

# **Gisborne Girls' High School**

## **Annual Report for the year ended 31 December 2020**

<b>Ministry Number:</b>	210
<b>Principal:</b>	Jan Kumar
<b>School Address:</b>	555 Gladstone Road, Gisborne
<b>School Postal Address:</b>	PO Box 249, Gisborne, 4040
<b>School Phone:</b>	06-8686092
<b>School Email:</b>	jan.kumar@gghs.school.nz
<b>Service Provider:</b>	Edtech Financial Services Ltd

## Gisborne Girls High School

# Members of the Board of Trustees

For the year ended 31 December 2020

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Term expired/expires</b>	
Brendon Hart	Board Member	Elected Parent Rep		
Erina Hurihanganui	Board Member	Elected Parent Rep		
Lisa Maniapoto	Board Member	Elected Parent Rep	13-Feb-20	Was Board Chair until 13/02/20
Philip Matthews	Chair	Elected Parent Rep	19-Mar-20	Board Chair from 19/03/20
Billie-Jean Potaka Ayton	Board Member	Elected Parent Rep		
Claudia Shanks	Student Rep	Elected Student Rep		
Tina Smallman	Board Member	Elected Parent Rep	13-Feb-20	
Johelonn Toroa-Taare	Student Rep	Elected Student Rep	10-Sep-20	
Jess Williams	Staff Rep	Elected Staff Rep		

# **Gisborne Girls' High School**

## **Annual Report**

For the year ended 31 December 2020

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# Gisborne Girls' High School Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

*Philip Robert Matthews*

Full Name of Board Chairperson



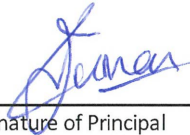
Signature of Board Chairperson

*28/05/2021*

Date:

*Jan Kumar*

Full Name of Principal



Signature of Principal

*28/5/2021*

Date:

## Gisborne Girls High School

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Revenue</b>				
Government Grants	2	9,205,934	10,450,894	8,158,340
Locally Raised Funds	3	335,961	360,335	523,483
Interest Income		27,962	20,000	22,155
International Students	4	97,762	86,469	74,459
		<u>9,667,619</u>	<u>10,917,698</u>	<u>8,778,437</u>
<b>Expenses</b>				
Locally Raised Funds	3	252,416	251,581	294,430
International Students	4	38,692	50,318	47,736
Learning Resources	5	6,734,509	8,357,970	6,116,222
Administration	6	490,109	476,267	438,287
Finance		27,101	23,770	20,106
Property	7	1,627,694	1,503,250	1,569,564
Depreciation	8	230,638	190,610	211,043
Impairment of Property, Plant and Equipment	13	-	-	814
Loss on Disposal of Property, Plant and Equipment		5,234	-	10,485
		<u>9,406,393</u>	<u>10,853,766</u>	<u>8,708,687</u>
<b>Net Surplus / (Deficit) for the year</b>		261,226	63,932	69,750
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>261,226</u></u>	<u><u>63,932</u></u>	<u><u>69,750</u></u>

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



**Gisborne Girls High School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Balance at 1 January</b>		1,194,761	1,194,761	1,103,757
Total comprehensive revenue and expense for the year		261,226	63,932	69,750
Capital Contributions from/to the Ministry of Education		(110,848)	-	21,254
Furniture and Equipment				
<b>Equity at 31 December</b>	30	1,345,139	1,258,693	1,194,761
Retained Earnings		1,345,139	1,258,693	1,194,761
<b>Equity at 31 December</b>		1,345,139	1,258,693	1,194,761

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



# Gisborne Girls High School

## Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	1,262,263	1,068,802	1,238,745
Accounts Receivable	10	649,912	542,500	580,817
GST Receivable		52,318	12,000	7,025
Prepayments		10,048	12,000	12,362
Inventories	11	33,146	40,000	38,986
Investments	12	803,000	550,000	503,000
		<u>2,810,687</u>	<u>2,225,302</u>	<u>2,380,935</u>
<b>Current Liabilities</b>				
Accounts Payable	14	762,225	741,000	651,900
Borrowings - Due in one year	15	6,746	6,746	6,746
Revenue Received in Advance	16	179,889	98,000	280,038
Provision for Cyclical Maintenance	17	32,800	72,800	66,133
Finance Lease Liability - Current Portion	18	54,015	53,200	50,791
Funds Held in Trust	19	141,740	142,000	141,998
Funds Held for Capital Works Projects	20	318,658	150,000	200,076
Funds for Resource Teachers of Learning & Behaviour Services	21	159,853	170,000	167,758
Funds Held on Behalf of ORS Cluster	22	62,933	66,000	66,356
Funds held on behalf of TAK Centre	23	64,008	50,000	54,194
Funds Held on behalf of the Gisborne COL/Kahui Ako Cluster	24	34,104	10,000	12,876
		<u>1,816,971</u>	<u>1,559,746</u>	<u>1,698,866</u>
<b>Working Capital Surplus/(Deficit)</b>		993,716	665,556	682,069
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	797,817	1,038,147	944,968
		<u>797,817</u>	<u>1,038,147</u>	<u>944,968</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	17	342,945	342,945	301,070
Finance Lease Liability	18	103,449	102,065	131,206
		<u>446,394</u>	<u>445,010</u>	<u>432,276</u>
<b>Net Assets</b>		<u>1,345,139</u>	<u>1,258,693</u>	<u>1,194,761</u>
<b>Equity</b>	30	<u>1,345,139</u>	<u>1,258,693</u>	<u>1,194,761</u>

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



# Gisborne Girls High School

## Statement of Cash Flows

For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual \$	(Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>			
Government Grants	2,759,345	2,397,125	2,205,130
Locally Raised Funds	379,372	363,619	511,022
International Students	(62,044)	(95,541)	154,375
Goods and Services Tax (net)	(45,293)	(4,975)	42,323
Funds Administered on Behalf of Third Parties	(11,586)	(5,182)	(8,523)
Payments to Employees	(1,159,367)	(1,022,886)	(1,018,877)
Payments to Suppliers	(1,402,452)	(1,391,020)	(1,304,389)
Cyclical Maintenance Payments in the year	(47,410)	-	(51,347)
Interest Paid	(27,101)	(23,770)	(20,106)
Interest Received	26,234	20,284	25,450
Net cash from/(to) Operating Activities	409,698	237,654	535,058
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	(4)	(306,032)	(1)
Purchase of Property Plant & Equipment (and Intangibles)	(108,997)	(573,709)	(377,272)
Purchase of Investments	(300,000)	-	(503,000)
Proceeds from Sale of Investments	-	(47,000)	-
Net cash from/(to) Investing Activities	(409,001)	(926,741)	(880,273)
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	(110,848)	-	19,915
Finance Lease Payments	15,087	569,220	(65,287)
Funds Held for Capital Works Projects	118,582	(50,076)	220,314
Net cash from/(to) Financing Activities	22,821	519,144	174,942
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>23,518</b>	<b>(169,943)</b>	<b>(170,273)</b>
Cash and cash equivalents at the beginning of the year	9 1,238,745	1,238,745	1,409,018
<b>Cash and cash equivalents at the end of the year</b>	<b>9 1,262,263</b>	<b>1,068,802</b>	<b>1,238,745</b>

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

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





## Gisborne Girls' High School

# Notes to the Financial Statements

For the year ended 31 December 2020

### 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 and Training Act 2020. 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

##### PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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.

##### Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision of cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 17.

##### 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 2020

### ***Critical Judgements in applying accounting policies***

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

#### *Recognition of grants*

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

### **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.



## Gisborne Girls' High School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 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.

### Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short term receivables are written off when there is no reasonable expectation of recovery.

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

### 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.

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

### Finance Leases

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

### Depreciation

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

The estimated useful lives of the assets are:

Buildings - School	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.

## **Notes to the Financial Statements (cont.)**

For the year ended 31 December 2020

### *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, and also annual leave earned, by non teaching staff, 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.

### **Revenue Received in Advance**

Revenue received in advance relates to fees received from international students and 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.

### **Funds Held in Trust**

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

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



## Gisborne Girls' High School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 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 the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

### 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 Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable 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.

### 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.

### 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.



## Gisborne Girls High School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 2 Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	2,152,811	2,129,675	1,954,925
Teachers' Salaries Grants	5,366,679	7,108,801	4,976,270
Use of Land and Buildings Grants	1,099,275	944,968	1,006,667
Other MoE Grants	562,386	261,813	181,249
Establishment Grant	-	-	-
Transport Grants	-	-	-
Other Government Grants	24,783	5,637	39,229
	<u>9,205,934</u>	<u>10,450,894</u>	<u>8,158,340</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$26,087 for the year ended 31 December 2020.

### 3 Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	3,842	1,000	21,067
Activities	246,990	285,835	410,323
Trading	85,129	73,500	78,989
Other Revenue	-	-	13,104
	<u>335,961</u>	<u>360,335</u>	<u>523,483</u>
<b>Expenses</b>			
Activities	164,510	180,781	229,319
Trading	87,906	70,800	65,111
	<u>252,416</u>	<u>251,581</u>	<u>294,430</u>
	<u>83,545</u>	<u>108,754</u>	<u>229,053</u>

Surplus/ (Deficit) for the year Locally Raised Funds

### 4 International Student Revenue and Expenses

	2020	2020	2019
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	10	10	12
	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
International Student Fees	97,762	86,469	74,459
<b>Expenses</b>			
Recruitment	1,931	15,000	13,469
International Student Levy	2,112	1,282	2,084
Employee Benefit - Salaries	22,117	18,350	21,077
Other Expenses	12,532	15,686	11,106
	<u>38,692</u>	<u>50,318</u>	<u>47,736</u>
	<u>59,070</u>	<u>36,151</u>	<u>26,723</u>

Surplus/ (Deficit) for the year International Students



## Gisborne Girls High School

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

For the year ended 31 December 2020

#### 5 Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	190,354	262,615	224,418
Equipment Repairs	7,155	10,000	6,536
Star	51,108	55,200	54,735
Learning Support	161,955	130,677	121,598
Information and Communication	(1,589)	259	(9,727)
Technology Extra-Curricular Activities	43,930	42,300	31,286
Library Resources	2,353	3,500	4,279
Employee Benefits - Salaries	6,175,195	7,802,034	5,645,271
Staff Development	17,602	51,385	37,826
Healthy School Lunches Programme	86,446	-	-
	<u>6,734,509</u>	<u>8,357,970</u>	<u>6,116,222</u>

There was no international travel during 2020.

#### 6 Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,395	8,395	9,356
Board of Trustees Fees	3,090	3,680	3,825
Board of Trustees Expenses	10,369	14,700	13,939
Communication	81,111	64,190	50,521
Consumables	52,313	52,000	48,439
Other	69,127	69,050	68,992
Employee Benefits - Salaries	230,448	225,948	210,657
Insurance	18,948	22,186	17,364
Service Providers, Contractors and Consultancy	16,308	16,118	15,194
	<u>490,109</u>	<u>476,267</u>	<u>438,287</u>

#### 7 Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	45,968	48,000	54,189
Consultancy and Contract Services	109,200	120,000	133,350
Cyclical Maintenance Expense	55,952	49,072	70,472
Grounds	64,582	57,000	41,936
Heat, Light and Water	57,495	80,800	67,436
Rates	11,656	12,500	11,472
Repairs and Maintenance	46,351	66,000	44,993
Use of Land and Buildings	1,099,275	935,091	1,006,667
Security	6,617	7,000	6,798
Employee Benefits - Salaries	130,598	127,787	132,251
	<u>1,627,694</u>	<u>1,503,250</u>	<u>1,569,564</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year end reporting purposes.



## Gisborne Girls High School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 8 Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	9,836	21,370	9,871
Furniture and Equipment	44,450	49,962	47,027
Information and Communication Technology	57,623	62,903	56,253
Motor Vehicles	26,592	26,965	28,555
Leased Assets	89,427	29,410	66,353
Library Resources	2,710	-	2,984
	<u>230,638</u>	<u>190,610</u>	<u>211,043</u>

### 9 Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	311	400	400
Bank Current Account	779,493	319,902	664,479
Bank Call Account	482,459	448,500	473,866
Short-term Bank Deposits	-	300,000	100,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,262,263</u>	<u>1,068,802</u>	<u>1,238,745</u>

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

Of the \$1,262,263 Cash and Cash Equivalents, \$318,658 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

### 10 Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	17,081	15,000	18,312
Interest Receivable	7,512	5,500	5,784
Teacher Salaries Grant Receivable	625,319	522,000	556,721
	<u>649,912</u>	<u>542,500</u>	<u>580,817</u>
Receivables from Exchange Transactions	24,593	20,500	24,096
Receivables from Non-Exchange Transactions	625,319	522,000	556,721
	<u>649,912</u>	<u>542,500</u>	<u>580,817</u>

### 11 Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	33,146	40,000	38,986
	<u>33,146</u>	<u>40,000</u>	<u>38,986</u>

### 12 Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	803,000	550,000	503,000
Total Investments	<u>803,000</u>	<u>550,000</u>	<u>503,000</u>



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

## 13 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	209,497	-	(1,541)	-	(9,836)	198,120
Furniture and Equipment	255,591	56,467	(1,515)	-	(44,450)	266,093
Information and Communication Technology	204,671	10,995	(529)	-	(57,623)	157,514
Motor Vehicles	75,245	-	(157)	-	(26,592)	48,496
Leased Assets	179,074	19,009	(38)	-	(89,427)	108,618
Library Resources	20,890	2,250	(1,454)	-	(2,710)	18,976
<b>Balance at 31 December 2020</b>	<b>944,968</b>	<b>88,721</b>	<b>(5,234)</b>	<b>-</b>	<b>(230,638)</b>	<b>797,817</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	540,536	(342,416)	198,120
Furniture and Equipment	1,323,458	(1,057,365)	266,093
Information and Communication Technology	479,729	(322,215)	157,514
Motor Vehicles	344,827	(296,331)	48,496
Leased Assets	575,672	(467,054)	108,618
Library Resources	90,950	(71,974)	18,976
<b>Balance at 31 December 2020</b>	<b>3,355,172</b>	<b>(2,557,355)</b>	<b>797,817</b>

The net carrying value of equipment held under a finance lease is \$108,618 (2019: \$179,074).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	219,368	-	-	-	(9,871)	209,497
Furniture and Equipment	195,179	107,439	-	-	(47,027)	255,591
Information and Communication Technology	115,271	145,653	-	-	(56,253)	204,671
Motor Vehicles	103,800	-	-	-	(28,555)	75,245
Leased Assets	147,627	182,902	(85,102)	-	(66,353)	179,074
Library Resources	22,281	4,372	(2,779)	-	(2,984)	20,890
<b>Balance at 31 December 2019</b>	<b>803,526</b>	<b>440,366</b>	<b>(87,881)</b>	<b>-</b>	<b>(211,043)</b>	<b>944,968</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	542,595	(333,098)	209,497
Furniture and Equipment	1,408,990	(1,153,399)	255,591
Information and Communication Technology	580,900	(376,229)	204,671
Motor Vehicles	354,312	(279,067)	75,245
Leased Assets	595,952	(416,878)	179,074
Library Resources	95,337	(74,447)	20,890
<b>Balance at 31 December 2019</b>	<b>3,578,086</b>	<b>(2,633,118)</b>	<b>944,968</b>

The net carrying value of equipment held under a finance lease is \$179,074 (2018: \$147,627).



## Gisborne Girls High School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 14 Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	72,445	58,000	53,456
Accruals	8,395	85,000	8,155
Employee Entitlements - Salaries	642,279	570,000	563,900
Employee Entitlements - Leave Accrual	39,106	28,000	26,389
	<u>762,225</u>	<u>741,000</u>	<u>651,900</u>
Payables for Exchange Transactions	762,225	741,000	651,900
	<u>762,225</u>	<u>741,000</u>	<u>651,900</u>

The carrying value of payables approximates their fair value.

### 15 Borrowings

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Due in One Year	6,746	6,746	6,746
	<u>6,746</u>	<u>6,746</u>	<u>6,746</u>

The school has borrowings at 31 December 2020 of \$6,746 (31 December 2019 \$6,746). This loan is from the Ministry of Education and is a payroll advance in connection with Novopay issues in 2012/2013. The loan is unsecured and interest is 0% per annum.

### 16 Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	17,477	-	-
International Student Fees	22,204	-	182,010
Other	140,208	98,000	98,028
	<u>179,889</u>	<u>98,000</u>	<u>280,038</u>

### 17 Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	367,203	367,203	348,078
Increase/(decrease) to the Provision During the Year	55,952	49,072	70,472
Use of the Provision During the Year	(47,410)	(530)	(51,347)
Provision at the End of the Year	<u>375,745</u>	<u>415,745</u>	<u>367,203</u>
Cyclical Maintenance - Current	32,800	72,800	66,133
Cyclical Maintenance - Term	342,945	342,945	301,070
	<u>375,745</u>	<u>415,745</u>	<u>367,203</u>



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

**18 Finance Lease Liability**

The school has entered into a number of finance lease agreements for IT Equipment and copiers.  
Minimum lease payments payable (includes interest portion):

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	54,015	53,200	50,791
Later than One Year and no Later than Five Years	103,449	102,065	131,206
	<u>157,464</u>	<u>155,265</u>	<u>181,997</u>

**19 Funds held in Trust**

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	141,740	142,000	141,998
	<u>141,740</u>	<u>142,000</u>	<u>141,998</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.

**20 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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
ILE Works to Block G	<i>In progress</i>	202,509	-	38,392	-	164,117
TAK Electrical Upgrade	<i>Completed</i>	6,638	-	7,375	-	(737)
Disabled Toilet upgrade	<i>Completed</i>	177	-	177	-	-
Block K RTL B toilets upgrade	<i>Completed</i>	800	-	800	-	-
ZD Block Furniture Removal	<i>In progress</i>	(10,048)	24,494	15,721	-	(1,275)
TAK Classroom Upgrade	<i>In progress</i>	-	106,764	114,581	-	(7,817)
Drama Roof Replacement	<i>In progress</i>	-	58,385	1,000	-	57,385
Block F Replace Food Tech Kitchens	<i>In progress</i>	-	106,985	-	-	106,985
Totals		<u>200,076</u>	<u>296,628</u>	<u>178,046</u>	<u>-</u>	<u>318,658</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	328,487
Funds Due from the Ministry of Education	(9,829)
	<u>318,658</u>

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
ILE Works to Block G	<i>In progress</i>	-	212,963	10,454	-	202,509
TAK Electrical Upgrade	<i>In progress</i>	-	6,638	-	-	6,638
RTL B/Canteen Upgrade	<i>Completed</i>	(23,291)	55,394	31,564	539	-
Disabled Toilet upgrade	<i>Completed</i>	1,378	2,211	3,412	-	177
Upgrade Science Block	<i>Completed</i>	-	13,002	13,002	-	-
Block K RTL B toilets upgrade	<i>Completed</i>	-	38,084	37,284	-	800
Roof Repairs Block B & F	<i>Completed</i>	3,014	53,329	55,543	800	-
ZD Block Furniture Removal	<i>In progress</i>	-	-	10,048	-	(10,048)
Totals		<u>(18,899)</u>	<u>381,621</u>	<u>161,307</u>	<u>1,339</u>	<u>200,076</u>



## Gisborne Girls High School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 21 Funds for Resource Teachers of Learning & Behaviour Services

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Funds held at beginning of the year	167,758	-	173,718
<i>Revenue</i>			
Teachers' Salary Grant	2,091,458	-	2,073,531
Administration Grant	76,471	-	76,472
Learning Support Funding	144,035	170,000	144,035
Travel Grant	118,844	-	118,844
Other Revenue	31,399	-	33,475
	<u>2,462,207</u>	<u>170,000</u>	<u>2,446,357</u>
Total funds available	<u>2,629,965</u>	<u>170,000</u>	<u>2,620,075</u>
<i>Expenses</i>			
Employee Benefit - Salaries	2,091,458	-	2,073,531
Administration	132,745	-	107,348
Learning Support	171,041	-	135,633
Travel	5,094	-	29,983
Other Expenses	44,292	-	81,474
	<u>2,444,630</u>	<u>-</u>	<u>2,427,969</u>
Purchase of Assets	25,482	-	24,348
Funds Held at Year End	<u>159,853</u>	<u>170,000</u>	<u>167,758</u>
<b>Current Assets</b>			
Cash at bank	171,651	170,000	188,135
<b>Non Current Assets</b>			
Property Plant and Equipment	25,482	-	68,898
<b>Current Liabilities</b>			
Operating Creditors	-	-	362
<b>Non Current Liabilities</b>			
Borrowings	-	-	-
<b>Equity</b>	<u>197,133</u>	<u>-</u>	<u>256,671</u>



## Gisborne Girls High School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 22 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.

