

SOUTHLAND GIRLS HIGH SCHOOL

ANNUAL REPORT

&

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2021

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SOUTHLAND GIRLS HIGH SCHOOL

Annual Report & Financial Statements
For the year ending 31 December 2021

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SOUTHLAND GIRLS HIGH SCHOOL

Analysis of Variance

Goal	School Target	School Actions	Department Goals and variance data/information
Academic Achievement Academic progress and achievement is made by all students at all levels and within every subject	<p>6. NCEA Level 1 – 80% Level 2 – 85% Level 3 – 85% UE – 70% - 4 UE subjects</p> <p>7. 80% of those identified at risk at years 11-13 will achieve their NCEA level / be at or above their respective levels.</p> <p>8. Year 7-10 75% of students are at/above their respective curriculum levels for reading and maths (number and algebra)</p> <p>9. Create vocational pathways that allow and encourage students to stay at school. The focus will continue to be Year 12.</p> <p>10. Māori and Pasifika achievement will be same to the entire cohort.</p>	<ul style="list-style-type: none"> Continue with the 'Adopt a Student' programme in Terms 3 & 4 for NCEA students Provide opportunities for all at risk students and with particular awareness of the need for Pasifika girls to work on their internals during exam leave. All teachers of year 11-13 participate and upskill themselves about the changes to NCEA in preparation for 2023 through TOD. Collect longitudinal data (at risk data) for Year 7-10 to review progress. From this responsively adapt programmes for learning needs with an individual basis and appropriate pathways What are the interventions used for priority learners* provision in Years 7-10. Do they meet the need. Ensure that vocational pathways are highlighted to the student body and staff also know what is being offered. Continue to work with vocational providers so we can provide these opportunities whilst keeping them at school. Carry out a comprehensive intention survey with all Year 11 & 12 students around retention Look at what mentoring opportunities could be put in place for Pasifika/ Māori from Term 2 onwards Designate interruption free weeks at key times of the year and include in the calendar 	<p>LANGUAGES Department Goal: NCEA Level 1 – 80% Level 2 – 85% Level 3 – 85% UE – 70% - 4 UE subjects What happened: Level 1: 84% passed level 1. (14 credits+) 32/38 students Level 2: 69% passed level 2. (14 credits+) 11/16 students Level 3: 59% passed level 3. (14 credits+) 10/17 students</p> <p>Why variance (if any): In senior languages, some students are there more for the love of language learning rather than gaining a large number of credits. Some students choose a course of study that doesn't equate to 14 credits. They just focus on a couple of manageable standards and don't sit the others. This was the case for a few of the Level 2 and 3 girls that didn't get 14 credits. For some other students, they decided to drop standards and focus on certain ones. If they didn't pass the externals that they were counting on, then they didn't make 14 credits.</p> <p>Department Goal: Māori and Pasifika achievement will be same to the entire cohort What happened: Anecdotal evidence when we think about the learners in our senior classes shows that Māori and Pasifika students are performing just as well as Pakeha students, if not better in some cases.</p> <p>Without doing a large amount of data crunching, I've looked across the speaking skill area for Year 7-10. Doing a scan and comparison of results I can confidently say that Māori and Pasifika students are achieving at the same level as the entire cohort. We have a large number of Māori learners learning Te Reo Māori. We have smaller numbers in the International Languages classes.</p> <p>ENGLISH Department Goal: Continue to design responsive learning programmes that are based on the curriculum. Actions: Increase our knowledge of the curriculum to develop our teaching expertise.</p> <ul style="list-style-type: none"> Continued work on redesigning years 9, 10 to align with curriculum. Changes made in diagnostic testing, mark schedules, alignment of staff marking with the learning progressions Increasing staff capability in curriculum knowledge – having more of a balance between the six different strands of the English curriculum so that all are taught Redesigned year 11 programmes-mixed ability groupings rather than 101 and 102 Redesign to align courses more closely with curriculum and allow for mixed-ability groupings Differentiation PD – 2 days redesigning the Year 11 programme Designed a specific Philosophy to create greater congruency in the department, with particular focus on links to the curriculum PD with David Schumann on course design for English and thinking about how to make a learning pathway for students across 5 years of English studies to result in a well-rounded student of English More collaborative moderation that results in sharing of practice across the levels. <p>Evidence</p> <ul style="list-style-type: none"> Impact is ongoing as the redesign of courses are being implemented this year. Results from 9, 10 More of a prevalence of voids in exam results Year 11 results from 2021 collated and analysed to be used as comparison for 2022 results to quantitatively measure impact of above programme redesign

