,893)	-	(3,183)	22,281
Balance at 31 December 2018	705,230	292,514	(6,274)	-	(187,944)	803,526

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building improvements	542,595	(323,227)	219,368
Furniture and equipment	1,301,547	(1,106,368)	195,179
Information and communication technology	435,247	(319,976)	115,271
Motor vehicles	354,313	(250,513)	103,800
Leased assets	609,441	(461,814)	147,627
Library resources	103,929	(81,648)	22,281
Balance at 31 December 2018	3,347,072	(2,543,546)	803,526

The net carrying value of equipment held under a finance lease is \$147,627 (2017: \$167,417).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building improvements	239,183	-	-	-	(9,921)	229,262
Furniture and equipment	182,712	52,819	-	-	(39,534)	195,997
Information and communication technology	76,234	20,318	-	-	(38,436)	58,116
Motor vehicles	49,761	2,609	-	-	(22,197)	30,173
Leased assets	198,779	37,420	-	-	(68,782)	167,417
Library resources	31,737	2,225	(5,576)	-	(4,121)	24,265
Balance at 31 December 2017	778,406	115,391	(5,576)	-	(182,991)	705,230

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building improvements	542,595	(313,333)	229,262
Furniture and equipment	1,275,850	(1,079,853)	195,997
Information and communication technology	374,216	(316,100)	58,116
Motor vehicles	255,557	(225,384)	30,173
Leased assets	558,570	(391,153)	167,417
Library resources	113,353	(89,088)	24,265
Balance at 31 December 2017	3,120,141	(2,414,911)	705,230



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

13 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	116,498	70,000	60,399
Accruals	7,924	7,500	97,430
Capital accruals for PPE items	-	-	11,752
Employee Entitlements - salaries	491,619	450,000	446,328
Employee Entitlements - leave accrual	16,772	31,000	30,497
	<u>632,813</u>	<u>558,500</u>	<u>646,406</u>
Payables for Exchange Transactions	632,813	558,500	646,406
	<u>632,813</u>	<u>558,500</u>	<u>646,406</u>

The carrying value of payables approximates their fair value.

14 Borrowings

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Due in One Year	6,746	-	6,746
	<u>6,746</u>	<u>-</u>	<u>6,746</u>

The school has borrowings at 31 December 2018 of \$6,746 (31 December 2017 \$6,746). This loan is from the Ministry of Education and is a payroll advance made in connection with Novopay issues in 2012/2013. The loan is unsecured and interest is 0% per annum.

15 Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Student Fees in Advance	-	-	45,184
Income in Advance	-	-	3,509
International Student Fees	102,094	80,000	97,606
Other	103,141	100,000	55,435
	<u>205,235</u>	<u>180,000</u>	<u>201,734</u>

16 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	296,922	296,922	270,767
Increase to the Provision During the Year	51,156	49,072	26,155
Use of the Provision During the Year	-	2,084	-
Provision at the End of the Year	<u>348,078</u>	<u>348,078</u>	<u>296,922</u>
Cyclical Maintenance - Current	11,733	11,733	-
Cyclical Maintenance - Term	336,345	336,345	296,922
	<u>348,078</u>	<u>348,078</u>	<u>296,922</u>



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

17 Finance Lease Liability

The school has entered into a number of finance lease agreements for teacher laptops and office equipment.

Minimum lease payments payable (includes interest portion):

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	94,661	72,122	66,771
Later than One Year and no Later than Five Years	119,245	54,661	159,290
Future Finance charges	(17,643)	-	(32,507)
	<u>196,263</u>	<u>126,783</u>	<u>193,554</u>

18 Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	138,477	220,000	135,776
	<u>138,477</u>	<u>220,000</u>	<u>135,776</u>

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

19 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:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
RTLB - Upgrades	<i>In progress</i>	246,822	30,368	300,481	-	(23,291)
Hall Upgrade Works	<i>In progress</i>	(28,213)	42,604	15,196	(805)	-
Block K RTLB Toilets	<i>In progress</i>	-	3,000	3,000	-	-
Disabled Toilets	<i>In progress</i>	-	19,548	18,170	-	1,378
Female Toilet	<i>Completed</i>	-	45,293	45,293	-	-
Male Toilet	<i>Completed</i>	-	50,870	50,870	-	-
Rekeying of School	<i>Completed</i>	-	31,968	31,968	-	-
Roof Repairs Music	<i>Completed</i>	-	6,702	3,688	-	3,014
Upgrade S/Science toilets	<i>In progress</i>	-	104,653	104,653	-	-
Totals		<u>218,609</u>	<u>335,006</u>	<u>573,319</u>	<u>(805)</u>	<u>(18,899)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	(60,170)
Funds Due from the Ministry of Education	41,271
	<u>(18,899)</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
TAK - Space Deficiency Works	<i>completed</i>	(1,292)	-	(1,292)	-	-
Boiler Replacement	<i>completed</i>	(5,438)	24,470	19,032	-	-
Visual Site Modifications	<i>completed</i>	46,583	5,882	52,465	-	-
RTLB - Upgrades	<i>in progress</i>	(9,267)	279,938	23,849	-	246,822
Hall Upgrade Works	<i>in progress</i>	137,996	-	166,209	-	(28,213)
Totals		<u>168,582</u>	<u>310,290</u>	<u>260,263</u>	<u>-</u>	<u>218,609</u>