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Funds Held at Beginning of the Year	66,356	66,356	72,440
Funds Received from MoE	629,299	620,000	557,125
Funds Spent on Behalf of the Cluster	198,218	100,000	192,117
Distribution of Funds			
Campion College	86,722	520,356	85,606
Elgin School	8,322	-	13,804
Gisborne Central School	52,845	-	32,621
Gisborne Girls High School	100,910	-	77,165
Ilminster Intermediate	52,030	-	32,624
Kaiti School	46,815	-	49,456
Mangapapa School	18,587	-	24,669
Te Wharau School	59,953	-	48,245
Wainui Beach School	8,320	-	6,902
Funds Held at Year End	<u>62,933</u>	<u>66,000</u>	<u>66,356</u>

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	62,933	66,000	66,356
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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

	<u>62,933</u>	<u>66,000</u>	<u>66,356</u>
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### 23 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.

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Funds Held at Beginning of the Year	54,194	54,194	42,375
Funds Received from MoE	101,236	50,000	96,237
Funds Spent on Behalf of the Cluster	151,794	54,194	149,813
Other Funds Received	60,372	-	65,395
Funds Held at Year End	<u>64,008</u>	<u>50,000</u>	<u>54,194</u>



## Gisborne Girls High School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 24 Funds Held on behalf of the Gisborne COL/Kahui Ako Cluster

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

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
Funds Held at Beginning of the Year	\$ 12,876	\$ 10,000	\$ 26,939
Funds Received from MoE	33,250		21,083
Funds Spent on Behalf of the Cluster	12,022		35,146
Funds Held at Year End	<u>34,104</u>	<u>10,000</u>	<u>12,876</u>

### 25 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.



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 26 Remuneration

#### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,090	3,825
Full-time equivalent members	0.08	0.15
<i>Leadership Team</i>		
Remuneration	1,891,940	1,696,651
Full-time equivalent members	18.00	17.00
Total key management personnel remuneration	1,895,030	1,700,476
Total full-time equivalent personnel	18.08	17.15

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	200-210
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	2020 FTE Number	2019 FTE Number
110-120	6	1
100-110	5	4
	11	5

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

### 27 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

### 28 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020.

(Contingent liabilities and assets as at 31 December 2019: nil)

#### Holidays Act Compliance – schools payroll

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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 29 Commitments

#### (a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

(a) A contract for ILE Works-Block G which will be fully funded by the Ministry of Education. \$202,509 has been received of which \$38,392 has been spent on the project to date.

(b) A contract for Roof Replacement Drama Room which will be fully funded by the Ministry of Education. \$58,385 has been received of which \$1,000 has been spent on the project to date.

(c) A contract for Block 7 Replace Food Tech Kitchens which will be fully funded by the Ministry of Education. \$106,985 has been received of which Nil has been spent on the project to date.

Capital commitments as at 31 December 2019:

(a) A contract for upgrade of ILE Works to Block G to be completed in 2020 which will be fully funded by the Ministry of Education. \$212,963 has been received of which \$10,454 has been spent on the project to date.

(b) A contract for upgrade of TAK Electrical Project to be completed in 2020 which will be fully funded by the Ministry of Education. \$6,638 has been received of which has been spent on the project to date.

### 30 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.

### 31 Financial Instruments

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

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	1,262,263	1,068,802	1,238,745
Receivables	649,912	542,500	580,817
Investments - Term Deposits	803,000	550,000	503,000
Total Financial assets measured at amortised cost	<u>2,715,175</u>	<u>2,161,302</u>	<u>2,322,562</u>
<b>Financial liabilities measured at amortised cost</b>			
Payables	762,225	741,000	651,900
Borrowings - Loans	6,746	6,746	6,746
Finance Leases	157,464	155,265	181,997
Total Financial Liabilities Measured at Amortised Cost	<u>926,435</u>	<u>903,011</u>	<u>840,643</u>

### 32 Events After Balance Date

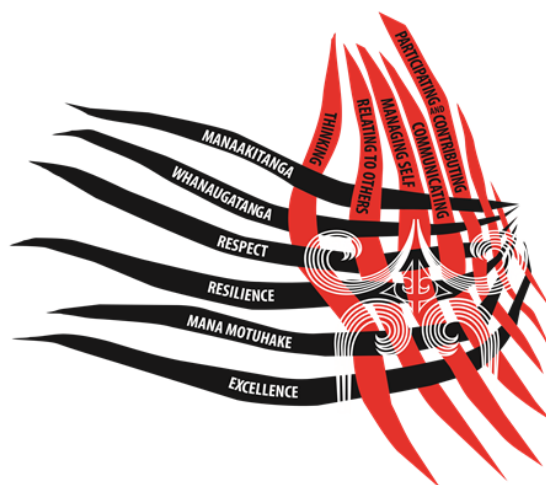
There were no significant events after the balance date that impact these financial statements.

### 33 Comparatives

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







**Te Kura Tuarua o Tūranga Wāhine**

**GISBORNE GIRLS' HIGH SCHOOL**

**ANALYSIS OF VARIANCE**

**2020**



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

### ANNUAL OPERATIONAL PLAN:

### Analysis of Variance

**2020**

<b>Strategic Goal 1:</b> <b>Develop and deliver a culturally responsive, personalised and future-focussed curriculum that supports the needs of our learners recognising the unique position of Māori.</b>		<b>Success Indicators:</b> a. Improve the achievement of all students with a particular focus on Māori students. b. The Learning Framework provides direction for innovation and collaboration.	
<b>Baseline Data: (What?)</b> NCEA/JCEA data on success and gaps. e-asTTle data for junior student achievement.		<b>2020 Specific Targets:</b> 1. Improve the performance of Māori students as measured by achievement data at all levels. 2. Use our Learning Framework to conduct a comprehensive curriculum inquiry to ensure we deliver a future-focussed education that meets the needs of all students.	
<b>Implications/ Discussion/ Notes: (So What?)</b> Māori student achievement gap Literacy, especially reading levels, are not improving at the required rate for enough students in Y9 and 10.			
<b>Strategic Initiative: (Now What?)</b> With links to success indicators	<b>When/ Who:</b>	<b>Rationale:</b>	<b>Measurable Outcomes:</b>
1. Develop a clearer, more coherent system for identifying and supporting 'at-risk' students at all levels. (a)	LSC/Deans All staff T1 ongoing	A coherent system will allow for better targeted action.	Student need is better identified and catered for.
2. Continue to support reading PLD to build on gains from 2019. (a)	Lit Leader All Faculties T1 ongoing	Students who are literate have better outcomes and wider educational opportunities.	Improved asTTle reading results in Year 10.
3. Further investigation into how we can support our Māori learners who are significantly behind in numeracy so that they are able to achieve L1 Numeracy. (a)	Maths faculty All staff T1 ongoing	L1 Numeracy is a key baseline component of the NCEA qualification that all students need to be supported to gain.	Increase in % of students gaining their L1 Numeracy.
4. Continue the development of the Manu Tangiata (bilingual) initiative increasing into Year 12. (a)	Nk Tari Maori T1 ongoing	In meeting the identified needs of this group of students we will better deliver a responsive curriculum.	Student and whanau voice. Increased numbers of student enrolments in Manu Tangiata.
5. Conduct a comprehensive Curriculum and Timetable inquiry that informs the development of the 2021-2023 Strategic Plan. (b)	WSTs, SLT All teachers T1 ongoing	By fully understanding the learning needs of all students we will better deliver a curriculum that is culturally responsive, personalised and future-focussed.	A clear plan is produced that gives direction to our curriculum development for the next 5 years.
6. Use the Learning Walks tool to gain a deeper understanding of the learners' experiences in our classrooms. (b)	SLT WSTs HoFs	Lesson observation, feedback and coaching are effective processes to enhance teacher practice.	Increase in identified characteristics of a culturally responsive classroom.
<b>Mid-Year Evaluation:</b> Evidence-based analysis to include discussion of impact on student outcomes.			
1. In progress. The new Learning Support Coordinator position has been included in our processes to support teachers to develop their curriculum to better meet student need; improve transition processes and access support needed. Literacy Leader appointed. Whole staff PLD continues.			
2. Maths Faculty is tracking all Year 11 students for Numeracy progress as well as any Year 12 and 13 students who also need to complete Numeracy.			
3. Manu Tangiata across three year levels (Years 10 – 12) including a large class at Year 10 who have settled in very well.			
4. This review has been extended into 2021 due to the Covid interruption. Domain groups established and working well to conduct this review with the different foci. The distance learning process forced upon us had added greatly to our investigations.			
5. This may be undertaken in Term Three			
<b>End of Year Evaluation:</b>			

1. LSC role impacting significantly on the accurate identification and delivery of support. Enhanced support provided with Urgent Response Funds. [Year 11 Support With Learning Project](#); P.3. [Supporting At-Risk students](#); P.7. [LSC Report](#). P.9
2. Year 10 e-asTTle results similar to previous years. [Literacy and Numeracy Progress EOY 2020](#); P.15. Level One Literacy result improved from 2019. [NCEA Preliminary Results 2020](#);P.22
3. Strong increase in Level One Numeracy result. [NCEA Preliminary Results 2020](#); P.22
4. Manu Tangiata well-established with two new classes starting in 2021. [Manu Tangiata Student Progress 2020](#); P.23
5. Under development – significant staff work completed to understand the requirements from our curriculum in line with our Learning Framework. This work has been extended into 2021 due to time lost during the year.
6. Postponed as year too unsettled.



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

**ANNUAL OPERATIONAL PLAN:  
2020**

<b>Strategic Goal 2:</b> <b>Develop robust relationships for teaching and learning as a foundation for our inclusive and connected school community.</b>		<b>Success Indicators:</b> a. Increase the agency of students and staff to manage, maintain and restore relationships for learning. b. Student behaviour reflects school values.	
<b>Baseline Data: (What?)</b> Number of stand downs, SLT and Dean/HoF referrals. Number of parents attending P/T meetings and learning conferences.		<b>2020 Specific Targets:</b> 1. Reduction in Dean/HoF referrals to demonstrate positive student engagement. 2. Raise Year 10 JCEA Māori student achievement at Gold level to 50%.	
<b>Implications/ Discussion/ Notes: (So What?)</b> Māori students over-represented in pastoral referrals. Māori student JCEA results			
<b>Strategic Initiative: (Now What?)</b> With links to success indicators	<b>When/ Who:</b>	<b>Rationale:</b>	<b>Measurable Outcomes:</b>
1. Refine the referral process then ensure staff understand and follow this process to produce accurate data and appropriate interventions. (a)	Hn, Ws Staff T1 ongoing	Teachers who operate with high expectations and support are more capable of maintaining and restoring positive learning relationships.	School values are more visible and referred to more regularly. Staff report increased capacity to follow restorative practices.
Increase the awareness of the significance of JCEA and its components. (b)	Ws, Mg, Deans Form Teachers. T1 ongoing	To achieve a Gold Award in JCEA recognises that a student has acquired the 'good learner' characteristics.	The % of Maori students gaining a Gold award increases to 50%. The components of the JCEA are reviewed to ensure relevance.
<b>Mid-Year Evaluation:</b> Evidence-based analysis to include discussion of impact on student outcomes. 1. Identified an issue with our recording process which has led to inaccurate data. We will review the referral processes to make changes for 2021. Other measures are being investigated. 2. This was a form class focus at the start of the year. Will be a focus in the student – whanau – school conferences.			
<b>End of Year Evaluation:</b> 1. Revised Kamar Pastoral settings for 2021 to streamline data in to obtain clearer picture of student interactions. Greater role clarity provided at start of 2021 following findings from 2020. <a href="#">Restorative Practice Reports Term Two (P.24) and Term Four 2020 (P.26)</a> . 2. Goal achieved with 54% of Year 10 Maori students gaining a Gold Award – increased from 24% in 2019. <a href="#">JCEA Report 2020; P.28</a> . JCEA review to be part of the Curriculum Review extended into 2021.			

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

**ANNUAL OPERATIONAL PLAN:  
2020**

<b>Strategic Goal 3:</b> <b>Develop innovative leadership across our organisation that supports continuous school improvement.</b>		<b>Success Indicators:</b> a. Students will be able to communicate their strengths and challenges in order to effectively lead their own learning. b. We have a professional learning culture that supports and recognises every teacher as a leader of learning.	
<b>Baseline Data: (What?)</b> asTTle reading data Everyday Reading Indicators		<b>2020 Specific Targets:</b> 1. Students will lead their own learning to improve their reading for deep understanding, as measured by asTTle and Everyday Reading Indicators. 2. All teachers at GGHS will demonstrate an understanding of how to shift their students' reading achievement within their context.	
<b>Implications/ Discussion/ Notes: (So What?)</b> Performance gap in reading between M and NM significant at Yr 9 entry.			
<b>Strategic Initiative: (Now What?)</b>	<b>When/ Who:</b>	<b>Rationale:</b>	<b>Measurable Outcomes:</b>
1. Establish a Literacy Leader position to sustain progress made in developing the literacy leadership of every teacher. (b)	Lit Leader All teachers T1 ongoing	As we develop our capabilities we transfer leadership from an external provider to an in-school leader for sustainability.	The leadership of literacy across the school is in the hands of our own staff.
2. Students are encouraged by their teachers to use various strategies to read for deep understanding. (a)	LL All teachers T1 ongoing	As students learn strategies to read for understanding they will increase their capacity to lead their own learning.	Everyday indicators record an increase in student agency in reading. Staff voice.
3. Use a range of coaching and workshop opportunities to build teaching capabilities in literacy. (b)	LL HOFs T1 ongoing	By developing the literacy competencies of our teachers we are less reliant on outside providers.	Staff voice. Feedback from workshops.
4. Continue to work on the Everyday reading indicators as a measure of reading at our school. (b)	LL All staff T1 ongoing	Our staff are best placed to identify changes in their own and their students' capabilities.	Everyday Indicator results.
<b>Mid-Year Evaluation:</b> Evidence-based analysis to include discussion of impact on student outcomes. 1. Literacy Leader established; PLD programme developed. 2,3. Component of the PLD programme. 4. Continued use of Everyday Reading Indicators for identifying shifts in reading dispositions.			
<b>End of Year Evaluation:</b> 1 – 4. Literacy leadership firmly established including Faculty representatives. <a href="#">Literacy Report 2020; P.30.</a> <a href="#">Professional Learning Reports Terms 1-2 (P.32) and Terms 3-4 (P.33).</a>			



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

**ANNUAL OPERATIONAL PLAN:  
2020**

<b>Strategic Goal 4:</b> <b>Provide a safe and stimulating physical, social and emotional environment to support innovative teaching and learning.</b>		<b>Success Indicators:</b> a. Students, staff and whanau feel valued, connected and secure within the school environment. b. Students report that the school meets their wider educational needs in the various programmes offered.	
<b>Baseline Data: (What?)</b> Student voice data Attendance data Behavioural entries in Kamar		<b>2020 Specific Targets:</b> 1. Students report being more positive about their experiences at school as reported in the developed school-based tool. 2. Student attendance rate improves with at least 50% of Year 10 students with regular attendance (90%).	
<b>Implications/ Discussion/ Notes: (So What?)</b> Student voice identifies various aspects of school life that do not meet the needs of all students.			
<b>Strategic Initiative: (Now What?)</b>	<b>When/ Who:</b>	<b>Rationale:</b>	<b>Measurable Outcomes:</b>
1. Utilise the Student Voice survey developed in 2019 in Terms 1 and 3 to gain a deeper understanding of student's opinions and inform the Curriculum Inquiry. (a), (b)	SLT All staff T1 ongoing	Students who are involved in the decision-making about their learning will be more engaged in the life of the school.	Survey results show increased satisfaction in school characteristics. Participation rates in extra-curricular activities increase.
2. Develop a collaborative sense-making approach to attendance with Deans, SLT and Form Teachers of Year 10 students to produce and implement an early intervention plan. (a), (b)	Ws, Deans Form Teachers T1 Ongoing	Students who attend school regularly have improved educational outcomes.	Improved attendance. Class prizes as incentives. Data shared with form teachers for follow up.
<b>Mid-Year Evaluation:</b> Evidence-based analysis to include discussion of impact on student outcomes. 1. Will be completed in Term 3. 2. Attendance project will be used to inform next steps.			
<b>End of Year Evaluation:</b> 1. On hold due to other pressures this year. Student participation disrupted by Covid19 as many events cancelled. Whenever possible students were supported to take part in opportunities available including providing additional funds. 2. Student – Whanau – School conferences held in August were an opportunity to gather whanau voice. Increased attendance at conferences was very positive. <a href="#">Student – Whanau – School Conferences Report; P.34.</a> 3. Whanau were surveyed on our Covid response, student progress and our Curriculum – very positive results. <a href="#">Whanau Survey 2020; P.35.</a> 4. Attendance was difficult to track in 2020 due to all the disruptions. It was pleasing that students returned well after lockdown and attendance rates retained from previous years. <a href="#">Attendance Reports Term Two (P. 37) and Term Three (P.39).</a> 5. We continue to monitor students who leave our school to identify their destinations and reasons for leaving. <a href="#">Leavers Update Term 1 and 2 2020; P.41.</a> 6. Enhanced support with Urgent Support Fund investigation: <a href="#">Non-Attendance in our Maori Students for GGHS report; P.43.</a>			

## SUPPORTING AT-RISK STUDENTS

SEPT 2020 ITEM 3.1

### PURPOSE:

This paper reports on student progress with particular focus on those students at-risk of low success this year. This paper has been prepared by Jan Kumar from information from all Deans and SLT members and is for noting.

### REPORT:

Following the period of lockdown and then the latest change back into Level Two we have been monitoring the progress of those students who are at risk of low success this year. We wanted to make sure that we were providing support where it was most needed. Each Dean and their SLT member have provided summary lists to show student details with each student's story identified. Details of the support being provided for each student have been collated. Below, I show a summary of this information to give the Board some idea of the variety of needs our students present and the corresponding range of responses provided.

#### Year 9:

There are 16 (9%) Year 9 students who are not on track to achieve their JCEA by the end of the year. That means that they had not gained at least 65 credits by mid-year. Of these students, only one is attending at the 'regular level' of 90%. Four of them are attending at a rate of below 70% and are causing real concern. In addition, there are three students attending TAKAC and two who are attending Alternative Education. All of these students are Maori. The average number of pastoral entries for these students is 22 with a range from 2 – 60. These can be for both positive and negative events including guidance and support.

#### Year 10:

There are 19 (11%) Year 10 students who are not on track to achieve their JCEA by the end of the year. Of this group, 63% are Maori, 26% NZE, 5% Pasifika and 5% Other. Of these students, none are attending at the 'regular level' of 90%. Nine of them are attending at a rate of below 70% and are causing real concern. An additional four students are attending TAKAC or Alt Ed (three Maori and one NZE). The average number of pastoral entries for these students was 21 with a range from 5 – 86. Again these can be for both positive and negative issues.

#### Year 11:

Level One: (Require 70 Level 1 credits in COVID 2020)

Status	Percentage	Interventions
On track (above 40 credits)	60%	On-going support and encouragement where required. Individual meetings with students to discuss goals.
Borderline (between 39 – 31)	18%	Individual meetings with students to discuss goals. These students will be offered a place on the Year 11 Project if deemed suitable.
Currently at risk (Under 30 credits)	22%	All student progress is monitored by the Dean. Individual meetings with students to discuss goals. Whanau support worker employed to follow up students not attending school with the Urgent Response Funding. Whanau hui have been held with non-attenders also. ESOL students receive extra support from Wendy Kirkwood. Academic support provided by a teacher aide identified by Learning Support Coordinator, using the Urgent Response Funding. The Year 11 Project will also be offered to some students in this category.

**Year 12:****Level Two: (Require 52 Level 2 credits in COVID 2020)**

Status	Percentage	Interventions
On track (above 37 credits)	64%	One on one student conversations around subject selection, course planning, future focus and progress. Pastoral/Academic care. Whanau hui.
Borderline (between 27 – 37)	20%	Whanau hui and individual hui have been held. Monitoring and tracking of student's academic progress, subject changes if required. Referrals made to the Guidance Counsellor for issues around mental health.
Currently at risk (Under 27 credits)	16%	Individual Academic Plans have been created with students who are struggling to attend school, lacking in motivation, struggling with medical, anxiety or mental health issues. Whanau hui. Transition planning supported by Youth Services, Te Kura and EIT. Liaising with Maths Faculty to ensure students gain Level 1 Numeracy.