	<p>MATHS</p> <p>Level 1 – All courses improved significantly from 2020 and all courses achieved over 80% for 14+ credits</p> <p>Level 2 - All courses improved significantly from 2020 and 201 > 12+ 90.5% and 202 > 12 + 72.7% so not quite 85% getting 12 or more credits</p> <p>Level 3 – MAT3 88.7% > 14+ great improvement. CAL3 remains at 80%, STA3 74.2% All have increased from the previous 2 years</p> <p>Māori</p> <p>Level 1 14+, 101 100%, 102 77.3%, 103 75%</p> <p>Level 2 12+, 201 100%, 202 54.5% (decrease 20%) (One joined the class late (end of term 3) and 2 departed school early so didn't have sufficient time to do at least 12 credits) so this would mean 75% got 12+ credits</p> <p>Level 3 14+, Cal 100%, STA 80%, MAT 80%</p> <p>Pasifika – all students got 14+ credits in all courses</p> <p>Overall very happy with the results.</p> <p>Attendance continues to be an issue for achievement.</p> <p>SCIENCE</p> <p>84% of students gained all 3 internal assessments at Year 13 Biology.</p> <p>2 x Excellence Endorsed</p> <p>Biology 301 – 45% of all students gained all credits, and 45% gained 12 or more credits.</p> <p>Agriculture 201 – 3 Excellence Endorsed, 3 Merit Endorsed.</p> <p>61% gained 14 or more credits in Level 2 Agriculture</p> <p>10 or 55% of students were ABS for their external exam.</p> <p>Agriculture 301 – 95% gained 14 or more credits in Level 3 Agriculture but some of this is from Education for Sustainability.</p> <p>Due to this only 6/20 gained University Entrance in Agriculture.</p> <p>10 or 50% of students were ABS for their external exam.</p> <p>Science L1</p> <p>A larger number of students choosing 101 course compared to 102 course.</p> <p>Emphasis on 101 mechanics & chemistry with the idea of 2 classes for each in level 2 2022. This was achieved. Lockdown has hit genetics two years running (even though we changed the placement of the unit). Flow on effect noticeable in knowledge of y12 students.</p> <p>Higher number of excellences achieved for 101 students in mechanics than previous year.</p> <p>Internals still provided students with opportunity to gain credits</p> <p>35% of students received either SNA or ABS for external genetics</p> <p>29% of students received either SNA or ABS for external acid/base</p> <p>28% of students received either SNA or ABS for external mechanics</p> <p>However, endorsements excellence 15 and merit 19</p> <p>70% of 101 and 70% of 102 students gained 14 credits or more which shows promise for L2 courses.</p> <p>Science Level 2</p> <p>24/35 students SNA or ABS for external. Could be due to students having the credits that they needed. Of those who wrote 4E, 2M, 4A, 1N – outstanding results. Interestingly 8 of these students were not NZ European. We are really proud of them especially as exam was 14 Dec. Still having students in course because they need a subject and this proves difficulties when trying to cajole them along and this is reflected in the internal results. 37% of students gained UE which causes concern if students taking L3 in 2022. Movement out of Sci into Agr which did not better Agr data.</p> <p>Level 3 science: drop in number of students from 2020 (7) with only 25% gaining UE as opposed to 48% prior year. Still internally based course. Chem 2 - 80% of Māori students in L2 Chem gained 12 or more credits compared to 44% of all students – lots of SNA in externals</p> <p>2 x Excellence endorsed – 1 of which was a Māori student</p> <p>Majority of students who took exam (not SNA) improved on school exam mark. Unfortunately lots of SNA this year.</p> <p>Good take up of lunchtime tutorials – and these students did better in exams and internals</p> <p>Overall good results internally – especially 91911 and the optional standard 91167 – all students who did these internals passed them.</p>
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Academic Achievement