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

20 Funds for RTLB Services

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds held at beginning of the year	157,085	197,918	264,552
<i>Revenue</i>			
Teachers' Salary Grant	1,998,631	2,000,000	1,880,770
Administration Grant	75,172	75,172	75,172
Learning Support Funding	139,414	138,413	138,862
Year 11-13 Funding	-	-	66,745
Travel Grant	117,096	117,096	117,096
Other Revenue	56,005	10,452	55,676
	<u>2,386,318</u>	<u>2,341,133</u>	<u>2,334,321</u>
Total funds available	2,543,403	2,539,051	2,598,873
<i>Expenses</i>			
Employee Benefit - Salaries	2,041,871	2,036,000	1,880,770
Administration	100,816	99,538	122,989
Learning Support	157,598	138,413	178,475
Year 11-13	-	-	60,202
Travel	50,052	60,100	89,875
Other Expenses	(31,133)	-	-
	<u>2,319,204</u>	<u>2,334,051</u>	<u>2,332,311</u>
Purchase of Assets	50,481	5,000	109,477
Funds Held at Year End	<u>173,718</u>	<u>200,000</u>	<u>157,085</u>



Gisborne Girls' High School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

21 Funds Held on Behalf of ORS Cluster

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	66,462	-	66,482
Funds Received from MoE	538,980	538,980	541,637
Funds Spent on Behalf of the Cluster	193,454	538,980	541,657
Distribution of Funds			
Campion College	83,496	-	-
Elgin School	13,265	-	-
Gisborne Central School	33,722	-	-
Gisborne Girls High School	88,995	-	-
Ilminster Intermediate	13,265	-	-
Kaiti School	54,288	-	-
Mangapapa School	17,849	-	-
Te Wharau School	26,410	-	-
Wainui Beach School	8,258	-	-
Funds Held at Year End	72,440	-	66,462

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

Current Assets

Cash at bank	77,606	-	66,462
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Non Current Assets

Property Plant and Equipment	-	-	-
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Current Liabilities

Operating Creditors	5,166	-	-
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Non Current Liabilities

Borrowings	-	-	-
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Equity

	-	-	-
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Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

22 Funds held on behalf of TAK Centre

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Funds Held at Beginning of the Year	10,579	-	(10,082)
Funds Received from MoE	93,397	91,589	92,068
Other Funds received	42,485	20,242	44,388
Funds Spent on Behalf of the Cluster	104,086	111,831	115,795
Funds Held at Year End	42,375	-	10,579

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

Current Assets

Cash at bank	42,375	-	10,579
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Non Current Assets

Property Plant and Equipment	-	-	-
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Current Liabilities

Operating Creditors	-	-	-
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Non Current Liabilities

Borrowings	-	-	-
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Equity

	-	-	-
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Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

23 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.

24 Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,020	3,075
Full-time equivalent members	0.13	0.12
<i>Leadership Team</i>		
Remuneration	1,814,787	1,811,712
Full-time equivalent members	18.00	21.67
Total key management personnel remuneration	1,817,807	1,814,787
Total full-time equivalent personnel	18.13	21.79

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-210	170-180
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
120-130	1	-
100-110	1	2
	2	2

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

25 Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2018 Actual \$4,244	2017 Actual -
Total		
Number of People	1	-



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

26 Contingencies

(Contingent liabilities and assets as at 31 December 2017: nil)

There is a contingent asset for possible repayment from the Ministry of Education for under spending the School's banking staffing entitlement during 2018. The Ministry has yet to decide how much it will pay to the School. We cannot reliably measure the cash repayment, but the amount we have underspent as at 31 December is approximately \$7,893. We will record the amount we receive as revenue in the 2019 financial year.

Holidays Act Compliance – schools

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

27 Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) A contract for upgrades to RTLB to be completed in 2019 which will be fully funded by the Ministry of Education. \$279,938 has been received of which \$310,306 has been spent on the project to date.

(b) A contract for upgrades to RTLB toilets to be completed in 2019 which will be fully funded by the Ministry of Education. Nil funds have been received to date and \$3,000 has been spent on the project to date.

(c) A contract for an upgrade to Disabled hall toilets to be completed in 2019 which will be fully funded by the Ministry of Education. \$19,548 has been received to date and \$18,170 has been spent on the project to date.

(d) A contract for an upgrade to Social Science toilets to be completed in 2019 which will be fully funded by the Ministry of Education. \$96,750 has been received to date and \$104,653 has been spent on the project to date.

(Capital commitments as at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

- operating lease of laptops

No later than One Year

2018 Actual \$	2017 Actual \$
-	2,722
-	2,722



Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

28 Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but "attempts" to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

29 Financial Instruments

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Loans and Receivables			
Cash and Cash Equivalents	1,409,018	1,556,654	1,502,785
Receivables	550,246	460,000	452,443
Total Loans and Receivables	<u>1,959,264</u>	<u>2,016,654</u>	<u>1,955,228</u>
 Financial liabilities measured at amortised cost			
Payables	632,813	558,500	646,406
Borrowings - Loans	6,746	-	6,746
Finance Leases	154,619	126,783	193,554
Total Financial Liabilities Measured at Amortised Cost	<u>794,178</u>	<u>685,283</u>	<u>846,706</u>

30 Events After Balance Date

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

31 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 2018 the school received total Kiwisport funding of \$18,787 (excluding GST). The funding was spent on sporting endeavours.

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF GISBORNE GIRLS' HIGH SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Gisborne Girls' High School (the School). The Auditor-General has appointed me, Chris Torrie, using the staff and resources of BDO Gisborne Ltd, 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 2018, 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 2018; 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 16 May 2019. 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 of Trustees 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 of Trustees for the financial statements

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees 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 of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

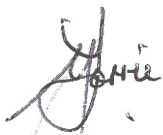
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): *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.



Chris Torrie
BDO Gisborne Ltd
On behalf of the Auditor-General
Gisborne
New Zealand