**Year 13:****Level Three: (Require 52 Level 3 credits in COVID 2020)**

Status	Percentage	Interventions
On track (above 34 credits)	60%	Future focused meetings. All students without a future plan work closely with the Careers Team.
Borderline (between 29 and 34)	17%	Regular student/whanau hui. 5 students in this group are unsure of their future pathway so will travel down to EIT in Napier to have a look at what is offered.
Currently at risk (Under 29 credits)	23%	Two students do not have Level 2 and have been at GGHS from Year 9. Two students do not have Level 2 and arrived at GGHS in 2020 from overseas. Five students have opted to be supported by a "Champion" in this group who is a teacher who they can check in with to reach out for support. Carmen Hihi from Youth Services supports our students who are looking to transition from school. 3 students in this group have an attendance below 60%. Regular student hui. Whanau hui are held regularly.

**Conclusions:**

In 2019, 4% of Year 9 students and 12% of Year 10 students did not achieve a JCEA certificate and so at this stage we are achieving at a similar level which, considering the disruption that has occurred, is quite surprising.

For our junior students there are a number of interventions including:

- 17/19 Year 9 students are on the ANCO/RTL B Register; 12 at Tier 1 and 5 at Tier 2. These students' situations are monitored regularly at joint hui.
- 18/19 Year 10 students are on the ANCO/RTL B Register; 11 at Tier 1 and 7 at Tier 2.
- Ten Year 9 and 16 Year 10 students are, or have been, in ALPs this year for additional literacy and numeracy support.
- Other interventions include tracking/monitoring (Dean, SSW), home contact, whanau hui, counselling, van pick-ups, Collaborative Action Plans, Leadership Programme, LSC intervention and support, co-ordination with outside agencies and Kaiawhina referrals (ASA).

There are a number of senior students who are struggling to re-engage with their education post-lockdown. We have a good understanding of who needs additional support and, with the assistance offered by the Urgent Response Funding, we are able to provide more one to one support for these students. Our school Student Support Workers are focussed on fully occupied supporting our junior students but this has been identified, by the senior students, as something they need to help them keep up with their learning and keep focussed.



## END OF YEAR REPORT – LEARNING SUPPORT 2020

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### A. LEARNING SUPPORT CENTRE:

#### Staff

Learning support director- 0.8

ORS Teacher- 0.6

Five teacher aides with variable hours.

#### Students (13-21 years):

At the start of 2020 nine students were based in the unit and two in full-time mainstream classes. After lockdown, one of our students went to Marlborough Girls' High due to whānau employment. Another has recently been taken off our roll after numerous attempts by our school and outside agencies to return back to school.

We currently have seven in the unit and two still in full-time mainstream classes.

#### Activities

- Three students in the unit attended mainstream classes - technology, dance and art
- Through financial assistance we have been able to offer swimming lessons through Comet Swim Club for three terms this year.
- Three of our student attend weekly RDA sessions
- One student attends weekly work experience at SuperGrans
- One student attends weekly work experience at a local opportunity shop
- Three students attend a YMCA gym session
- Students and staff took part in the annual Titirangi Hill Challenge
- Inter School competitions - Special Olympics athletics and Basketball
- 2 students attend music and dance sessions at BLENNZ
- Class trips to Eastwood Hill, Tairawhiti Museum, Environmental Centre, Hei Pipi Park, Gisborne Airport and Gray's Bush.

#### Individual Plans and communication to whanau

Student learning programmes (IEP) are developed in consultation with whanau, MoELs and other key support people. These plans are reviewed every six months and students' achievements are celebrated.

Student portfolios are completed every term and are sent out to whanau. These portfolios include photographs so whanau can visually see what their child has been doing at school. Daily communication books, texts or videos are completed for whanau to let them know about their child's day and/or other key information.

The Seesaw app is used in the centre so whanau can be regularly updated and can share what their child is doing at home. This was a valuable tool during lockdown as staff and students could share videos daily.

#### Outside Agency Contact

Ministry of Education - Learning Support

BLENNZ - 1 music and 1 literacy lesson per week

MOH - Neuro developmental therapist and occupational therapist

CCS

Speech Language Therapist

Explore - Specialist behaviour support with home focus

Sport Tairawhiti

#### Professional Development for Staff:

Jan 31 - Understanding Behaviour Responding Safely

April 29, May 1,4,6 - Team google meet - structured literacy, new Maketon signs

June 5 - Jo Alderton ACC - Sexualised Behaviours

June 19, July 29 - Janice Langford- Multi-Sensory Structured Literacy  
 June 24 - Little Learners Webinar - Structured Literacy Spelling  
 July 24 - Little Learners Webinar - Decodable Books  
 August 31, September 3, 7, 10, 14 - Syntax Intensive - William Van Cleave  
 October 16 - Heggerty Phonemic Awareness Web Sessions  
 October 20 - Safe Lifting - Liz Maynard, Occupational Therapist  
 Oct 27, Nov 17 - Dyslexia - Janice Langford  
 November 18 - Phonological Awareness/Using your Soundpack - Janice Langford

### Academic Programmes:

The Learning Support Unit has a main topic each term that reflects something relating to the world around us or an area of student interest. Subjects covered include; literacy, numeracy, Technology, Science, Social Science, Maori, PE, Art and Food Technology.

Term topics for 2020 were Local History, Weather and Seasons, Heroes and Villains and Good to Grow. Programmes are differentiated in terms of planning, learning activities, delivery and assessment.

Academic levels range from pre-level 1 to level 4.

1 students level 3-4

1 student level 1-2

3 students level pre 1 - 1

2 students pre level 1

Life skills is a major focus for all students in the LSC. Hygiene, health, relationships, safety, communication and domestic activities are all covered. As the students get older, dependent on their ability, some students start attending work experience, attend EIT trades academy or start a transition programme into a post school activity. During 2020 1 student engaged in a work experience programme and 1 student in a transition programme to a post-school facility.

### Incident Records:

During 2020 we have been working with advisors at Special Education to address behavioural difficulties, particularly in relation to 2 students. Although these behaviours can be physical and impact on staff or other students they are often a symptom of the student's condition. Often these are a form of communication, rather than a conscious aggressive act, which led us to carry out intensive recording of all physical behaviours alongside observations from Special Education, to try and find out what is causing the behaviours. We closely tracked all behaviours that involved staff or students to map trends with the goal of developing a behaviour management plan for the students. Whanau were also included in this process. Because of this intensive observation and focus, the number of incidences may be higher than in previous years. Once we had better understanding of what caused negative behaviours to escalate and how best to respond if they do occur we stopped recording all minor incidences as they are managed within the guidelines of the Behaviour Management Plan. Any escalations in behaviour would require further investigation.

Incident	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Total
Seizure	1	3		2	5	1	1			5	18
Injury (accident)	1	1				1					
Aggression toward staff or student includes pinching, throwing, yelling, hitting		2			1	2	5	6	1	4	21
Assault on student or staff, non-aggressive including pinching, pulling hair and clothing	14	6	4		6	4	6	6	#	#	46

# Stopped recording minor incidence of this student as the Behaviour Management Plan underway

**B. LEARNING SUPPORT COORDINATOR: LSCo**

This was a new role for the 2020 year.

### **Special Assessment Conditions:**

This year we had seventeen students successfully applied to NZQA for Special Assessment Conditions (SAC) for their internal and external NCEA assessments.

Roll-over from 2019: 6 Students

New applications in 2020: 11 students

Throughout the year, regular contact was made with these students and their teachers to make them aware of their assessment conditions during internals/externals.

At the end of the year, readers, writers and supervisors were trained so students could have their requested SAC for both the school examinations and the NCEA examinations.

In 2021, there will be more of a focus in the junior school to complete further learning assessments and conduct trials to gather evidence of how SAC can help the students.

### **Junior students**

- Staff have made referrals to the LSCo either via KAMAR or verbally. Regular learning conversations and/or further learning assessments were completed. Feedback has been provided to teachers and often included suggestions of accommodations for the student.
- Attendance at junior co-construction hui gives the ability to flag any student who may have mild to moderate needs, which require further investigation and learning support.

The LSCo facilitates the fortnightly hui where the Dean, SLT member, Guidance Counsellor, RTLB liaison and a Student Support Worker regularly attend. Students are put on either Tier 1 or 2 of the Additional Needs Register with further support actions are discussed and actioned. The TAK manager and the school's Kaiawhina also have input into these hui.

### **RTLB Request for Service:**

Four Year 9 Requests for Service were made to RTLB through the LSCo. These were students mainly with learning needs. Three out of four of the applications identify as Māori.

### **CAP and IEP's:**

CAPs and IEP's have been held for five of our students with lower level learning in mainstream classes. At times these are made with the HoF Student Services as they involve attendance, health and/or social/emotional concerns.

### **In-class Support (ICS) Applications:**

Assessments were completed on 10 Year 9 and 10 students who may have fit the criteria for ICS in 2021. Data from these assessments was discussed with liaison RTLB and four Year 9 students met the criteria and full applications submitted. Two students identified as Māori, one identified as NZE and one as Māori and Tongan.

One Year 9 student will continue to get ICS support in 2021. A verification form completed for her. She identifies as Māori.

One student from Gisborne Intermediate submitted an application for ICS in 2021.

### **Structured Literacy Trials**

LSCo and LSC staff engaged in a lot of learning around structured literacy. This learning involved sessions with Janice Langford, self-directed learning and through professional development opportunities. This is an evidence-based approach to teaching reading and writing. We started by working with students in the LSC and developing a teaching scope and sequence.

LSCo trialled this scope and sequence with a group of five students. Overall, students improved their sound knowledge and ability to decode and encode better. The academic gap of reading ages was found to be too wide for an intervention programme.

The Learning Support Director ran a trial late in Term 3-4 with a student who has diagnosed dyslexia and she was able to have more of a targeted approach to get further through the scope and sequence of learning. This trial was too short to show great improvements but the student enjoyed the sessions and said she felt they were helping her to sound out words and be more confident in her reading.

**Junior SAC Trials:**

Throughout 2020, Year 9 and 10 teachers were encouraged to offer lower level learners or students with a known learning, medical or physical diagnosis the opportunity to trail SAC.

## YEAR 11 SUPPORT WITH LEARNING PROJECT

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### Purpose:

Through Dean referrals and discussions with teachers a list of five students needing extra learning support was given to the LSCo. Observations were completed on these students of academic concern. A proposal of five hours' teacher aide time to support the teacher with these six students was accepted through the Urgent Response Fund. The teacher aide worked alongside these students in classes that could have the most benefit. They adapted learning activities and spent time breaking taught concepts down further.

The below table shows the relation between student attendance and the number of credits gained. Teachers were asked about student academic performance and how useful the support was. The general feedback was that it was useful support and some students (students A, C and E- see below). They had a very positive relationship with the teacher aide and were open to having as much support as possible. When asked if they had found the support useful they all responded positively and one said

“she made it way easier for me to understand things, especially in English.”

It was discovered that Student B was going through some anxiety and grief issues - these were referred to the counsellor and student support workers completed home visits to try and improve attendance.

Student D was often away during the lessons where support was put in and took much longer than other students to establish a relationship with the teacher aide. She did find the support useful but did feel singled out at times.

Overall, teachers felt like the support was helpful but thought it could be improved by starting the support earlier and giving students more time.

### Results for Year 11 students:

	Ethnicity	Credits:	Numeracy:	Literacy:	Attendance:
Student A	NZE	80	Yes	Yes	84%
Student B	Tongan	47	No	No	44%
Student C	NZE	62	Yes	Yes	80%
Student D	M/NZE	44	Yes	No	70%
Student E	M/Tongan	65	Yes	No	85%

### Class: Yr 11 Science:

**Number of students supported: two**

**Hours per week: 2**

The Teacher aide worked with two students. She was able to work with the students in class, take notes and make summaries to send to students along with any other useful learning information or tools- such as explanatory videos. She spoke to the teacher regularly about upcoming assessments and how these two students were progressing with their learning.

One of these students started to have significant truancy issues. The teacher aide was able to notify the Learning Support Coordinator. Home visits along with other supports were put into place for her.

### Class: Yr 11 English

**Number of students supported: five**

**Hours per week: 2**

Students really grew in confidence from the extra support in this subject area. The teacher said “*this is the most work I've seen from her all year*” in regards to one student. The teacher

aide was able to do the following; recognise when a student needed a bigger font, find audio books, read passages aloud, arrange tutorials, track progress and follow-up with students individually about what they needed to complete.

**Class: Year 11 Pathways**

**Number of students supported: two**

**Hours per week: 1**

The teacher aide assisted students during the filling out of forms (EIT Trades, licences etc) through further explanation. Most support was provided to one of the two students. The teacher aide could take her into a separate space as she required passages of text read and explained further.

**Class: Year 11 Health**

**Number of students supported: two**

**Hours per week: 0-1**

Support started with this subject area but students were working well and did not require as much help. The hour from this subject area was put into English to better support the larger number of students.

**Recommendations for 2021:**

- Priority needs to be starting support earlier. We can identify students who are currently on the school's Learning Support Register in Year 10 and support them through their Year 11 transition. Regular learning conversations with students and feedback from teachers about the direction of support could occur.  
This has since been agreed and we have employed an existing Teacher Aide from Learning Support. She has been doing development with Janice Langford and Speld training. Conversations with the 2021 Year 11 Dean is underway and identifying students who would benefit most from this support.
- Priority should be given to classes with the highest number of students requiring support. For example, there was a case in English where extra support could be provided to five students compared to other subjects with two students.
- Five hours was not enough time to support five students. On discussion with the teacher aide she recommends 10. This provides more time for extra resources to be found or adapted and for learning conversations to occur.
- The teacher aide and LSCo (Learning Support Coordinator) needs to meet weekly to discuss who is being supported and how they support them. Feedback will be given to teachers so they can adapt resources, pedagogy, assessment and have a better idea about how the student is feeling. The overall aim is to support students and build teacher capability.

## LITERACY AND NUMERACY PROGRESS END OF YEAR 2020

FEB 2021 3.1

### PURPOSE:

This paper reports on the achievement of our junior ākonga in 2020 as measured by e-asTTle tests in reading, writing and numeracy and relates to Strategic Goal 1.

**SG1:** Develop and deliver a culturally responsive, personalised and future-focused curriculum that supports the needs of our learners, recognising the unique position of Māori.

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

### Conclusion:

The e-asTTle data shows that a number of our ākonga are making progress. However, there continue to be a significant number of ākonga below curriculum expectations as measured by the e-asTTle assessments. The 2019 Year 9 cohort has seen a widening of the achievement outcomes between NZE and Maori ākonga across reading, writing and numeracy.

More ākonga are below expectation in numeracy than reading or writing at Year 9 and 10. Like previous years the percentage of the Year 10 cohort at or above the expected level decreases compared to the end of year 9. NZE ākonga cohort has a higher percentage at or above the level at Year 9 and 10 in reading, writing and numeracy. The difference decreases at the end of Year 10.

Several ākonga test 4B or below at the end of year 10 in numeracy, writing, and reading, which suggests they will need extra support and differentiation in Year 11.

Some ākonga in the Year 9 ALPS cohort are making accelerated progress as measured by the e-asTTle tests. However, a proportion are not making the expected progress. The lack of a full set of data makes any accurate conclusions difficult.

### Recommendations:

Data from the English Faculty report demonstrates that when using teacher-assessed grades ākonga are making similar or more progress across one year than two years using e-asTTle data. For example, 29% of ākonga demonstrated a two-sub level increase in the 2020 Year 10 cohort compared to 26% across two years. It may be time to investigate a different assessment tool that can provide a richer picture of ākonga achievement and learning to support accelerated progress. e-asTTle is a standardised, one-off sample. The Progression and Consistency Tool (PaCT) allows teachers to make 'dependable summative judgements about the achievement of their ākonga in reading, writing, and mathematics'. PaCT uses the Learning Progression Frameworks to support and structure the decision-making progress. Teachers use their observations and knowledge of ākonga learning over time to make decisions about their progress.

It would also be helpful to look at progress with a valued-added lens to have a clearer picture of who is and who is not making progress. The e-asTTle test hinders individual value-added analysis assessment. Not all ākonga complete all the tests, and a one-off assessment may not give an accurate indication of value-added for an individual.

As we move into the new assessment of literacy and numeracy standards for NCEA, we must have a shared understanding of when ākonga are ready to sit the assessments. The MOE indicates the tests will be around level 4 of the curriculum and sat in either Year 9 or 10. We need to dedicate time to understand the new standards and what implications they have for our context.

### Year 9, 2020:

**Table One: Summary of ākonga performance in Reading, Numeracy and Writing (e-asTTle)**

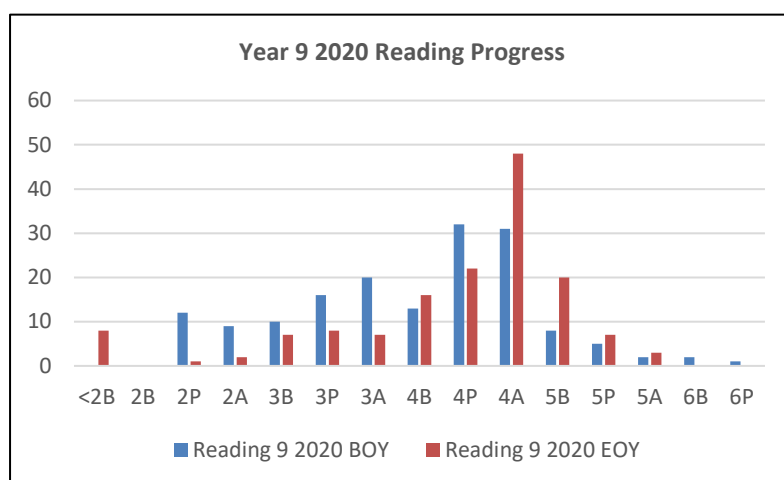
Year 9 2020 Group:	Students at expected level: (%)					
	Reading		Numeracy		Writing	
	Start	End	Start	End	Start	End
Cohort	47	52	24	36	34	48
Māori	38	41	16	25	24	36
NZE	78	83	51	70	63	75
Average Level:	4B	4P	3A	4B	4B	4P
Curriculum Expectation	4P	4A	4P	4A	4P	4A

NB: Due to very low numbers Pasifika and other ethnicities are not shown here.

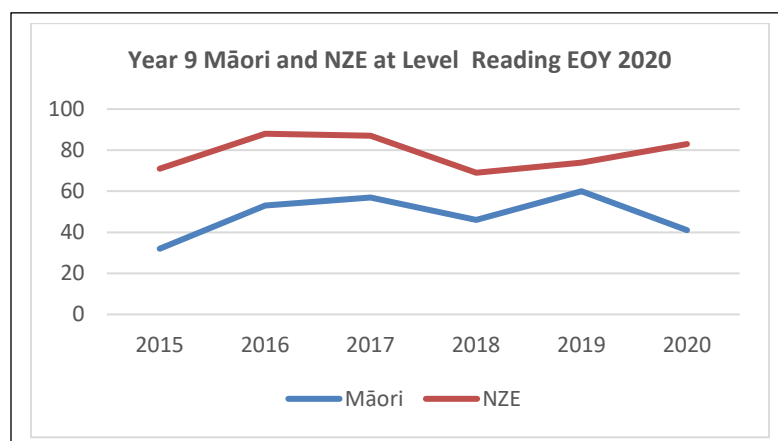
Please note a slight change in the reading figures as reported at the start of the year – ākonga who did not register a score have been included in the figures as 'below 2b'.

Ākonga on average have made one sub level of progress in reading, mathematics and writing. The average levels were below curriculum expectations for all three areas at the start of the year and remain below at the end of the year. There is a higher proportion of ākonga at level in reading, numeracy and writing at the end of the year as compared to the start of the year. The largest increase is shown in NZE ākonga numeracy which has seen a 19% increase in students at level. In reading, numeracy and writing there is a higher proportion of NZE ākonga at level as compared to Maori ākonga.