Academic progress and achievement is made by all students at all levels and within every subject

Biology 201 – 50% of Māori students gained 12 or more credits, and 25% of Māori students gained all credits offered. Total students were 64% gained 12 or more credits. Offered an extra internal assessment this year. Covid Validity – 3 credits 1 x Excellence Endorsed

SOCIAL SCIENCE

Social Science Goals and actions:

To regularly monitor student achievement – we have continued to monitor achievement in a variety of ways. Achievement has been monitored by results being recorded in Edge for summative and Formative assessment tasks, teachers have also recorded anecdotal evidence (comments and class tests, etc) inside their roll books and in online platforms such as excel.

Discussions were regularly held throughout the year with students about how their learning was going, which were often linked into the goals that they had set themselves. Overall learning conversations tended to be held around PLC times while smaller more focussed conversations related to a particular piece of learning were held throughout the year. Concerns around learning were forwarded to AT's and YLC's/HOF.

Conversations about students whose learning was of concern were held both formally at department meetings and informally (popping into the office for a chat), throughout the year.

To ensure that we continue to offer vocational pathways in our subject areas – this has continued to be a key focus for us in the Soc Sci dept and is seen in a variety of learning areas:

Eg: Agri-business – Kelly works hard to ensure that students are exposed to a range of businesses linked into our local and regional areas, inviting business leaders in to speak to her classes, and by taking her students out to see businesses in operation.

Eg 2: In geography in 2021, the level 1 students were exposed the council and their role in mitigation strategies, to the university of Otago and how they work alongside the council in Dunedin. At level 2, students were spoken to by a DOC worker, how they came to find themselves in that job, what they had to do to take on this role and what it involves. At level 3, students are exposed to a range of jobs connected to tourism, etc. being spoken to by a Skyline representative about their job, how they got to be in that role, etc

Eg 3: Eco 1: One of the field trips built into the teaching programme is a visit to McDonalds and Burger King to understand how these businesses are run and managed.

All of this is done with a focus on ensuring that students are exposed to a range of opportunities and pathways across the faculty.

Maori and Pasifika achievement – (at this time I have not been able to collate the data across the faculty – waiting to get this data from Terressa for Social Sciences – only have business data)

Maori Data

	ACC1: Accounting 1	ACC2: Accounting 2	ACC3: Accounting 3	AGB1: Agribusiness s.1	AGB2: Agribusiness s.2	AGB3: Agribusiness s.3	ECO1: Economics 1	ECO2: Economics 2	ECO3: Economics 3	FLT2: Financial Literacy 2
n=	6.0	3.0	0.0	6.0	6.0	4.0	5.0	2.0	3.0	9.0
aver cred	14.3	16.0		13.8	14.0	14.2	14.0	6.7	12.3	
>=12	5.0	3.0	0.0	5.0	4.0	3.0	1.0	0.0	7.0	
%>=12	83.3	100.0		83.3	100.0	60.0	50.0	0.0	77.8	
>=14	4.0	3.0	0.0	4.0	3.0	3.0	1.0	0.0	5.0	
%>=14	66.7	100.0		66.7	100.0	60.0	50.0	0.0	55.6	

Pasifika Data

	ACC1: Accounting 1	ACC2: Accounting 2	ACC3: Accounting 3	AGB1: Agribusiness s.1	AGB2: Agribusiness s.2	AGB3: Agribusiness s.3	ECO1: Economics 1	ECO2: Economics 2	ECO3: Economics 3	FLT2: Financial Literacy 2
n=	1.0	3.0	0.0	1.0	1.0	0.0	2.0	1.0	0.0	2.0
aver cred	14.0	12.3		12.0	12.0	11.0	14.0	1.0	15.0	
>=12	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	2.0	
%>=12	100.0	33.3		100.0	100.0	50.0	100.0	0.0	100.0	
>=14	1.0	1.0	0.0	0.0	0.0	1.0	1.0	0.0	2.0	
%>=14	100.0	33.3		0.0	0.0	50.0	100.0	0.0	100.0	

	ACC1: 1	ECO1: 1
2020	29.0	45.0
2021	15.7	15.8
2022	27.0	37.0
2023	93.1	82.2
2024	26.0	36.0
2025	89.7	80.0
	ACC2: 2	ECO2: 2
2020	18.0	14.0
2021	14.1	15.0
2022	13.0	10.0
2023	72.2	71.4
2024	13.0	10.0
2025	72.2	71.4
	ACC3: 3	ECO3: 3
2020	12.0	15.0
2021	11.8	11.4
2022	6.0	9.0
2023	50.0	60.0
2024	3.0	9.0
2025	25.0	60.0