#### Reading e-asTTle Progress:



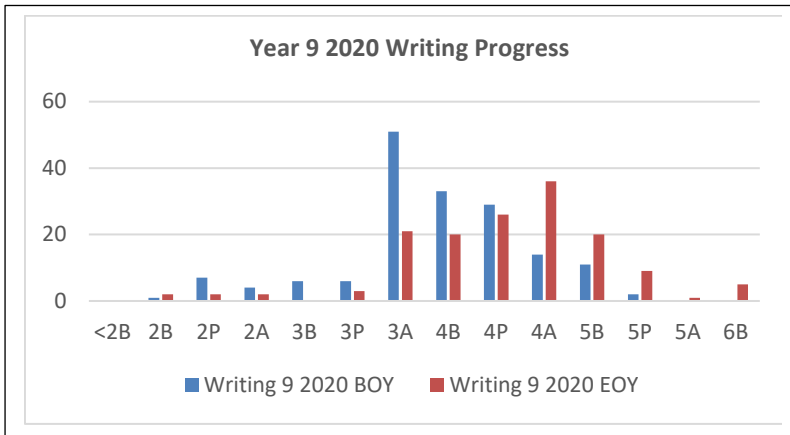
The reading scores show a clear shift to the right. The highest point of the graph is 4A (curriculum expectation) at the end of the year. Most ākonga end of year results fall between 4B and 5B.



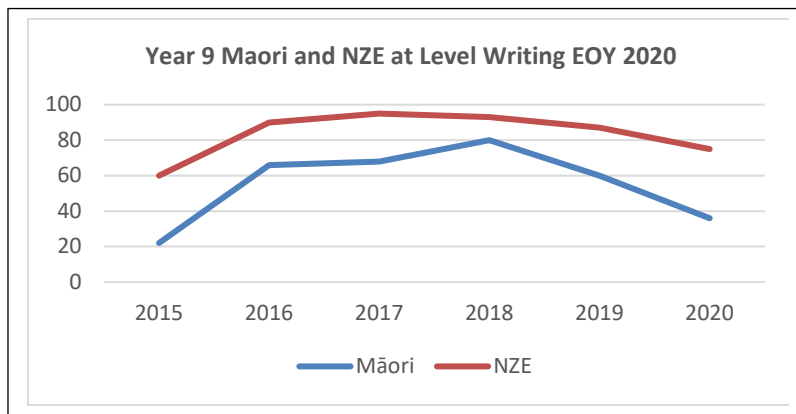
In 2020 there is an increase in the gap between Maori ākonga at expected level and NZE ākonga. The NZE ākonga group has 40% more ākonga at or above expected level as compared to the Maori ākonga group.

#### Writing e-asTTle Progress:



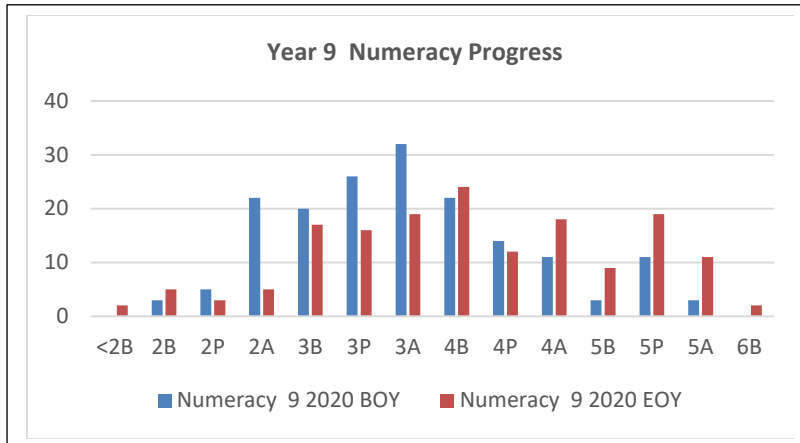


The writing bars show a shift to the right. The highest point is at a 4A, compared to the highest point at 4B at the start of the year. The end of year results predominantly range from 3A to 5B with a few results either side.

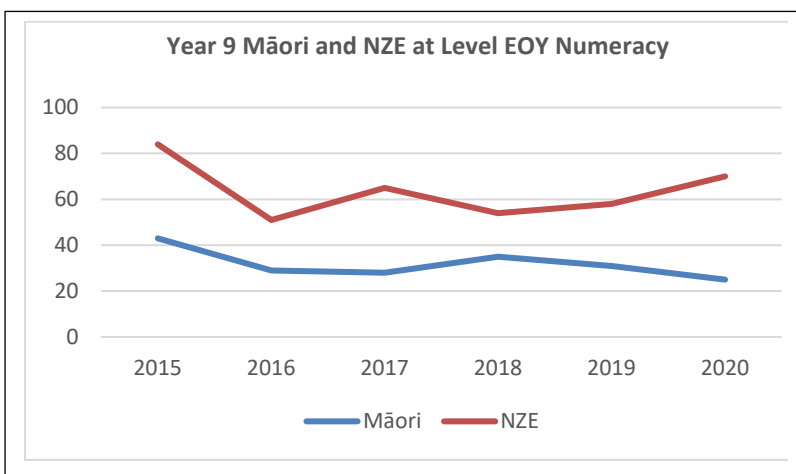


There are 39% more NZE ākonga at or above expected level as compared to Māori ākonga.

**Numeracy e-asTTle Progress:**



The numeracy graph shows a shift to the right. The most common score at the start of the year was 3A compared to the most common result at the end of the year at 4B. Interestingly, there are several ākonga who have results significantly above expectation. The graph shows a very wide range in results from ākonga testing as below level 2 to a level 6.

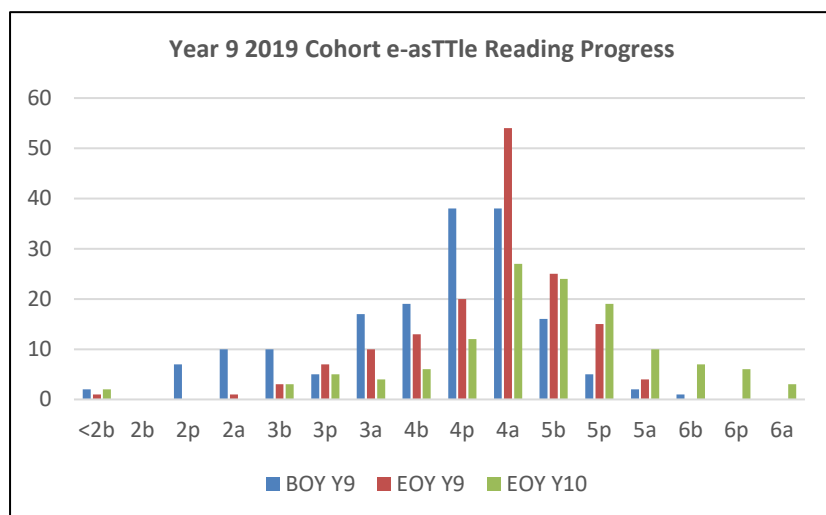


There are 45% more NZE ākonga at or above expected level as compared to Maori ākonga. The difference in achievement outcomes has increased by 18% compared to the 2019 cohort.

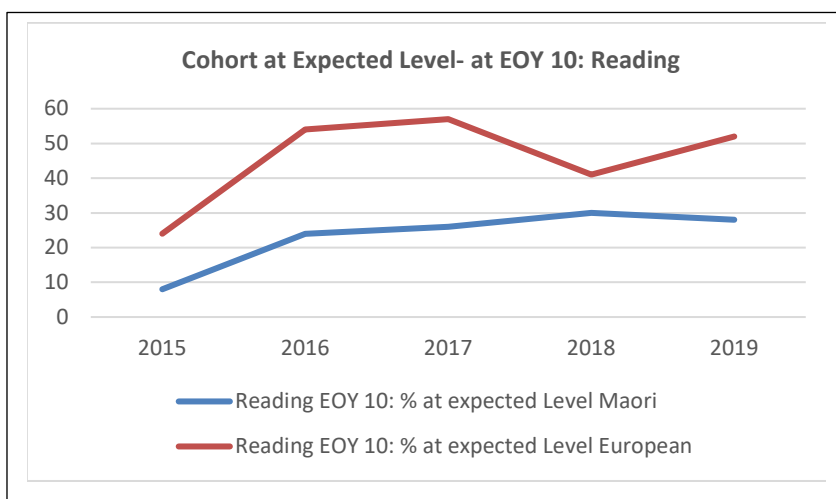
Year 9 2019	Reading			Numeracy Year 9		Numeracy Year 10		Writing		
Students:	BOY 9	EOY 9	EOY 10	BOY 9	EOY 9	BOY 10	EOY 10	EOY 8	EOY 9	EOY 10
<b>Cohort</b>	59	62	35	30	40	28	33	50	67	38
<b>Māori</b>	54	60	28	20	31	17	25	43	60	31
<b>NZ NZE</b>	75	74	52	50	58	54	52	71	87	50
<b>Average Grade:</b>	4P	4A	5B	3A	4P	4B	4A	4B	4A	5B
<b>Expected Level:</b>	4P	4A	5P	4P	4A	5B	5P	4P	4A	5P

Approximately a third of the tested cohort are at level in numeracy, reading and writing. The average level for reading is a 5B. This is the first time in a few years that the average level has reached a 5. The average level for writing is a 5B and for numeracy is 4A. The cohort average level has moved 2 sub levels in reading and 3 sublevels in writing and numeracy. There are more NZE ākonga at level than Maori ākonga in reading, numeracy and writing.

**Reading e-asTTle Progress:**

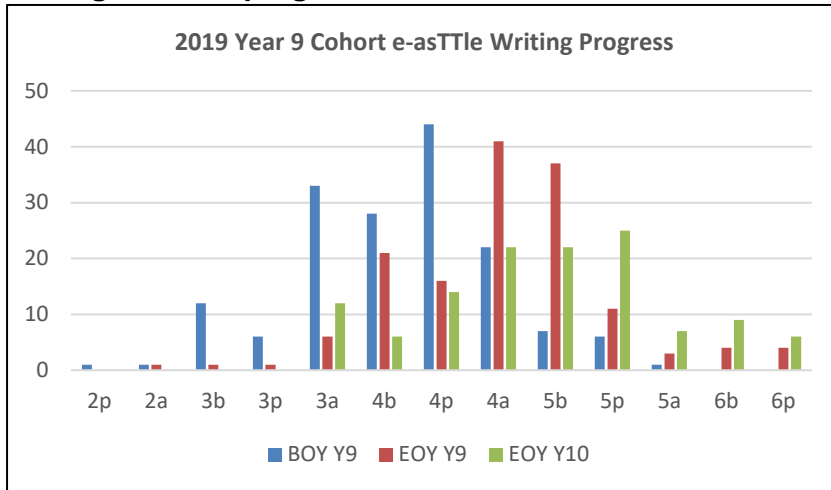


The bars show a clear shift to the right indicating cohort progress. The percentage of the cohort at or above the expected level at the end of year 10 has decreased as compared to the end of year 9.

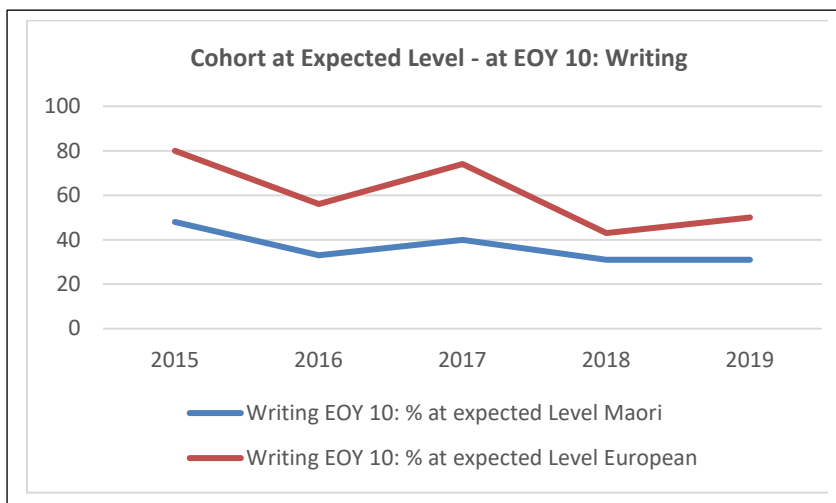


The percentage of NZE ākonga at level has increased by 11% as compared to the 2018 cohort. There is a slight decrease in Maori ākonga at level. There are 24% more NZE at level compared to Maori ākonga.

**Writing e-asTTle progress:**

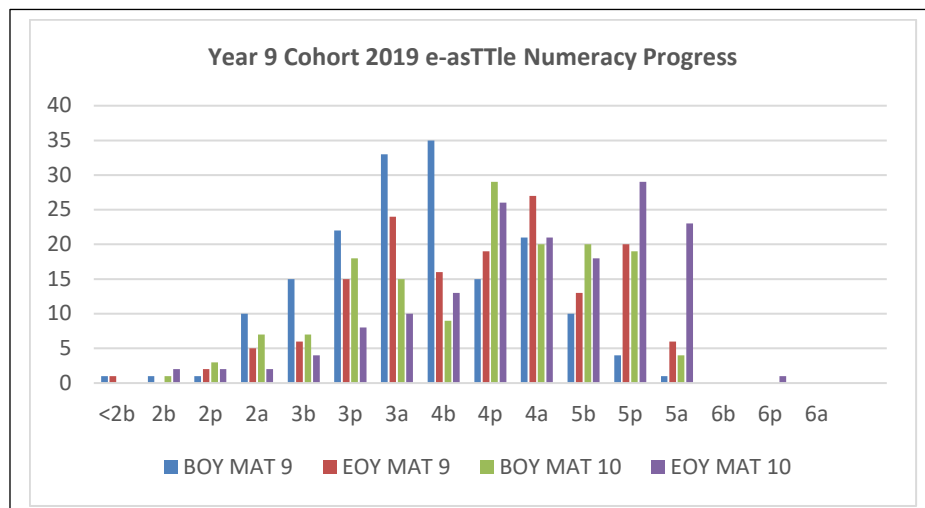


There is a shift in the bars to the right. The highest bar is now at a 5P as compared to a 4P at the start of year 9.

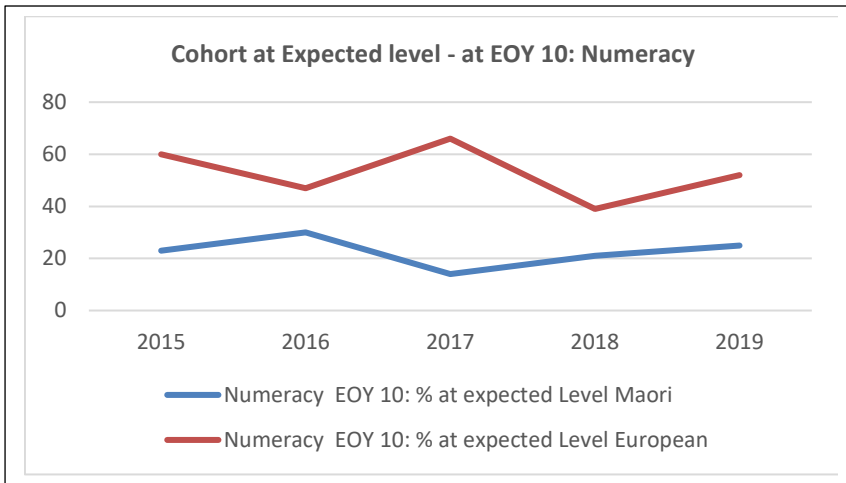


The downward trend of students at level in writing has changed with this cohort. Maori ākonga achievement is the same as 2018 and European achievement has improved by 7%.

**Numeracy e-asTTle progress:**

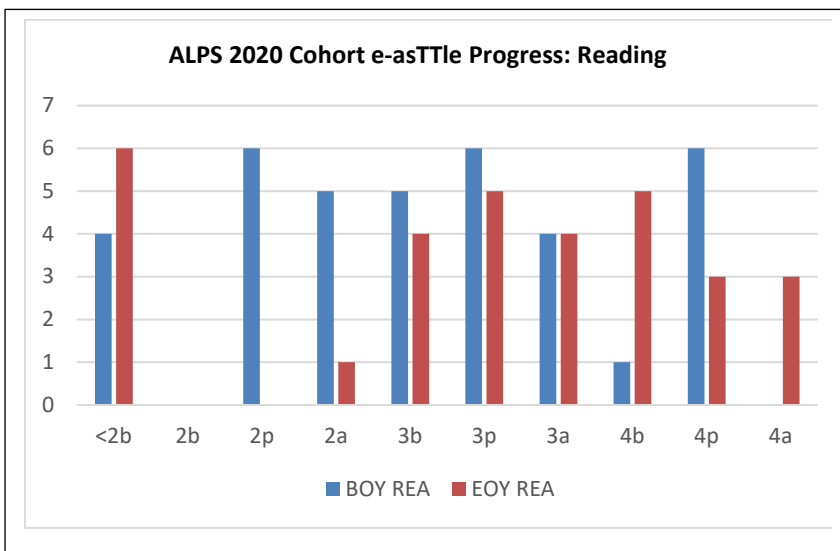


There is a shift to the right with the EOY 10 results. The most common score is a 5P at the EOY 10, compared to a 4B at the start of Year 9. The results show very wide range of achievement levels



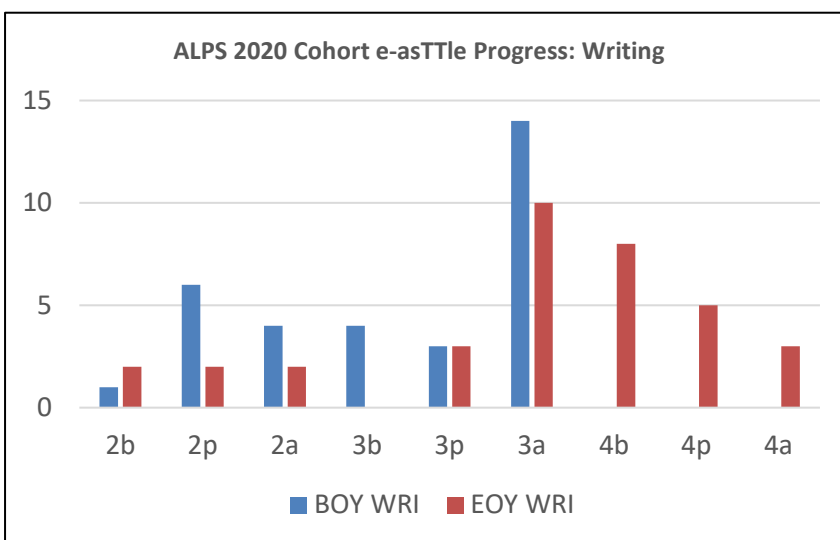
The numeracy results are have shown a steady improvement for Maori ākonga since 2017 and an improvement since 2018 for European ākonga.

**Year 9 2020 e-asTTle progress for ALPs:**

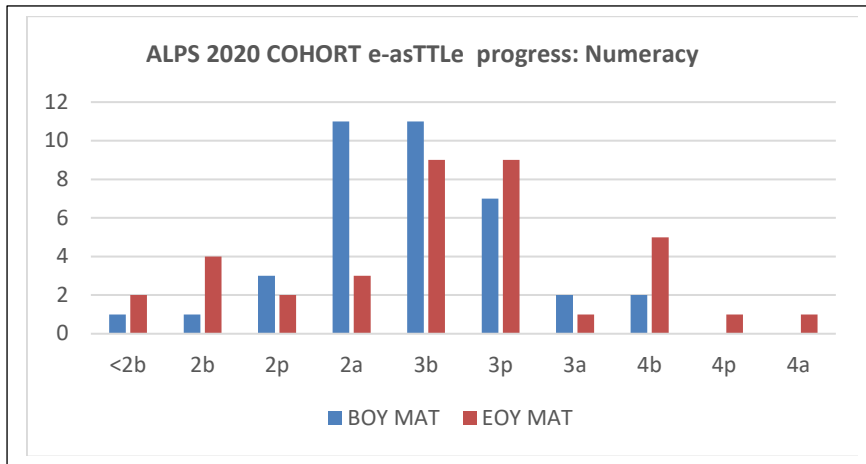


There is a shift to the right, however, there are a mixture of results demonstrated by the graph above.

Of the ākonga where we have end of year and beginning of year results (28); 40% of the ākonga have made at least 2 sublevels of progress.