	<p>Analysis of business data: The comparison of data in the business department shows that Maori are performing slightly lower than the entire cohort, with only Maori in ACC 2 above the cohort for average number of credits. However our numbers in business are very low which does skew the reliability of the data.</p> <p>VISUAL ARTS</p> <ul style="list-style-type: none"> Most of our senior classes met our academic target. However DME1 and AHI did not improve on previous years targets. Art 1- 97.5% Achieved 14+ credits compared to 95% in 2020. Art 2- there was a 1% drop in level 2 art achievement from 94% to 93% in 2021. Art 3- There was also a small drop in students getting UE from 92% in 2020 to 90%. However all students achieved the 14 credit external who entered it. AHI- These results were really disappointing. The drop in students achieving UE has declined over the past 3 years. Only 29.4 students gained UE from this course. Down from 36% the previous year. The increase in students in this class without the level of literacy required has increased each year meaning many students struggle with the assessments and especially the way external are an important part of gaining UE. I also think I need to re-structure the year to allow for more focused learning on exam writing. DME1- These results were also a bit different from last year. 83% got 14+ credits compared to 90% the year before. This was a bit of a reflection on where lockdown fell and perhaps students not choosing to do all internal standards. DME2- Small decrease in achievement, could be a reflection of having a beginning teacher/ PHO3- 88.9% achieved UE. We were very disappointed in the 1 student who did not and would like it if we were given feedback as to why not. This was the first time we have submitted a digital moving image external for Photography and having a beginning teacher meant we perhaps didn't give the student the right advice to achieve. DES2- 66% Achieved or more. Of the 2 students who did not only 1 attempted to hand in but just didn't make it as it was not at the level. The other student had major attendance issues after the lockdown and didn't return for almost a term so we decided she would be better off focusing on achieving painting (which she did) <p>The actions that we found most successful were:</p> <ul style="list-style-type: none"> Our aim to improve Pasifika achievement was successful for some students but this is something we still need to work on. The Maori achievement continues to sit similar to previous years and while it is lower than pakeha it is not too far off. We did not do much towards understanding level 1 NCEA changes through impacts of another covid year. The Visual Art Committee that was started at the very beginning did not make it off the ground due to a number of factors so therefore we did not do a lot in the way of promoting the visual arts. <ul style="list-style-type: none"> We continue to try to offer as many opportunities to allow for student choice and differentiate to each student. <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Adapt Learning Packages to lead into NCEA Know our students <ul style="list-style-type: none"> E.g. their Learning needs / styles of learning to inform our programmes and delivery To continue meeting the targets set at L1 – 3 NCEA. <p>ACTIONS</p> <ul style="list-style-type: none"> Participate in TODs regarding the changes to NCEA Work with other schools on adapting NCEA programmes Consult with JG and MT on format of Learning Packages by the end of term 2 <ul style="list-style-type: none"> Constructing Learning Packages to get a stronger buy in AT RISK – identify students, put interventions in place, monitor, report concerns to AT's, YLC's, etc. <p>WHAT WE ACTUALLY DID</p> <ul style="list-style-type: none"> Participated in TOD Sent in feedback on NCEA changes as we felt there were still a lot of grey areas and more specific direction needed Opted to stay with the status quo even before it was decided to push things out a year On TOD had some conversations particularly with Drama and Music with other schools to see what page we were all on and what feedback we wanted to address Made changes to some learning packages, particularly Year 8 performance so as to engage students in considering taking Music, Drama, and Dance further down the line. 	
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	<ul style="list-style-type: none"> Have ensured we are aware of AT RISK students. These are marked in class profiles and any areas of concern are communicated to AT's and YLCs. These students are consistently revisited <p>Level 1 - 80% Dance - 10 students, 100% for 12+ and 14+ credits Drama - 11 students, 81% earned 12+ credits / 72.7% earned 14+ credits. Music - 10 students, 70% earned 12+ credits, 70% earned 14+ credits THT - 17 students, 58.8% earned 12+ credits / 29.4% earned 14+ credits. Maori - 100% of students achieved 14+ credits (Dance, Drama) 50% achieved 14+ credits (Music) 7 students, 42.9% earned 12+ credits, 14.3% earned 14+ credits (THT) Pasifika- Not Applicable for Drama, Dance, Music, THT</p> <p>Level 2 - 85% Dance - 6 students, 100% for 12+ and 14+ credits Drama - 5 students, 60% earned 12+ credits / 60% earned 14+ credits. One student left term 3 Music - 1 student, 100% earned 12+ credits, 100% earned 14+ credits THT - 4 students, 75% earned 12+ credits Maori - 100% of students achieved 14+ in Dance. 1 student who identifies as Maori did not get 12+ credit (Drama). Not Applicable for Music Pasifika- Not Applicable for Drama, Dance, Music</p> <p>Level 3 - 85% Dance - 6 students, 100% for 12+ and 83.3% 14+ credits Drama - 7 students, 71.4% earned 12+ credits / 57.1% earned 14+ credits. Music - 1 student, 100% earned 12+ credits, 100% earned 14+ credits THT - 4 students, 75% for 12+ credits Maori - Not Applicable for Music, Drama, Theatre Tech and Dance Pasifika- 100% earned 14+ credits in Music, Theatre Tech and Dance</p> <p>Some results are reflective of spasmodic attendance, particularly in THT. Some girls were no shows to the external which meant they were not eligible to gain 14+ credits. Particularly at Level 2 and 3, work had become a focus and getting paid. Some, in the case of Drama with level 1, was not achieving the first standard or external and then not having the opportunity to then gain 12+ credits.</p> <p>TECHNOLOGY FAD 101: 90% achieved 14+ credits, The at risk adopt a student achieved all internal and external credits. Achieved department goal FAD 201: 100% achieved 14+ credits. Achieved department goal FAD 301: 60% achieved 14+ credits. Lockdown impacted on some of these students who needed hands on guidance to achieve. Did not achieve department goal.</p> <p>FDN 1: 88% achieved 14+ credits, the department goal was reached. FDN 2: 72.7 % achieved 14+ credits, we didn't achieve the department goal. A number of students left during the year and others chose to withdraw standards because they had already passed the year. FDN 3: 75% achieved 14+ credits, the departments goal wasn't achieved. The reason for this is that students didn't want to finish the last assessment because they had already passed level 3.</p> <p>FHS 1: 75.9% achieved 14 credits. Some girls left during the year. FHS 2: 100% achieved 14+ credits. Pleased with results. Girls were focussed.</p> <p>COM 1: 45% achieved 14+ credits 60% Maori students achieved 14+ credits Attendance an issue for some students in the second semester (post lockdown) COM 2: 50% achieved 14+ credits A slower working group of students this year as half the class had not done COM1 previously, this did impact on class progress and we did not do all standards normally offered COM 3: 100% achieved 14+ credits</p> <p>DTC 1: 100% achieved 14+ credits</p>	
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		<p>DTC 2: 100% achieved 12+ credits, 33% 14+. Standards offered were adjusted with individual students as a result of lockdown and other disruptions.</p> <p>DTC 3: 33% achieved 12+ and 14+. Other two students chose to not attempt final standard.</p>
		<p>PHYSICAL EDUCATION</p> <p>Targets</p> <p>Level 1 PE – 85%- Achieved 88.2%</p> <p>Level 2 PE – 85%- Achieved 85%</p> <p>Level 3 PE – 80%- Achieved 66.7</p> <p>Level 2 Health – 75%- Achieved 60%</p> <p>Level 3 Health – 70%- Achieved 57.1%</p> <p>• Māori and Pasifika achievement will be same to the entire cohort. (2021 Staff PD all PE staff have identified Treaty of Waitangi, Teaching to individual needs, Contact with home where appropriate, Liaise with AT/YLC; Opportunities for personalised contexts e.g. AStd 3.1) Māori and Pasifika Achievement is in line with that of the overall cohort. Some small numbers in some of the levels which can always skew things. Very pleased with PE staffs mahi and results in a very challenging year for learning.</p> <p>• Look at timing of other subject assessment and respond flexibly to student needs & their hauora. Continual shuffling and adaption of programmes to meet student needs, respond to Covid challenges and support individuals hauora.</p> <p>• HPE staff to participate and upskill themselves about the change to NCEA in preparation for 2023 through TOD. Jumbo day and ongoing professional reading around the curriculum changes. Feedback sent to NZQA and JG. Department is largely happy with the direction and progress in this area. However fair to say we were happy to see it postponed as the resourcing and support delivered so far has not lived up to the promises. With a focus at times on survival in the “era of covid” it has taken it from the forefront of our thinking.</p> <p>• “Adopt a Student” programme is optional, but HPE staff encouraged to be involved if they have a learning relationship with those identified students. PE staff have been pro active in this area.</p> <p>• Develop vocational knowledge and what is offered to students when information is made available.</p> <p>• Outdoor Education opportunities in PE to enhance motivation and experiences for learning. For 2022 AStd 2.4 and 2.7 replanned and a new assessment matrix developed. This would have seen the girls engaged in a “peak” experience expedition to the Central Otago area with a focus on skills, team- work and planning.</p> <p>Early Alert – contact with AT, YLC & home</p> <p>YEAR 7 & 8</p> <ul style="list-style-type: none"> • Some of the year 7 and year 8 staff attended an Algebra workshop. This unfortunately did not meet the needs of the staff. • The Year 8 team has redeveloped/created assessments with rubrics for the majority of the curriculum areas being taught. This was an excellent start to moving in the right direction for our assessments in the junior school. This continues to be something we will work on to plug any gaps, improve and adapt where necessary. Question we have: did the assessments give a true reflection to the B/P/A in each level? This will be an area to refine going forward. • YEAR 7 <p>We adapted, refined and developed our 4 Learning packages to align them more with Report descriptors. Rubrics will continue to be developed especially as we are now more familiar with the learning outcomes of each new package.-</p> <p>CSI (7UP) served its purpose well but now need to focus on learning outcomes across all Year 7 to better assess and consolidate with Homeroom learning packages.</p> <ul style="list-style-type: none"> • Each year 7 and Year 8 Maths teacher has a Basic Facts programme. This is evidenced in the student books. • Moderation has been carried out in year 7 and Year 8 but not in a formal way. This is a work-on for 2022. • TheY7/Y8 staff met with the Literacy centre staff throughout the year (to varying degrees). Staff do allow students to work on their PowerUp and Core 5 when appropriate. • SS/EM/MT/HK did not meet this goal like we have planned. This possibly was due to the workload and struggling to find time. This will need to be a work on for 2022.

<ul style="list-style-type: none">The staff tried to find text to help engage our Pasifika and Maori students in Literacy Circles. It was something that we struggled to find – especially with a Pasifika protagonist. We did purchase Kia Kaha to support the 2022 learning in Reading/Inquiry lessons.Dyslexia friendly dictionaries were not purchased. Do we actually need these in our classrooms? Will they truly benefit the students – especially when we are constantly using devices.Students were good at having Library books to read in class. Many classes had their own library area set up in the room and some classes provided School Journals for the students to read.The YLC's definitely incorporated more Maori culture into the assemblies. Both Maori language / certificates / waiata (when we could sing) were all introduced/continued.Curriculum planning has taken both Maori and Pasifika elements in learning tasks throughout the year. There has been a focus on bringing in the Aotearoa Histories Curriculum and as a department which is in its infant stages at the moment. The Poutama Inquiry unit for Y8's had a very major focus on the concept of Hauora and the Tukutuku patterns. The Civics Unit / Deep Cove units of work were also ones that the students learnt about New Zealand history. <p>YEAR 7</p> <p>Each new Learning Package has a Tikanga element Te Reo and a Whakatauki(eg)</p> <p>Term 1 - MY PLACE MY STORY - cultural icebergs, my mihi, NZ's Story from early Maori days to now, Term 2 -OUR PLACE , OUR LEGACY - environmental focus/ history of place names</p> <p>Term 3 – MY HAUORA, OUR STRENGTH- Te Whare tapa wha</p> <p>Term 4 – MY COURAGE, OUR CHALLENGE- tools and innovation have helped early Maori to adapt, survive and flourish showing innovative thinking.</p> <ul style="list-style-type: none">A teacher / student reflection sheet was created – this will need reformatting to ensure it is easily accessible for all students. It did give the staff some good information as to the next steps for them in their teaching.	<p>OVERALL ACADEMIC ACHIEVEMENT DATA:</p> <table><tr><td colspan="2"><3A is considered at risk</td></tr><tr><td colspan="2">>3A is considered at the expected curriculum level</td></tr><tr><td colspan="2">Overall Data</td></tr><tr><td>At risk</td><td>36%</td></tr><tr><td>At/Above</td><td>65%</td></tr></table> <p>End of Year 7 Reading – Data taken from Assay (EOY OTI)</p> <p>COMPARATIVE ACADEMIC ACHIEVEMENT DATA:</p> <table><tr><td colspan="2">>3A is considered at the expected curriculum level</td></tr><tr><td colspan="2">Overall Data</td></tr><tr><td>Māori</td><td>74%</td></tr><tr><td>Pasifika</td><td>88%</td></tr><tr><td>NZ/European</td><td>78%</td></tr></table> <p>End of Year 7 Reading – Data taken from Assay (EOY OTI)</p> <p>OVERALL ACADEMIC ACHIEVEMENT DATA:</p> <p>End of Year 7 Writing – Data taken from Assay (EOY OTI)</p> <table><tr><td colspan="2"><3A is considered at risk</td></tr><tr><td colspan="2">>3A is considered at the expected curriculum level</td></tr><tr><td colspan="2">Overall Data</td></tr><tr><td>At risk</td><td>21%</td></tr></table>	<3A is considered at risk		>3A is considered at the expected curriculum level		Overall Data		At risk	36%	At/Above	65%	>3A is considered at the expected curriculum level		Overall Data		Māori	74%	Pasifika	88%	NZ/European	78%	<3A is considered at risk		>3A is considered at the expected curriculum level		Overall Data		At risk	21%
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At risk	21%																												