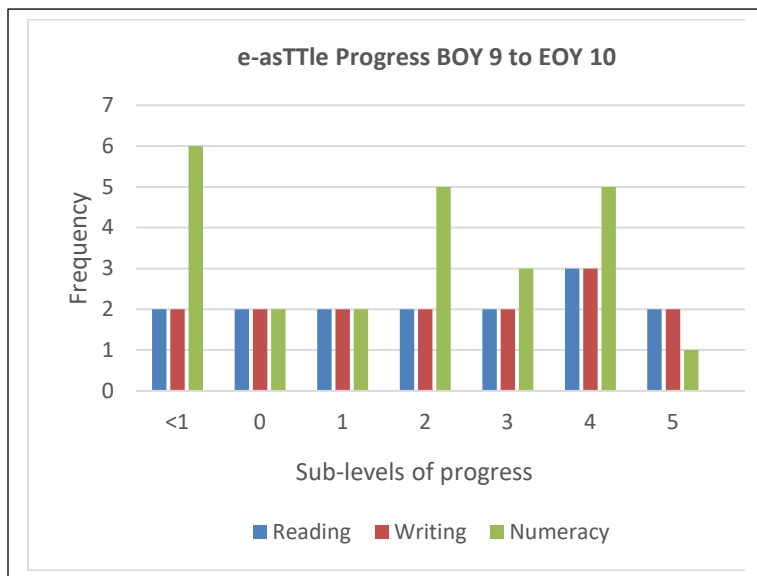


There is a shift to the right with the bars. Of the ākonga where we have end of year and beginning of year results (28); 40% of the ākonga have made at least 2 sublevels of progress.



There is a slight shift of the bars in the middle. Of the ākonga where we have end of year and beginning of year results (36); 30% of the ākonga have made at least 2 sublevels of progress.

**Year 10 (Year 9 2019) e-asTTle progress FOR ALPs ākonga:**



Most ākonga are making progress in reading, writing and numeracy, however, there a number of ākonga who have made no progress as measured by the e-asTTle assessment. Five ākonga in reading and writing made accelerated progress (more than a level) and six ākonga made accelerated progress in numeracy.

## NCEA Achievement 2020

Included here are the NCEA results for 2020 as at 11 February. These results are **preliminary** and there are some students still completing work. The pass rates include the Learning Recognition credits (LRCs) that the students were awarded.

### Table One: NZQA Published Results:

2019 final results are shown in red for comparison.

Level:	Total Student #	NA %	A %	M %	E %	National Overall %	GGHS Overall %
1	180 <b>110</b>	27.4 <b>29.5</b>	23.4 <b>33.3</b>	33.8 <b>46.8</b>	15.4 <b>12.6</b>	70.9 <b>70.6</b>	72.6 <b>70.5</b>
2	134 <b>107</b>	16.4 <b>17.6</b>	37.2 <b>41.7</b>	24.1 <b>18.5</b>	22.3 <b>22.2</b>	79.5 <b>77.5</b>	83.6 <b>82.4</b>
3	102 <b>75</b>	16.7 <b>30.4</b>	40.9 <b>29.6</b>	27.1 <b>25.0</b>	15.3 <b>15.0</b>	71.7 <b>67.3</b>	83.3 <b>69.6</b>
UE	102 <b>75</b>	46.1 <b>47.0</b>				52.4 <b>49.3</b>	53.9 <b>53.0</b>

Overall our performance has improved compared to previous years. In particular, the Level 3 results are excellent with a 13% improvement on 2019. Our students have achieved a higher pass rate than the National results at all three levels and for UE.

In total the LRC's assisted 17 Level One, 5 Level Two and 6 Level Three students complete their qualification. As the Level One students need to gain a total of 80 credits it makes sense that more of them needed this assistance (10 LRC available).

### Literacy/Numeracy at Level One:

Of the students who are returning this year, ten have not achieved L1 Literacy and 11 have not achieved Numeracy. Only two students have not achieved Level One because of this – one needing Literacy and one needing Numeracy. Our overall Literacy and Numeracy results have both improved on 2019 results. Our results are both higher than the national data.

Year:	National Literacy %	GGHS Literacy: %	National Numeracy %	GGHS Numeracy: %
2020	84.9	89.9	83.2	89.4
2019	85.5	88.6	83.4	78.5
2018	86.2	92.4	84.4	85.4

## MANU TANGIATA STUDENT PROGRESS 2020

FEB 2020

### PURPOSE:

This paper reports on the progress of students in the Manu Tangiata bilingual programme in 2020.

### REPORT:

#### 10 MTB - Kopara

##### Success in JCEA compared to the Maori students in Mainstream classes:

Group:	Number:	Passed: %	Gold: %	Silver: %	Bronze: %	No Award: %
MTB	23	100	78	13	9	0
Other Maori	69	87	41	17	29	13

As we can see in the table above, the students in Kopara have achieved at a higher rate in JCEA than other Maori students in Mainstream. This class was formed in 2020 as a Year 10 core class.

#### 11 MTW - Whitiara:

##### Success in NCEA Level One compared to Maori students in Mainstream classes:

Group:	Number:	Passed: %	Excellence: %	Merit: %	Achieved: %	No Award: %
MTW	22	69	0.0	16	53	31
Other Maori	77	67.5	7.8	22	37.7	32.5

The pass rate for Whitiara students was very similar to Maori students in the mainstream. This class was formed in 2019 as a Year 10 core class.

#### 12 MTK – Korihi:

##### Success in NCEA Level Two compared to Maori students in Mainstream classes:

Group:	Number:	Passed: %	Excellence %:	Merit: %	Achieved: %	No Award: %
MTW	10	100	10	10	80	0
Other Maori	70	68.6	7.1	14.3	47.1	31.4

The pass rate for Korihi was considerably higher than for the mainstream Maori students although this is a small group of students. These students were in the original class that was formed in Year 11 in 2019.

**PURPOSE:**

This paper reports on Term Two's activities for the Restorative Practice portfolio. This relates to Strategic Goal 2. This paper has been prepared by Bindy Hannah.

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

**2020 Specific Targets:** Reduction in Dean/HoF referrals to demonstrate positive engagement.

**Outcomes:**

The 'Referrals to Deans and HoFs' measure has proven to be inaccurate to use as they are not recorded consistently in Kamar. As we are in the middle of the year we cannot make system changes as this would disrupt staff. We will work on the Kamar system and make changes for more accurate recording procedures for 2021. We are exploring other ways to recognise positive behaviour.

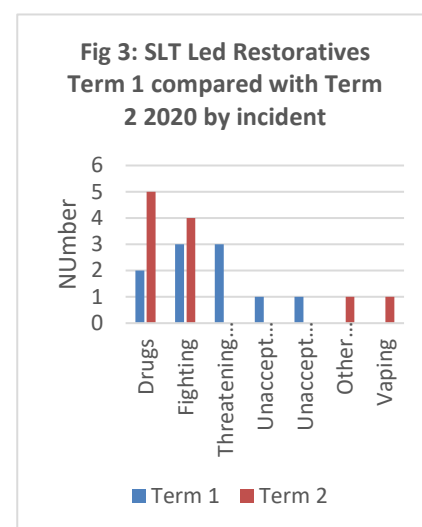
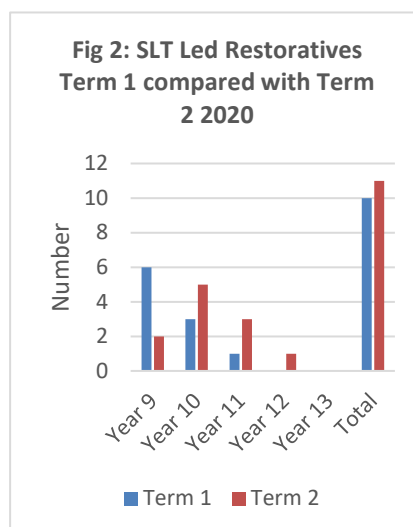
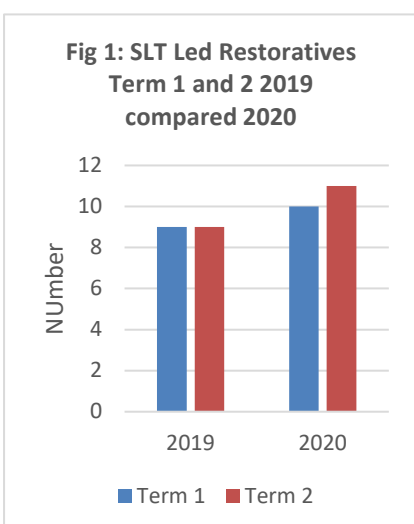
We can accurately report the number of stand downs and SLT-led Restoratives as a measure of the more high-end behaviour incidents. These are shown below and there has been an increase in both measures this year. There was a concerning number of drug incidents late in the term for which we were well-supported by the police in our restorative process.

**Standdowns / Suspensions / SLT Restoratives:**

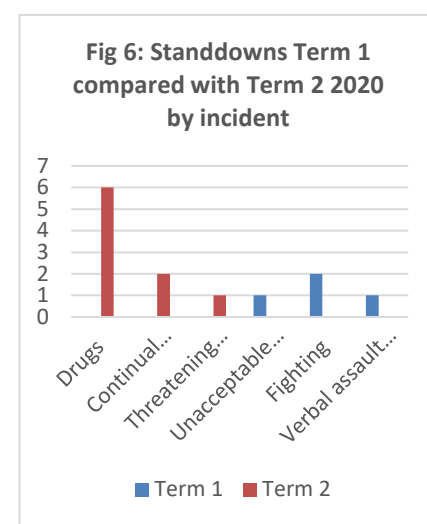
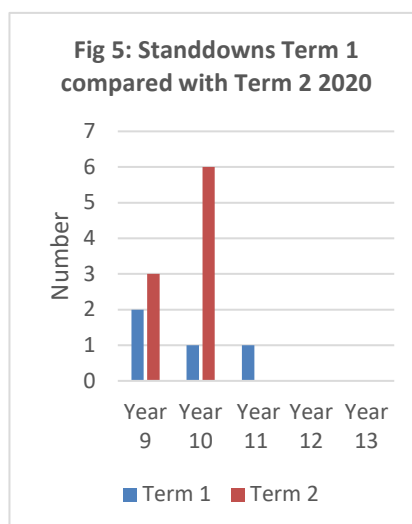
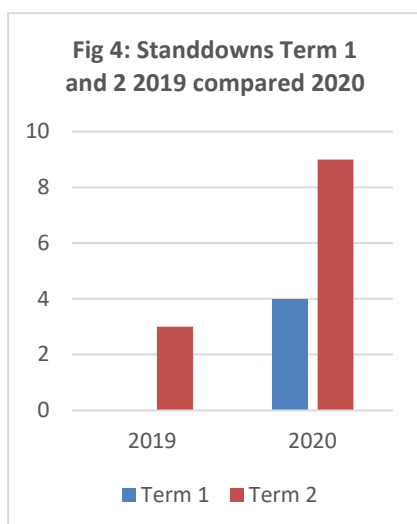
When a student has seriously breached school expectations they will have a SLT led restorative before they can return to class. In some more serious cases, or for repeat offenders, there may be a Standdown.

During Term 2, we have had 11 SLT led restorative conferences and 9 standdowns. Two Year 10 students reoffended. The details are shown in the table below.

Year level	SLT led restorative	Standdown
9	Fighting Other harmful or dangerous behaviour	Continual Disobedience Unacceptable behaviour Threatening violence
10	Fighting x2 Drugs x 2 Vaping	Drugs x6 (4 students)
11	Drugs x3	
12	Fighting	







There were two year 9 students and two year 10's at the Activity Centre for most of Term Two. One year 10 student was transitioning back to GGHS at the end of the Term. One Year 9 student and one Year 10 student have started at the beginning of Term Three.

GGHS has formalised a relationship with the Gisborne Police. We have Constable Lisa Basford allocated to support us with our restorative processes on two days a week. We have also received further support from the Community Constable Rangī Kingi who will support us on the other three days if required. This support is very welcome as it helps students understand the serious nature of their offending and consequences should they reoffend.

In the media lately there have been reports about the level of physical and verbal assaults on staff. In relation to this we have analysed our data.

Year:	Verbal Assault on Staff	Physical Assault on Staff	Total:
2017	31	0	31
2018	21	1	22
2019	5	0	5
2020 #	4	0	4

# 2020 only for 2 terms

This data seems to indicate that our relationships between staff and students have improved over recent years which is very encouraging. Our focus at all times is about the relationships between people and when there is a potential breakdown we hope that staff have the skills to manage, maintain and restore relationships for learning. Our next staff meeting will discuss this data further and plan next steps.

**PURPOSE:**

This paper reports on Term Four’s activities for the Restorative Practice portfolio. This relates to Strategic Goal 2. This paper has been prepared by Bindy Hannah.

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

**2020 Specific Targets:** Reduction in Dean/HoF referrals to demonstrate positive engagement.

**Outcomes:**

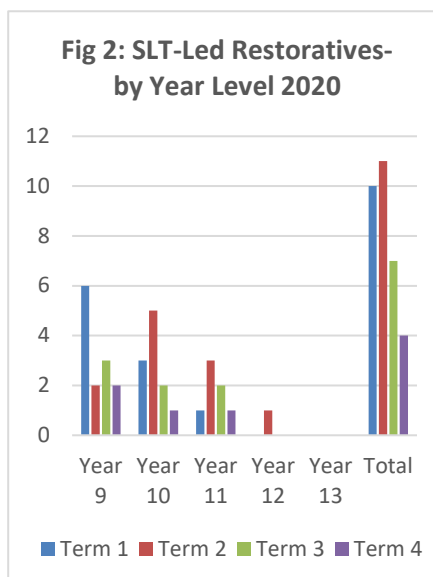
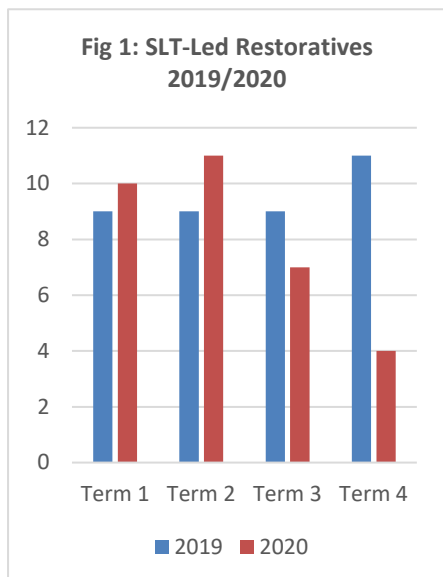
As indicated in the last paper we will revise the data collection for this target in 2021.

**Standdowns/ Suspensions/SLT Restoratives:**

When a student has seriously breached school expectations they will have a SLT led restorative before they can return to class. In some more serious cases, or for repeat offenders, there may be a standdown.

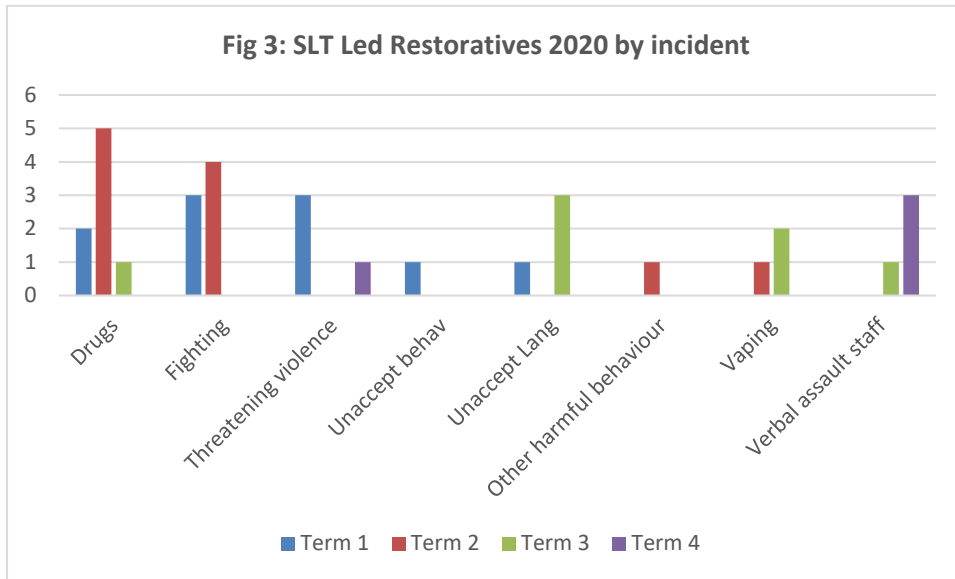
During Term 4, we have had 4 SLT-led restorative conferences and no standdowns. The details are shown in the table below.

Year level	Standdown	SLT led restorative
9		Verbal assault on staff x2
10		Verbal assault on staff
11		Threatening violence



There have been significantly less SLT Led Restoratives held during Term 4 than in 2019.

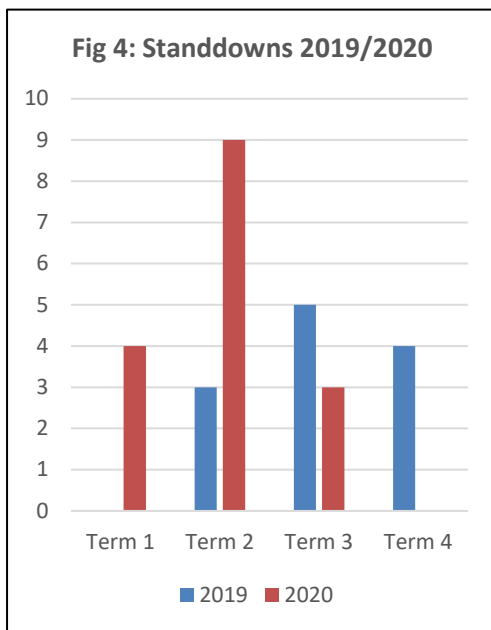
All year levels have improved over the year.



Although the number of offences were very low the highest number of incidents were for verbal assault on staff during Term 4.

**Standdowns:**

We have had no students stood down from school this term which is an excellent result.



There are four year 9 students and two year 10 student at the Activity Centre during Term 4.

## JCEA REPORT 2020

FEB 2021 ITEM 3.2

### PURPOSE:

This paper reports on the performance of our Year 9 and 10 ākonga in the Junior Certificate of Educational Achievement (JCEA) in 2020.

### RESULTS:

Most ākonga in Year 9 and 10 achieve a JCEA Award. There is a noticeable difference between the type of award ākonga achieve across ethnicities. At both Years 9 and 10, more NZE ākonga are achieving a gold Award as compared to Maori ākonga.

The decrease in Year 9 Maori ākonga results may indicate that they were more affected by the disruptions of last year. Year 9 ākonga had only just started to settle into school before the lockdown. The Year 10 results indicate that those ākonga were more settled in the school so coped better.

### RECOMMENDATIONS:

Kia eke Panuku evidence from across schools showed that engaging in culturally responsive pedagogy shows a great potential to improve learner outcomes. Our JCEA, which measures achievement, participation and engagement, shows that Maori are not achieving as highly as NZE ākonga. We need to collect Junior student voice as part of our curriculum review to find out if our learning programmes are culturally responsive and engaging for our Maori learners from an ākonga perspective.

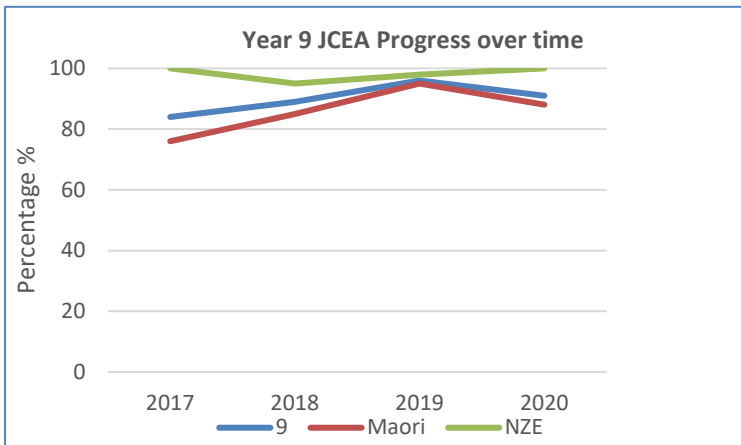
Within our JCEA award, ākonga are sitting several formal assessments. This year, HOFs have been asked to review their junior assessment programme and only formally assess three learning aspects twice a year. The purpose is to emphasise the learning, rather than assessment, and avoid our junior students being over-assessed. Additionally, Form Teachers allocate several credits for Form class participation, and it would be helpful for form teams to co-construct the achievement of these credits so that ākonga are clear about their expectations.

### REPORT:

#### Junior Certificate of Educational Achievement 2020

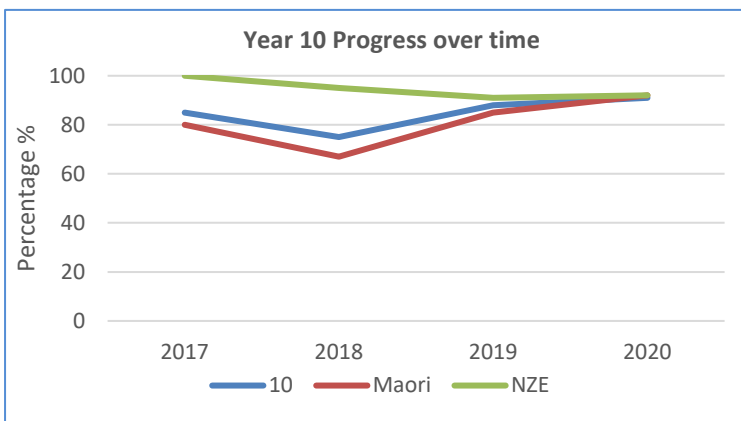
**Table One: Pass Rate (%) for JCEA Certificates in Year 9 and 10 for 2020 compared to previous years.**

Year:	2018	Gold	Silver	Bronze	2019	Gold	Silver	Bronze	2020	Gold	Silver	Bronze
<b>9</b>	<b>89</b>	59	18	12	<b>96</b>	72	13	11	<b>91</b>	59	15	17
<b>Māori</b>	<b>85</b>	49	22	14	<b>95</b>	68	11	16	<b>88</b>	48	18	22
<b>NZE</b>	<b>95</b>	75	11	9	<b>98</b>	82	14	2	<b>100</b>	85	10	5
<b>10</b>	<b>75</b>	50	14	11	<b>88</b>	34	27	27	<b>91</b>	58	14	19
<b>Māori</b>	<b>67</b>	39	13	15	<b>85</b>	24	37	34	<b>92</b>	54	15	23
<b>NZE</b>	<b>95</b>	80	10	5	<b>91</b>	50	26	15	<b>92</b>	67	11	14



Most ākonga in Year 9 achieve a JCEA Award. 100% of NZE ākonga achieve an award compared to 88% of Maori ākonga.

More NZE ākonga are achieving a gold award compared to our Maori ākonga. NZE ākonga achievement has remained relatively steady over time, with Maori achievement showing more fluctuation.

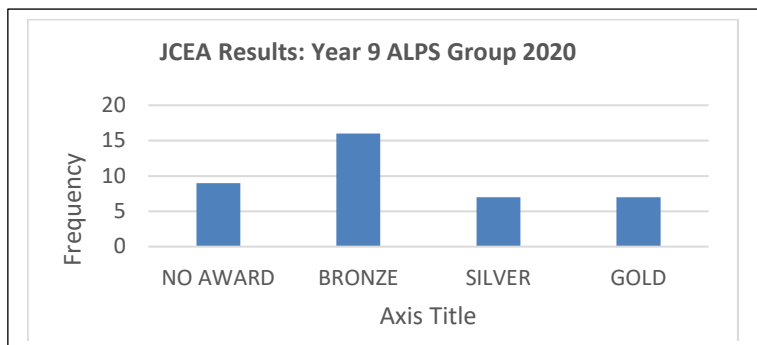


Most ākonga achieve a JCEA award. Maori and European achievement is equitable. However, on closer analysis, there are fewer Maori ākonga achieving a gold award than European ākonga .

Year 10 ākonga achievement saw a big increase in gold award attainment last year compared to previous years. This is a very positive outcome.

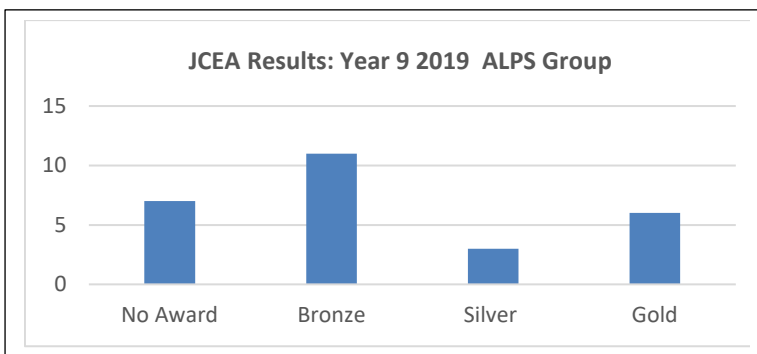
**Year 9 2020 – ALPS Group Progress in JCEA:**

Our ALPs students receive additional support in Literacy and Numeracy over the year. It is important to monitor their overall progress as shown by JCEA achievement.



77% of our Year 9 ALPS cohort achieved a JCEA Award. This is lower than the Cohort, where 91% achieved an Award.

**Year 10 2020 (Year 9 2019) - ALPS Group Progress**



66% (27/41) of the 2019 ALPS Cohort remained on the Gisborne Girls' High School roll in 2020. 74% of this cohort achieved a JCEA award compared to the overall cohort result of 91%.

## LITERACY REPORT 2020

DEC 2020 ITEM 3.4

### PURPOSE:

This paper summarises the full report on the activity of the Literacy Lead Team over this year which was prepared by Sarah Olliver, Literacy Coordinator and is for noting.

### REPORT:

#### Term One:

- Establishment of the Literacy Coordinator position
- Developed the PLD Plan 2020 alongside Janice Langford our PLD facilitator.
- Established Literacy Reps for each faculty including defining the role
- Planned first full staff meeting PLD session but postponed with lockdown.
- During lockdown used the time to research literacy strategies and theory, best practice and general understanding of the theory behind literacy and key strategies that have had proven success.

#### Term Two:

- The first Literacy PLD session was based in faculties for staff to reconnect with goals after the time away, and discuss how it fitted into their subject areas. Literacy reps facilitated these meetings. This was a chance to revisit goals, and also to introduce the upcoming literacy workshops. Teachers were also asked to refresh their understanding of the Everyday Reading Indicators.
- Full staff PLD went ahead: Literacy PLD #2 Whole Staff - Why Read? & Prior Knowledge.
- Coaching sessions with literacy reps began this term.
- During this term, I joined the Kahui Ako Literacy Focus Group, and we have continued to meet throughout the year. It has been good to connect with teachers at other schools - so far the focus has been on dyslexia, but this will be broadening.

#### Term Three

- This term, we ran the literacy workshops. The first week went ahead successfully, with two days of workshops, 3 sessions in each. The following week unfortunately had to be postponed due to the community spread of Covid 19 in Auckland and the possibility of a second lockdown. This made the following literacy PLD sessions in groups a little disjointed, as some staff had not been able to attend their workshop(s).
- Literacy workshops:  
Literacy PLD Workshop 1 - Prior Knowledge / Constructing the Gist - Ambiguity  
Literacy PLD Workshop 2 - Teacher Read Aloud  
Literacy PLD Workshop 3 - Vocabulary
- We had very good attendance at workshops from full time staff; a number of staff attended all three. Discussion was really positive and thought-provoking. Often, the ideas we had all been thinking about in our curriculum review groups came up, and we could all see how relevant literacy is in the big picture.
- Following the workshops, we decided to put together cross-curricular groups to goal set and share. These cross-curricular groups worked well, and informal feedback has been overwhelmingly positive. Lots of interesting discussion was had, and sharing of what worked and resources made between departments was another plus. SMART goals were made and shared. Staff felt comfortable and enjoyed the small group dynamic.
- Coaching continued this term and I attended the coaching PLD at Boys' High.

#### Term Four:

- Week 2 PLD was a full staff meeting, as a reminder of strategies covered, and literacy reps sharing successes/trials of strategies in their subject area. Three teachers shared their goals and what had worked/not worked for them. They were all

amazing, and had completely different goals and strategies, which helped staff to see what a wide range of strategies is available to try. I have created a folder in the Literacy folder in the Teacher Drive to add their resources.

- A coaching day was held Monday 19 October for Literacy reps.
- I have attended another PLD session at Boys' High on coaching.
- Literacy rep meeting on Monday 9 November to discuss the way forward as a group.
- Our final PLD session is in week 7 in faculties, with literacy reps leading. Feedback from this will help us with goals to move forward, and it will give the literacy reps more opportunity to lead within their department.
- We have also a workshop day/morning with literacy reps once seniors finish, to focus on building literacy knowledge. I plan to purchase the Reading for Understanding books for each rep, as they are so easy to access, and have many practical activities and examples of strategies in action.

### **What's next?**

- Feedback so far from staff is that most want more time to consolidate, and put together subject specific activities based on the strategies they have learnt in workshops, or talked about in their cross-curricular groups. More faculty time recommended with literacy reps focusing on faculty and individual staff members' goals. They are the ones who will be building their literacy knowledge, and taking it back to their faculties to share, and trial strategies
- We have discussed the need for better sharing of resources between faculties, as some faculties have developed fantastic resources around literacy, which could be adapted easily for other subject areas. Often, we find ourselves reinventing the wheel, when someone in another faculty has created something similar already.
- Next year, regular meetings with literacy reps are needed, so that we develop a supportive, collegial group with a common goal.
- Next year, perhaps after consolidating reading strategies in term one, it is time to segue from the importance of reading into writing strategies/skills. There will continue to be a need for regular reminders of reading strategies to make sure this is something that becomes embedded in practice. Literacy reps having a regular slot in department meetings could be a way to do this.
- I recommend the purchase of Write that Essay posters and resources to share with staff, and to have in classrooms, with a view to building on writing strategies.
- I will ask reps for faculty/HoF feedback in terms of literacy this year. What worked best? What's next for them? What PLD model do they prefer?
- Next year, I recommend more PLD for reps in terms of specific literacy knowledge. At present they are working on individual, self-chosen goals. If they are going to be the literacy leaders in their faculties, they will need more literacy knowledge. The Reading for Understanding book is a first step in this. Sharing readings, having workshops and sharing helpful books and websites will also be part of this.

### **Curriculum Review links:**

- There are many crossovers between the curriculum review, and our plan for literacy. In particular, being in the Future Focused Learning group myself, we honed in on the importance in any future, of being an independent, self-reliant learner. Strong literacy skills are needed to be able to access that self-reliance. This idea of the focus on student agency as key to our curriculum review came through strongly in all groups.

**PURPOSE:**

This paper has been prepared by Kristin McGill and reports on our Domain Inquiry Teams, our Centrally Funded PLD Plan and the Kahui Ako PLD

**Domain Inquiry Teams**

In order to develop a deeper shared understanding and ownership of our Learning Framework, staff opted in to one of the five domain inquiry teams. These teams, led by the Within School Teachers, the Specialist Classroom Teacher and supported by the SLT have been meeting on Tuesday mornings to inquire into key aspects of their domain and develop capacity. Initially, this work was meant to feed into a curriculum review set to be completed by the end of Term 2. With the Covid-19 lockdown, this deadline has shifted out by a year enabling teams to focus on their professional learning in each domain. In Term 3, Domain Inquiry Teams will each have the equivalent of one day, in addition to Tuesday mornings, to work intensively on their domain inquiries.

**Centrally Funded PLD**

We have secured 200 hours for 2020 based on the following proposal:

ERO recognised the significance and potential of our Learning Framework in their recent review: "Leaders recognise that the recently introduced 'learning framework' that integrates the vision and desired outcomes for students, requires further development. Articulating clear and detailed indicators of what best practice and success look like to guide teacher and leader practice, is a key next step. This should assist the school to strengthen:

- teaching practices that improve learning and engagement, particularly for at risk learners
- culturally responsive practices
- the localised curriculum and provision of relevant and meaningful pathways for students through and beyond the school" (ERO, May 2019).

In 2019, we have spent considerable PLD time gaining a clear understanding of the centre of the framework - Hinetu Profile, Treaty of Waitangi, School Values. We now need to develop a deep and shared understanding of best practice in each of the other five domains of the Framework, in order for it to be used as an effective tool to improve student outcomes. This is a large body of work that will involve evaluation of current practices across all domains, collaborative inquiry to develop best practice indicators, and the development of effective tools to support teacher development and evaluate progress and impact on student achievement.

We recognised that there was still work to do with our literacy work started in 2019, so 100 hours was allocated to Janice Langford (Freedom Literacy) to work alongside our recently appointed Literacy Coordinator, Sarah Oliver, to embed good practice across faculties. To date, Janice has used 25 of her hours. Janice and Sarah have been working with Literacy Leaders from each faculty using a Growth Coaching approach to build capacity. The remaining 100 hours is to be used to work with external facilitators across the Framework Domain Inquiry Teams. Kathe Tawhiwhirangi (Core Education) has started working with the Rich Curriculum Inquiry Team. Jess Williams and Kristin McGill are participating in Poutama Pounamu (University of Waikato), funded by Kahui Ako CFPLD hours to inform their work with the Culturally Responsive Teaching Domain Inquiry Team.

**Kahui Ako PLD**

At the start of this year, Annie Egan was appointed as an Across School Teacher and is our school liaison. Shelley Hunt is also still an ACT, however she has responsibilities in other schools. Our Within School Teacher team consists of Jess Williams, Ian Loffler, Jo Dagger, and Nic Taewa. Changes within the Kahui Ako, combined with Covid-19 has resulted in a slow start for Kahui Ako PLD, however, there is much on offer in Term Three. A new PLD approval process has been introduced to manage teacher enrolment in PLD including that offered by the Kahui Ako PLD. This process requires Principal sign-off before registering.



**STAFF PROFESSIONAL LEARNING TERMS 3-4 2020      DEC 2020 3.3**

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**PURPOSE:**

This paper has been prepared by Kristin McGill and reports on:

Domain Inquiry Teams  
Centrally Funded PLD Plan  
Kahui Ako PLD  
Within School Teachers

**Domain Inquiry Teams**

In Terms 3 and 4, Domain Inquiry Teams continued to build upon their understandings of key aspects of their domains. Each team was given a full day to workshop their learning to enable richer conversations and deeper inquiry. While CFPLD hours were available for teams to acquire expertise outside of the school, only the Future Focussed team took advantage of this, employing Kathe Tawhiwhirangi from Core Education. Show Day enabled sharing of learning across Domain teams. In Term four, teams were tasked with developing key recommendations from their domains to inform the curriculum review in 2021.

**Centrally Funded PLD**

Literacy work continued in Terms 3 and 4 with the whole staff as well as with Faculty Literacy representatives to develop literacy strategies. Sarah Olliver worked alongside Janice Langford using GROWTH coaching to work intensively with faculty Literacy Representatives. The 100 CFPLD hours for Janice have now been used, with the intention that structures put in place and developed with Sarah will continue to develop teachers' capacity through the faculty representatives.

While we have been allowed an extension of our current PLD plan until the end of Term 2 2021, the remaining 80 hours of CFPLD needed to be allocated by October. It was decided that we would continue to work with Kathe Tawhiwhirangi to assist us with the curriculum review in terms 1 and 2 of 2021. Kathe was working in the school with Domain Inquiry Teams for two days in Term 4 and will return for four days in both Terms 1 and 2 2021.

**Kahui Ako PLD**

Kahui Ako workshops were made available from Term 3 for our teachers, with many taking advantage of them. Initially the number and breadth of the workshops seemed overwhelming and we needed to establish systems to make sure we know who was attending and what relevance the learning had for our own strategic direction. Our staff seemed hungry for professional learning as the number of applications has been significant in the second half of 2020.

**Within School Teachers**

The primary role of the Within School Teachers has been in the leadership of learning in each of the Domain Inquiry Teams. There has been very little connection to the Kahui Ako strategic plan. We are currently in the process of co-constructing what the WST role looks like within our school in 2021. It is also hoped that there will be more of a connection between our WSTs and the work of the Kahui Ako going forward.

## STUDENT – WHANAU – SCHOOL CONFERENCES

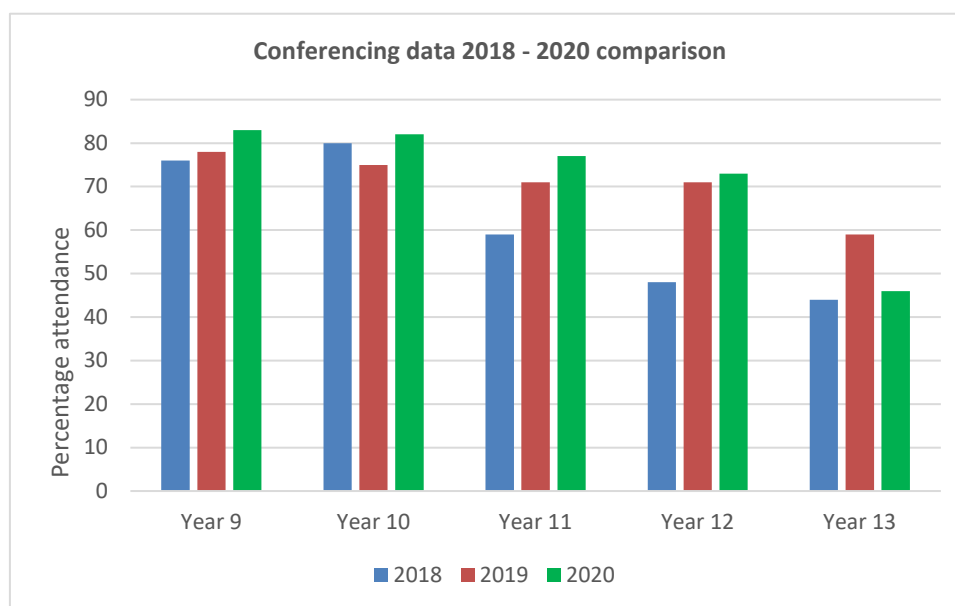
SEPT 2020 ITEM 3.3

### PURPOSE:

This paper reports on the student conferences that were held in early August. These had to be delayed from Term Two due to the lockdown. This paper has been prepared by Jan Kumar and is for noting.

### Report:

The graph below shows the attendance at conferences for 2020 compared to 2018 and 2019.



With the exception of Year 13, all the Year levels increased in attendance at conferences this year.

This was a very positive result as we have put significant effort into preparing for these conferences and encouraging all students to attend with their whanau. These hui followed the mid-year reports and also came in advance of subject selection for 2021 so the new timing may have proved very positive.

The decrease in attendance at Year 13 was largely due to two form classes that had particular issues this year. The remaining form classes had a 63% attendance rate, an increase on 2019 figures.

The preparation involved a different focus for junior students compared to seniors. The focus for Years 9 and 10 was on progress of goals set at the beginning of the year and next steps, attendance and participation in JCEA as well as a description of their learning so far. Most students created some form of presentation to share with their whanau and form teacher. In Years 11 – 13, the focus was on their NCEA progress, attendance, participation in extra-curricular activities and progress towards achieving goals set as well as their future pathways.

The steady increase in attendance over the past three years shows that our expectation that all whanau attend a conference is becoming a reality as whanau and students understand the value of this hui. In particular, the increase in attendance at the senior school shows the value of retaining those relationships between whanau, student and form teacher as the student moves up through the school.

## WHANAU SURVEY 2020

SEPT 2020 ITEM 3.2

### PURPOSE:

This paper reports on the quick survey that was conducted during the Student-Whanau-Teacher Conferencing held in August. This paper has been prepared by Jan Kumar and is for noting.

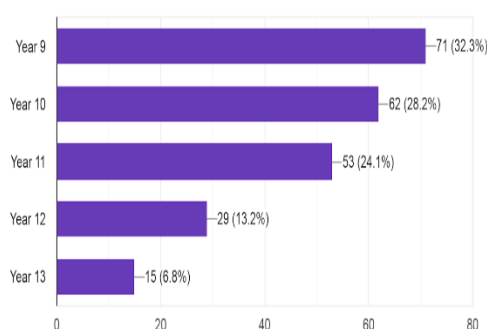
### REPORT:

During the Student - Whanau - Form Teacher conferences we held a short survey. In total we received 221 completed surveys representing 231 students. As shown in the graph and table below the results represented a good cross-section of our school population although there was a greater response from whanau of junior students.