	At/Above	79%
COMPARATIVE ACADEMIC ACHIEVEMENT DATA:		
>3A is considered at the expected curriculum level		
Overall Data		
Māori		68%
Pasifika		88%
NZ/European		80%
End of Year 7 Writing – Data taken from Assay (EOY OTJ)		
OVERALL ACADEMIC ACHIEVEMENT DATA:		
End of Year 7 Math– Data taken from Assay (EOY OTJ)		
<3A is considered at risk		
>3A is considered at the expected curriculum level		
Overall Data		
At risk		36%
At/Above		65%
COMPARATIVE ACADEMIC ACHIEVEMENT DATA:		
>3A is considered at the expected curriculum level		
Overall Data		
Māori		59%
Pasifika		88%
NZ/European		65%
End of Year 7 Math – Data taken from Assay (EOY OTJ)		
OVERALL ACADEMIC ACHIEVEMENT DATA:		
<4P is considered at risk		
>4P is considered at the expected curriculum level		
Overall Data		
At risk		36%
At/Above		64%
End of Year 8 Reading – Data taken from Assay (EOY OTJ)		
COMPARATIVE ACADEMIC ACHIEVEMENT DATA:		
>4P is considered at the expected curriculum level		
Overall Data		
Māori		53%
Pasifika		40%
NZ/European		69%
End of Year 8 Reading – Data taken from Assay (EOY OTJ)		