### Breakdown of responses:

Year Level of students:

Year level(s)  
220 responses



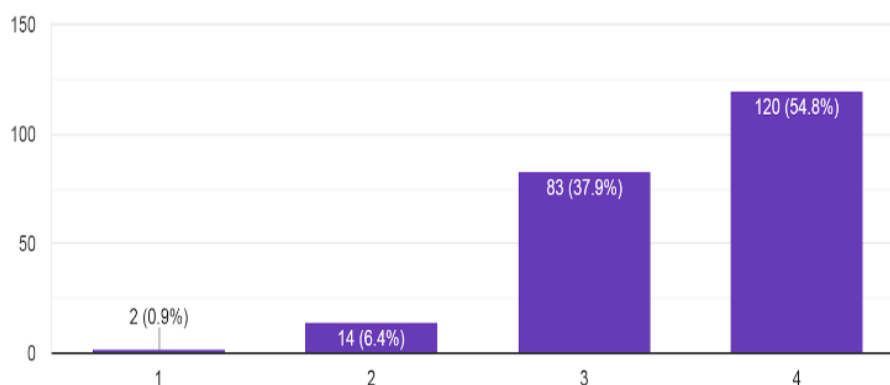
Ethnicity of students:

Ethnicity:	Number:	% of cohort:
Maori	106	24
NZE	102	42
Pasifika	6	23
Other	9	56

We were interested in three key questions and the results are shown in the graphs below.

1. Covid Response: How well did GGHS support your student(s) during the Covid19 lockdown period?

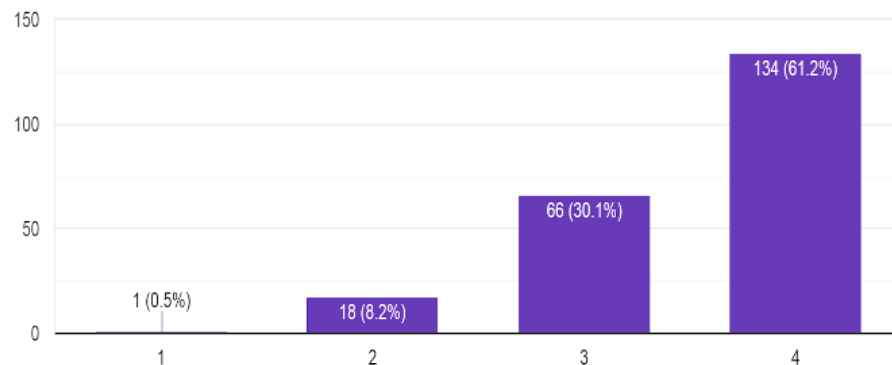
219 responses



There was good agreement that our response to the Covid19 lockdown supported our students. There were some very informative comments about how the students managed their learning.

## 2. Student Progress: Do you feel that your student is succeeding at school this year?

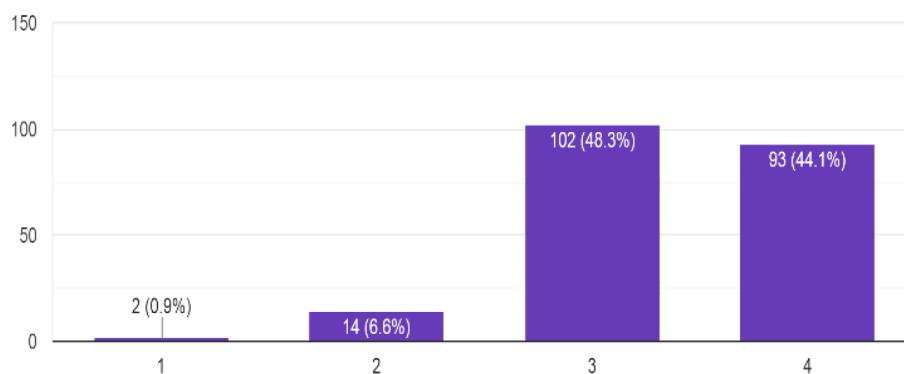
219 responses



It is very pleasing to find that the majority of whanau are feeling that their student is succeeding at school this year. Positive support from home is very important for our students.

## 3. Curriculum Review: How well does your student's programme of learning meet their needs?

211 responses



Whanau have given a positive endorsement to our current curriculum.

In conclusion, we can be very affirmed with the positive feedback we have received. The accompanying comments have given us things to consider along with many positive endorsements. In particular, feedback about lockdown have informed our processes should we be in that situation again. We were much better prepared for this when it looked likely a few weeks ago even though it did not eventuate.

Feedback about our curriculum will be included in the review currently underway.

**PURPOSE:**

This paper reports on the attendance and leavers information for the first half-year. This relates to Strategic Goal Four and has been prepared by Victoria West.

**SG4: Success Indicator 4a:** Students, staff and whanau feel valued, connected and secure within the school environment.

**2020 Specific Targets:** Student attendance rate improves with at least 50% of Year 10 students with regular attendance (90%).

**Key Outcomes:****Attendance Terms 1 and 2:**

As both terms have been significantly disrupted by the Covid lockdown we have decided to use the last five weeks of Term Two as a measure of student attendance. This allowed for a couple of weeks for students to return to school after we dropped to Level Two. Some students were still not attending school with their whanau waiting for Level One which did not happen until Week 9. We have calculated the overall percentage attendance rather than the number of students with regular attendance. This data will be available when received from the Everyday Matters MOE report.

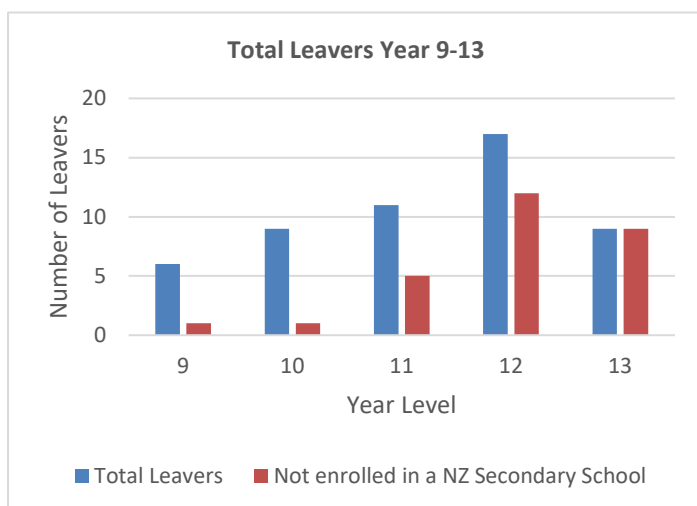
Year Level	Attendance % 2020	Attendance % 2019	Māori % 2020	Māori % 2019	NZE % 2020	NZE % 2019
9	83.6	84.1	80.5	82.2	90.5	88
10	84.4	82.2	81	78.6	90.4	86.7
11	81.3	81.2	77.2	78.8	88	84.4
12	80.7	79.2	76.3	75.6	84	85.5
13	84.5	79.8	79.8	77.9	88.2	82.8
Total	82.8	81.6	79.1	78.9	88.1	85.6

Attendance over the last five weeks of Term Two has improved as compared to Term Two 2019 for Māori and NZE learners, with the exception of Year 11 Māori learners and Year 12 NZE learners. Attendance has improved across all year levels with the exception of Year 9 which has seen a decrease of 0.5%. The figures above show that Māori learner attendance is lower than their NZE counterparts. This is evident across all year levels and is around 10% lower.

**Leavers:**

We are confident as a school that if we are able to retain learners they will achieve well. Therefore, we want to know why students leave school and where they go. A total of 52 students have left our school so far this year.

The graph below shows the total number of leavers from each year group across Terms One and Two. Also shown is the number who have enrolled in another school in New Zealand. We would hope that all Year 9 and 10 students would enrol in another school as they will be under 16 years of age. In the higher year levels, the students may choose to move on to another educational provider or to the workforce.



- In Year 12, 11 of the 12 leavers who did not enrol in another NZ school, left without NCEA Level 1.
- In Year 13, all leavers achieved NCEA Level 1 and seven achieved NCEA Level 2.
- 47/52 (90%) of the Leavers are Māori students. When the school population is approximately 65% Maori this figure is disproportionately high.

### **Conclusion:**

The data shows Māori are most at risk of leaving without the necessary qualifications which provide authentic life choices. The data also shows that Māori learners have lower attendance rates than NZE learners. It is imperative we improve our Māori learner attendance.

Research from the MOE suggests that:

“...students who attend low decile schools also find it harder to catch up from absences. The average number of credits for students in decile 10 schools does not go below the 80 credits required for NCEA Level 1 until attendance drops below 45% across Term 2. However, students in decile 1 schools drop below this 80 credit threshold at 90% attendance, on average.” (Ministry of Education, *Student Attendance Survey Term 2, 2019*, February 2020).

**i.e. The learning lost in absences from learners in low decile schools has a far greater impact on outcomes than in high decile schools.**

Gisborne Girls’ High School has received funding from the MOE to carry out a research project to better understand the barriers to attending school and recommend solutions. The research will investigate individual student/whanau narratives around non-attendance at GGHS. The information collected will be used to prepare a research report to assist the school to make any system or other changes required to improve attendance at school.

**PURPOSE:**

This paper provides information about the school's attendance statistics and is for monitoring progress. It has been prepared by Victoria West, SLT member with responsibility for this portfolio.

**SG4: Provide a safe and stimulating physical, social and emotional environment to support innovative teaching and learning.****2020 Specific Targets:**

1. Student attendance rates improve with at least 50% of Year 10 students with regular attendance (90%).

**Outcomes:**

The school is on track to reach the specific attendance target of 50% of Year 10 learners having regular attendance. It has been difficult to measure the specific target accurately due to the disruptions, and the way attendance is recorded during a lockdown with all students marked as present 100% of the time. This term has seen further disruptions for our learners with uncertainty around COVID 19 and a movement back to Level 2. Despite the uncertainty and strict stay at home regulations for sickness, our attendance rates across Term 3 are relatively similar to 2019. Attendance has seen a small decrease of 1.5% for Māori learners and a 0.4% decrease for NZE learners. We have avoided the significant attendance decreases that other schools around New Zealand have reported. The school attendance rates do fall below the 90% regular attendee statistics set as a benchmark by the Ministry of Education. School attendance demonstrates a steady decrease from Year 9 to Year 13, and Māori learner attendance is consistently lower as compared to NZE learners.

**Whole school attendance Term 3: 83% Whole school attendance Terms 1 – 3: 87.4%**

**Recommendations:**

- To employ additional Student Support Worker(s) in 2021 who can build relationships and work with the whanau of our most at-risk students who attend intermittently. This is important as the MOE attendance service does not meet this need.
- To reset a specific target around the qualifications our priority students leave school with.
- To relook at the processes and purpose of the Attendance Management Plan to ensure it promotes culturally responsive practices.

The table below displays the overall percentage of half-day attendance for Term Three.

Group	% Attendance 2018	% Attendance 2019	% Attendance 2020
Māori	80.6	81.7	80.2
Pasifika	81.2	85.8	83.3
NZE	90.2	87.6	87.2
Whole School	84.2	84.3	83.0

Term three has shown a 1.3% decrease in the whole school attendance rate.

The table below compares Term Three attendance with previous years for each year level.

Year Level	2017	2018	2019	2020
9	84.4	86.8	87.0	86.9
10	86.6	84.0	82.7	86.6
11	84.6	83.1	84.3	80.9
12	83.2	82.8	84.1	79.2
13	77.4	78.8	78.5	79.1
<b>Total</b>	<b>83.6</b>	<b>84.2</b>	<b>84.3</b>	<b>83.0</b>

There is a 3.4% decrease in Year 11 and a 4.9% decrease in Year 10 compared to 2019. There is an insignificant difference in Year 9 attendance. There has been a 0.6% increase in Year 13 and a 3.9% increase in Year 10.

Below is a table comparing the attendance over the last 5 weeks of Term Two with Term Three attendance. Both sets had a mix of Covid Levels 1 and 2.

Year Level	Percentage Attendance %					
	School Last 5 weeks T2	School T3	Māori Last 5 weeks T2	Māori Term 3	NZE Last 5 weeks T2	NZE Term 3
9	83.6	86.9	80.5	85.8	90.5	87.4
10	84.4	86.6	81	84.6	90.4	89.9
11	81.3	80.9	77.2	76.7	88	87.6
12	80.7	79.2	76.3	74.6	84	85.4
13	84.5	79.1	79.8	72.9	88.2	84.5
<b>Total</b>	<b>82.8</b>	<b>83</b>	<b>79.1</b>	<b>80.2</b>	<b>88.1</b>	<b>87.2</b>

Attendance has remained relatively steady from the end of Term 2 to Term 3. Years 9 and 10 have both seen an increase in attendance rates with a decrease across the senior school. At Years 9 and 10, Māori learner attendance has improved in Term 3 compared to a decrease in NZE attendance. Overall, there has been a slight increase in school attendance (0.2%) with an increase in Māori learner attendance (1.1%) and a decrease (0.9%) in NZE attendance. The gap between Māori and NZE learner attendance widens significantly at the senior school.

Below are the levels of regular attenders (at least 90%) across Terms 1-3. All figures are %.

Year Level	Regular Attenders	Māori	NZE
9	65	59	76
10	61	56	78
11	48	30	79
12	38	36	51
13	47	34	60
<b>Total</b>	<b>52</b>	<b>45</b>	<b>70</b>

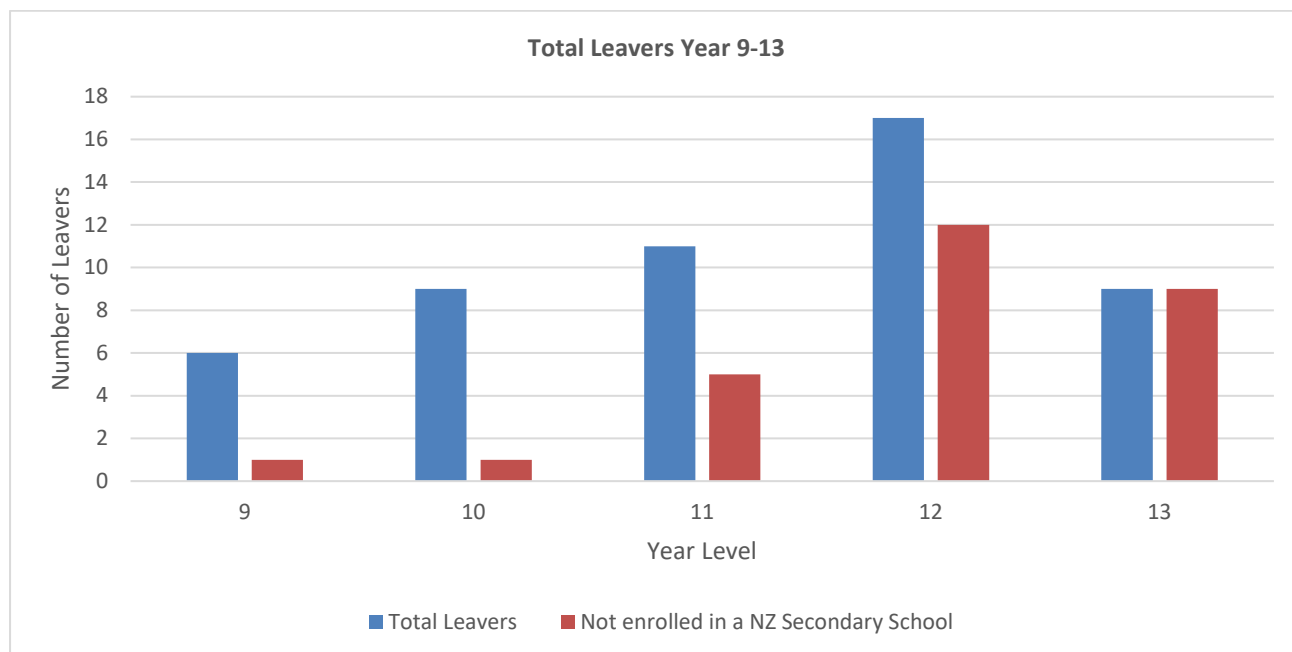
Year 10 is on track to achieve the target with currently 61% of the cohort attending regularly. Year 9 has the highest number of regular attenders at 65%, while Year 12 has the lowest at 38%. There is a significant difference between Māori learner regular attendance and NZE learner regular attendance across all year I



## LEAVERS UPDATE TERMS 1 & 2, 2020

The data below shows our school leavers from January, 2020. We are confident as a school that if we are able to retain learners they will achieve well.

The graph below shows the total number levels in each year group across terms one and two.



- In Year 9; one leaver left the district and is not enrolled in a New Zealand Secondary School.
- In Year 10; one leaver is not enrolled in a New Zealand Secondary School.
- In Year 11; five leavers are not enrolled in a New Zealand Secondary School.
  - 3/5 were attending Alternative Education and did not engage with the programme.
  - 1/5 left the district and turned 16
  - 1/5 did not engage with education at Gisborne Girls' High School.
- In Year 12; twelve leavers are not enrolled in a New Zealand Secondary School
  - 11/12 leavers not enrolled in a New Zealand Secondary School did not achieve NCEA Level 1.
  - Seven leavers were attending Alternative Education. 6/7 turned 16. 3/7 pathways are unknown.
  - 2/5 leavers not attending Alternative Education have no known pathway
- In Year 13 there are no leavers enrolled in a New Zealand Secondary School.
  - All leavers achieved NCEA Level 1
  - 7/9 leavers achieved NCEA Level 2

47/52 Leavers are Māori.

### Conclusion:

The data shows Māori are most at risk of leaving without the necessary qualifications which provide authentic life choices. The data also shows that Māori learners have lower attendance rates than European learners. It is imperative we improve Māori learner attendance. Research from the MOE suggests that:

"...students who attend low decile schools also find it harder to catch up from absences. The average number of credits for students in decile 10 schools does not go below the 80 credits required for NCEA Level 1 until attendance drops below 45% across Term 2. However,

students in decile 1 schools drop below this 80 credit threshold at 90% attendance, on average.” (Ministry of Education, *Student Attendance Survey Term 2, 2019*, February 2020) The learning lost in absences from learners in low decile schools has a far greater impact on outcomes than in high decile schools.

Gisborne Girls’ High School has received funding from the MOE to carry out a research project to find out what the barriers to attending school regularly are and recommend solutions. The focus of the research project needs to be in collaboration with our Māori whanau, students, teachers and community. We must use Māori knowledge to explore what would make a difference for our Māori learners and therefore what adjustments/changes our school needs to make at a systematic and strategic level to improve attendance.

**Recommendation:**

- That Māori student, whanau and community voice are collected in the attendance research
- That the korero allows space for whanau, students and the community to suggest solutions for improvements in an inclusive manner.
- PLD is made available to the researcher to assist in developing culturally inclusive research methodology if necessary.

## RESEARCH PROJECT 2020:

### NON-ATTENDANCE IN OUR MAORI STUDENTS

**Purpose:** This research is to understand from a whānau and student perspective, the barriers to attending school. This report will assist the school to make any system or other changes required to improve attendance at Gisborne Girls' High School.

**Method:** Qualitative research

Four in-depth case studies of Māori students. Three Year 9s and one Year 10. For these, the researcher interviewed one or two whānau members and the student. Each interview lasted between 30 minutes and an hour. These interviews were mainly off-site.

The interview took the form of open-ended questions guided by the whanau's direction.

Fifty one more interviews were conducted at school with Māori students ranging from Year 9 to Year 12. These interviews had questions which followed their schooling and household makeup from preschool to Gisborne Girls' High.

**Ethics:** All interviews were treated as confidential, which ensured honest disclosure. Some whānau/students were still reluctant to disclose some information.

Case study interviews were transcribed and analysed by theme; these are available in this report as summarised versions.

The other case studies are presented with verbatim comments and summaries of important points.

### EVIDENCE GATHERED:

#### In depth interviews with whānau and student

Junior Year Level (9/10)	Case Studies 1-4	Reason for selection	Attendance % as of interview
9	Case Study 1	Non-attendance and disengaged from learning	65
10	Case Study 2	Irregular attendance/history of non-attendance	65
	Case Study 3	Disengaged from schooling and history of non-attendance	33
9	Case Study 4	Non-attendance and disengaged in classes	65

#### In school student interviews

Junior (9/10) and Senior (11/12)	Student:	Reason for selection:	Attendance % as of interview:
9	Student 1	Intermittent attendance	77
9	Student 2	Intermittent attendance	73
9	Student 3	Non engagement in classes	97

9	Student 4	Intermittent attendance	76
9	Student 5	Intermittent attendance	70
9	Student 6	Transient schooling	62
9	Student 7	Regular non attendance	69
9	Student 8	Sporadic attendance	70
9	Student 9	Consistent non attendance	79
9	Student 10	Regular non attendance	77
9	Student 11	History of non-attendance	69
9	Student 12	Referred	81
9	Student 13	Continual disengagement in class	77
9	Student 14	Consistent non attendance	59
9	Student 15	Referred	90
9	Student 16	Sporadic attendance	77
9	Student 17	Consistent non attendance	51
9	Student 18	Intermittent attendance	72
10	Student 19	Intermittent attendance	81
10	Student 20	Referred	94
10	Student 21	History of non-attendance	63
10	Student 22	Intermittent attendance	76
10	Student 23	Sporadic attendance	71
10	Student 24	Intermittent attendance	69
10	Student 25	Regular non attendance	69
10	Student 26	Regular non attendance	57
10	Student 27	Intermittent attendance	69
10	Student 28	Regular non-attendance	71
10	Student 29	Intermittent attendance	75
10	Student 30	School refusal	65
10	Student 31	Intermittent attendance	86
11	Student 32	History of non-attendance	39
11	Student 33	Irregular attendance	71
11	Student 34	Sporadic attendance	72
11	Student 35	History of intermittent attendance	70
11	Student 36	Sporadic attendance	85
11	Student 37	Referred	65
11	Student 38	Intermittent truancy	73

11	Student 39	Regular non attendance	59
11	Student 40	History of non-attendance	70
11	Student 41	Sporadic attendance	64
11	Student 42	Sporadic attendance	69
11	Student 43	Sporadic attendance	71
11	Student 44	Intermittent attendance	76
11	Student 45	Consistent non attendance	62
11	Student 46	History of non-attendance	46
12	Student 47	Intermittent attendance	79
12	Student 48	Sporadic attendance	74
12	Student 49	Intermittent attendance	84
12	Student 50	Sporadic attendance	67
12	Student 51	Intermittent attendance	74

### Themes:

General Theme	% numbers	Examples
<b>Feeling undervalued by teachers:</b>	75	<p>"I'm trying but I can't do what the other girls are doing". "I thought they (teachers) were supposed to help, not put down". Saying things that are not uplifting" (<i>student from junior school</i>)</p> <p>"The teacher for math is easily distracted by other students, they either walk away or don't see me. Apparently I'm too quiet so they miss me" (<i>student from junior school</i>)</p> <p>"They put you down in a way that they don't realise they are putting you down, not all the teachers, just specific teachers" (<i>student from junior school</i>)</p> <p>"Some classes we move on to the next thing too fast, next topic and I haven't grasped the one we were doing, still happening in Yr11, because I feel like they'll just carry on, sometimes she feels ignored" (<i>student from senior school</i>)</p> <p>"As soon as I walk in she tells me to shut up. If I say 'hi' to her, she'll tell me to shut up and that makes me feel offended" (<i>student from senior school</i>).</p>

<b>Relationship issues:</b> <b>Peer</b>  <b>Teacher</b>  <b>Whānau</b>	33  74  24	<p>Asked if she bullied and she said “yes”, but it’s mainly getting cheeky to them, and then they are getting cheeky to me. One in particular cos she likes to butt into conversations that don’t concern her, so I feel like slamming the tables towards her” (<i>student from junior school</i>) <i>Bullying appears to be normalised</i></p> <p>“Sometimes it’s cos of the people, whoever, it’s like “beef” so I won’t come to school for a couple of days” (<i>student from junior school</i>)</p> <p>“Likes the learning but don’t have any real friends in my core classes only in options” (<i>student from junior school</i>)</p> <p>“Teacher always trying to pick on me, when I feel she’s being disrespectful to me I’ll give her attitude” (<i>student from junior school</i>)</p> <p>“PE, the games we play are fun, doesn’t like the health side of it, too much writing, doesn’t know the PE teacher, just refers to her as miss” (<i>student from junior school</i>)</p> <p>“My whānau get texts from school and phone calls when I get in trouble” (<i>student from junior school</i>)</p> <p>“Was bullied at the beginning of yr 9 by three girls at athletics day. They said to her “what would you do if I punched you in the face? Told her mum, her mum said if it happened again to tell a teacher. Never told anyone at school” (<i>student from junior school</i>)</p>
<b>Transition from Intermediate</b> <b>Too many changes</b>	38	<p>“She thought that Opotiki primary had prepared her to move to high school, was given work from high school, but then she didn’t realise there would be a lot of changes” (<i>student in senior school</i>)</p> <p>“Teachers were strict, they were harder on us than the intermediate teachers were on us. Intermediate was kick back, but I was able to get things done, high school missing assignments and not completing stuff” (<i>student in senior school</i>)</p> <p>“Does not like moving to different classes cos sometimes “I don’t know where to go”, doesn’t know her timetable” (<i>student from junior school</i>)</p> <p>“Doesn’t remember timetable” (<i>student from junior school</i>)</p> <p>“The school did little put-ins about it, what going to high school would be like. “I didn’t feel confident enough to move school cos I wasn’t that good with the stuff like the learning” (<i>student from junior school</i>)</p>
<b>Learning difficulties</b>	70	<p>“The teachers were good. Learning was difficult, “I had to go to tutoring lessons off site” (<i>student in senior school</i>)</p> <p>“The learning, work is too hard, I don’t understand it, it makes me feel out of it” (<i>student from junior school</i>)</p> <p>“The learning here is pretty challenging, especially english and math “. “I just don’t understand it, there is no simple instruction to help understand it” (<i>student from junior school</i>)</p> <p>“Schoolwork was too hard, never explained stuff properly” (<i>student in junior school</i>)</p> <p>“I was so interested in learning a lot of māori, teacher sends out heaps of work and expects us to have it all done, she hasn’t even got one achievement from this class” (<i>student from senior school</i>)</p> <p>“If we are doing experiments and then she just goes, why are you complaining? You are always complaining, it’s usually always that specific teacher which makes me not want to be there, she’s teaching things the way I don’t understand it. I don’t report it to anyone like the dean cause at the end of the day, they’re going to believe the teacher” (<i>student from junior school</i>).</p>

<b>Ditching/Bunking</b>	74	<p>“If I ditch its because I don’t like that class “it’s very boring” (student from junior school)</p> <p>“I’m behind, and I’d rather not go”, she ditches classes (student from senior school)</p> <p>“My friends, if they don’t come to school, then I don’t wanna come to school, we have convos at night if we aren’t coming to school”. (student from senior school)</p> <p>When she started skipping classes earlier in the year she used to go and sit at the tables by the drama room. “She didn’t like going to those subjects because she didn’t like them and didn’t know anyone in the class” (student from junior school)</p>
<b>Not understanding the work, why we learn what we learn</b>	43	<p>“Math is boring, to be honest, I don’t understand the point of doing maths. What I wanna do in the future doesn’t really involve math apart from maybe measurements” (<i>student from junior school</i>)</p> <p>Social science, the topics are too hard to write about.” I like to write about something I already know about”, doesn’t even know what social science is all about. (<i>student from junior school</i>)</p> <p>“Technology, I took it cos I thought it was gonna be easy, and it was the first time taking it”. “It did not become easier, and then halfway through the teacher left and the new teacher didn’t understand what we were doing” (<i>student from senior school</i>)</p>
<b>Family Factors</b>  Caring responsibilities, celebrations, tangihanga, travel, parental condonement, whanau disruption	43	<p>“I wanted to spend as much time with my step-dad, because he was unwell. Got a diagnosis so we knew he wouldn’t be with us much longer” (<i>student from junior school</i>)</p> <p>“My nan asks me to babysit” (<i>student from junior school</i>)</p> <p>“Mum doesn’t like me going to school when she’s not in Gizzy”. “It’s really confusing”. (<i>student from junior school</i>)</p> <p>“If we had to go to celebrations, I’d go with dad” (<i>student from junior school</i>)</p> <p>“The other reasons were to help my sister with her babies...whānau passed away, the whānau dog passed away on the same day as my aunty....” (<i>student from junior school</i>)</p>

**Conclusion:**

“I orea te tuatara ka patu ki waho.”

“A problem is solved by continuing to find solutions.”

This whakatauki refers to the need for creative thinking, adaptability and perseverance. To solve a problem, you need to have all of these.

The overall findings of this research project found there are a variety of interlinked, complex factors that affect a students’ decision to attend school. The effects of non-attendance are increasing, and if they have begun in the formative years of schooling, they can persist into future years. It is therefore essential to ensure our school fosters a culture of safety and inclusiveness to promote students belonging to their school community. Measures aimed at reducing instances of bullying, racism, discrimination and marginalisation are essential. Additionally, we need to promote positive peer to peer and student-teacher relationships. A climate of purposeful and genuine whānau and community involvement are vital.

The transfer from intermediate to secondary school has caused some challenging times for students, including confusion and fear. Some lose the chance to be creative, as the focus is now measured by how academically smart they are. Students are behind a desk and book rather than interacting with each other and nature, something many of them enjoy. Socially, in some cases, it exacerbated emotional issues or disruptive family circumstances. Students enjoy the hands-on factors of learning, and there are multiple benefits for students in this type of learning, enabling them to stay more focussed and motivated to learn.

Peer friendships and teacher/student relationships play an integral role in attendance. Fostering this type of relationship can “make or break” whether the student attends classes or not, let alone turn up to school. When students feel isolated or have no social connections, they are more likely to become disengaged from the learning and the school environment.

Students are struggling to forge friendships or acquaintances outside of their established friendship circles which suggests more work is needed to support peer relationships. Our school must make every effort to position learning as a focus on relationships and not behaviour. Expectations of learning with a value focus should be co-constructed and articulated to the students. Being explicit around a learning focus could reduce teacher/student conflict as the focus on poor behaviour shifts to learning.

Students have often found themselves in conflict with their teachers and then got frustrated when they have been unable to source the help needed for their learning. Therefore, whanaungatanga needs to be present in all settings of the school environment, so that ALL students may bond with each other, teachers and staff members.

Our school has to find a way of providing an environment where students feel valued, wanted and cared for, and it all starts with building relationships. Our students need the people who stand in front of them to know who they are and where they come from, understanding their way of making sense of the world before they even begin to learn. Students have described difficulty in “being Maori” with some teachers who have less cultural understanding. If they cannot connect and understand their teacher, how can their teacher connect with, and understand them? More in-depth questioning found that some students felt inadequate if they did not know their language or Tikanga, therefore, disempowering them. It could be beneficial to not assume that each new student has knowledge, and could require support from the very beginning to feel comfortable about being Māori. Professional learning around Māori Tikanga could strengthen this. Teachers may also need to explore their cultural deficit to embrace students in an authentic, positive and healthy learning environment.

The more positive the teacher, the more willing students are to engage in their learning. Students need someone they can go to and talk with, even about things that are not necessarily taught in the classroom. In these situations, students will develop a closer connection and a sense of belonging.

Furthermore, they wanted more variety in work that is of interest but also pitched at their level of academic understanding, with a sprinkling of fun for good measure. If it is too hard, students become frustrated and discouraged. Favouritism also appears a problem in the class. Students report that when the teachers realise the student is not responding, they completely give up trying to help them succeed.

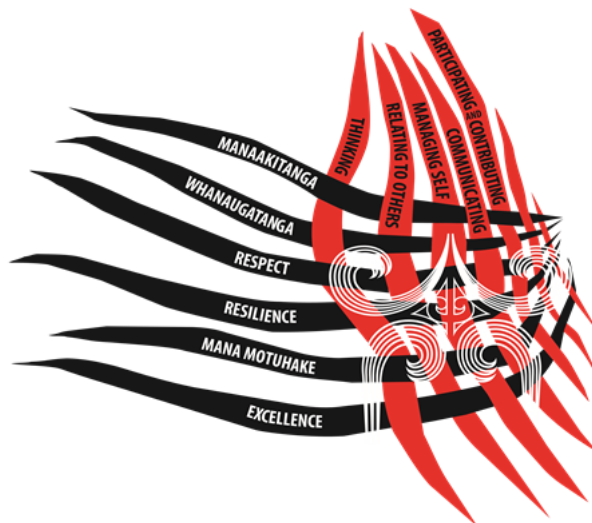
Our students and whānau are aware of the beneficial impact that education has on their future wellbeing; however, success as Māori must sit alongside purely academic achievement.

This research project was a pleasure to be involved in. I felt privileged to have our students and their whānau confide in me, so I am very conscious of maintaining anonymity. The narratives shared must remind us that this is a reflection of how they, the students and whānau, have experienced the education system thus far. I hope that we will not sanitise their voices but embrace what they believe are the failings of a system that has not well served them.

I would again like to acknowledge all the whānau and students who were the experts in this mahi

I want to thank our Principal, Mrs Jan Kumar, for allowing me to undertake this project. I want to thank our Senior Leadership team for their guidance and support, specifically Mrs Bindy Hannah, my supervisor, for her patient guidance, assistance in keeping my progress on schedule and useful critiques of this research work. A special mention to Mrs Theresa Manson for her enthusiastic encouragement and valuable suggestions and finally, I would like to extend my gratitude to the Student Support Services team for their continued support and contribution to help in any way.





# **Te Kura Tuarua o Tūranga Wāhine GISBORNE GIRLS' HIGH SCHOOL**

## **CHARTER**

### **STRATEGIC PLAN 2018-2021**

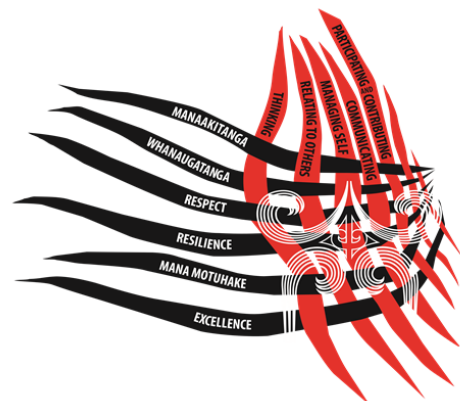
### **ANNUAL PLAN and TARGETS 2021**

**Our Vision:**

**Success for all**

## OUR VISION: SUCCESS FOR ALL

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



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

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

## WHO WE ARE:



#### HINETU PROFILE:

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

*Angitu te katoa – Everyone succeeding.*

*Tutuki ai o hiahia –*

*Realise your aspirations.*

#### TEACHER PROFILE:

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

***Kumea te paetawhiti kia tata***

***Draw closer the distant horizon,***

***Whakamaua te paerewa kia tīna***

***Hold firm all that affirms***

#### SCHOOL PROFILE:

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

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

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

## Realising the vision: SUCCESS FOR ALL



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

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

First verse of the school waiata Te Raukura

When our vision is realised all students will:

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

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

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

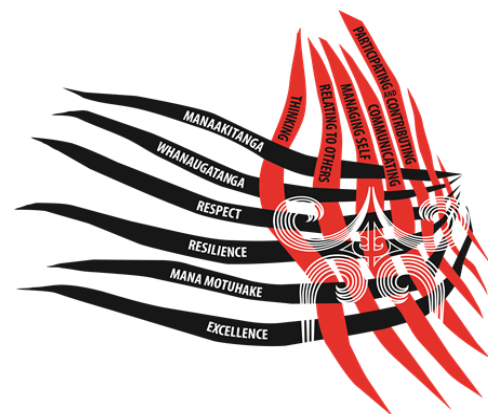
Hinetu is a way of working where we are explicit in developing young women to be ready for the world they will move forward into.

#### Huia feather:

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



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

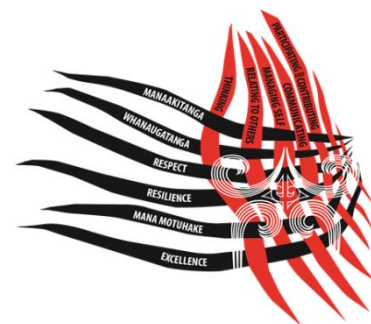


### STRATEGIC PLAN 2018 - 2021

<b>RONGA: HE RAU WHIRI</b> <b>FOCUS: ENGAGEMENT FOR LEARNING</b> Improve ākonga engagement in all aspects of school life through these four focus areas:	<b>ARONGA: HE RAU KURA</b> <b>FOCUS: CURRICULUM FOR LEARNING</b>		
	<b>GOAL:</b>	<b>RATIONALE:</b>	<b>3-YEAR OUTCOMES:</b>
	<b>Strategic Goal 1:</b>  Develop and deliver a culturally responsive, personalised and future-focussed curriculum that supports the needs of our learners recognising the unique position of Māori.	The NZ Curriculum guides the direction for student learning with the vision of young people who will develop the competencies they need for study, work and lifelong learning.	Our Learning Framework is embedded and provides direction for innovation and collaboration.  Quality teaching focused on personalised learning will make a significant impact on the individual progress of every ākonga with a particular focus on Māori ākonga.
	<b>ARONGA: HE RAU TANGATA</b> <b>FOCUS: RELATIONSHIPS FOR LEARNING</b>		
	<b>Strategic Goal 2:</b>  Develop robust relationships for teaching and learning as a foundation for our inclusive and connected school community.	"People are happier, more cooperative and productive, and more likely to make positive choices when those in authority do things <b>WITH</b> them, rather than <b>TO</b> them or <b>FOR</b> them." Ted Wachtel.	Robust relationships are actively developed and maintained across the school community using the principles of Restorative Practice.  All members of our school community will be functioning with high expectations and high support.
	<b>ARONGA: HE RAU HUIA</b> <b>FOCUS: COLLECTIVE LEADERSHIP and OWNERSHIP OF LEARNING</b>		
	<b>Strategic Goal 3:</b>  Develop innovative leadership across our organisation that supports continuous school improvement.	"The growth and development of people is the highest calling of leadership."  Harvey S. Firestone	Ākonga are leading their own learning.  Ākonga are empowered and supported to develop their leadership capacity to contribute effectively as citizens.  We have a professional learning culture that supports and recognises every teacher as a leader of learning.
	<b>ARONGA: HE RAU AWA</b> <b>FOCUS: ENVIRONMENT FOR LEARNING</b>		
	<b>Strategic Goal 4:</b>  Provide a safe and stimulating physical, social and emotional environment to support innovative teaching and learning.	"Trust and collaboration are essential for real innovation to flourish."  Tracey Ezard	Ākonga, staff and whānau have a positive sense of wellbeing and satisfaction with the educational opportunities provided by our school.



**Te Kura Tuarua o Tūranga Wāhine  
Gisborne Girls' High School  
Annual Plan and Targets 2021**



<b>Strategic Goal 1:</b>  <b>Develop and deliver a culturally responsive, personalised and future-focussed curriculum that supports the needs of our learners recognising the unique position of Māori.</b>	<b>Success Indicators:</b>  <b>a. Improve the achievement of all ākonga with a particular focus on Māori ākonga.</b> <b>b. A plan is completed for the renewal of our curriculum to meet the needs of all ākonga.</b>
<b>2021 Specific Targets:</b> 1. Improve the outcomes of Maori ākonga including those measured by achievement data at all levels. 2. Complete a comprehensive curriculum inquiry to ensure we deliver a future-focussed education that meets the needs of all ākonga.	
<b>Strategic Goal 2:</b>  <b>Develop robust relationships for teaching and learning as a foundation for our inclusive and connected school community.</b>	<b>Success Indicators:</b>  <b>a. Increase the agency of ākonga, whānau and staff to manage, maintain and restore learning-focussed relationships.</b> <b>b. Ākonga behaviour reflects school values.</b>
<b>2021 Specific Targets:</b> 1. Refine pastoral care systems and support continuous improvement in the development of learning –focussed relationships. 2. Further develop the cultural competence of all staff.	
<b>Strategic Goal 3:</b>  <b>Develop innovative leadership across our organisation that supports continuous school improvement.</b>	<b>Success Indicators:</b>  <b>a. Ākonga will be able to communicate their strengths and challenges in order to effectively lead their own learning.</b> <b>b. We have a professional learning culture that supports and recognises every teacher as a leader of learning.</b>
<b>2021 Specific Targets:</b> 1. Ākonga will lead the process for the development of our new Strategic Plan. 2. All teachers at GGHS will increase their understanding of how to empower ākonga to lead their own learning.	
<b>Strategic Goal 4:</b>  <b>Provide a safe and stimulating physical, social and emotional environment to support innovative teaching and learning.</b>	<b>Success Indicators:</b>  <b>a. Our ākonga, staff and whānau feel valued, connected and secure within the school environment.</b> <b>b. Our ākonga report that the school meets their wider educational needs in the various programmes offered.</b>
<b>2021 Specific Targets:</b> 1. Complete the development of our new Strategic Plan by using ākonga to lead the vision-setting process. 2. Ākonga, staff and whānau are involved in the development of our new strategic plan.	

**Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020 the school received total Kiwisport funding of \$19,179.96 (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 2020

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 Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 28 May 2021. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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

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

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

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

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

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

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



- We assess the risk of material misstatement arising from the 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 regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the other information included from page 22, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



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