End of Year 8 Writing – Data taken from Assay (EOY OTJ)		<4P is considered at risk	
		>4P is considered at the expected curriculum level	
		Overall Data	
		At risk	43%
		At/Above	
		57%	
COMPARATIVE ACADEMIC ACHIEVEMENT DATA:			
		>4P is considered at the expected curriculum level	
		Overall Data	
		Māori	51%
		Pasifika	40%
		NZ/European	
		57%	
End of Year 8 Writing – Data taken from Assay (EOY OTJ)			
End of Year 8 Mathematics – Data taken from Assay (EOY OTJ)		<4P is considered at risk	
		>4P is considered at the expected curriculum level	
		Overall Data	
		At risk	50%
		At/Above	
		51%	
COMPARATIVE ACADEMIC ACHIEVEMENT DATA:			
		>4P is considered at the expected curriculum level	
		Overall Data	
		Māori	30%
		Pasifika	60%
		NZ/European	
		46%	
End of Year 8 Math – Data taken from Assay (EOY OTJ)			
From our data we need to create a moderation process that is more formalised and revise the assessments to ensure they fit the curriculum levels accurately.			
Using Assay gave us both ethnicities of our year 7 and year 8 cohorts which Edge could not.			

		<p>CONNEXIONS</p> <p>Continue to support and provide the facility and opportunity for Pasifika girls from the adopt a student programme when they go on study leave. This worked well again although there was a reluctance on some of the girls to engage. The pasifika girls were engaged and able to achieve L1 and L2. Two of the Year 13 students Achieved NCEA L3 but unfortunately not UE. A few have returned to complete either UE or NCEA Level 3. Some of the students who missed out only missed out by a couple of credits or a couple of standards. Some students picked out standards that they wanted to complete where as they need to be completing all the standards, internally and externally in the future. Making contact and communication was at time difficult with students to get them to come in and complete standards.</p> <p>Review the interventions used for priority learners – some of the interventions worked but maybe a checkin on a more regular basis (at end of each term) might capture these in a more timely manner. Actions for 2022 Open STAR courses to Year 11 cohort after Tasters 2021. YLCs provide potential at risk students through either – attendance, low level learners or learning apathy – Term 2. Tailor courses for low level learners eg Frontline onsite course.</p> <p>Construct and implement survey before end of term 3. The survey went out to Yr 11 and 12 students 2021 and received 149 responses, of these 23 indicated they were either not returning or unsure – we met with and talked through options for all of those 23 students. 16 indicated not returning, 7 indicated unsure. Was this helpful for the retention?? 15 Year 12 students and 8 Year 11 (3 International). Was this useful for retention Year 11 21 total leavers. Year 12 – 25 total leavers. We now need to establish what we want to get out of collecting this data.</p> <p>Digital Technology course offered to Digital technology staff – only two took up the opportunity to investigate use of technology in industry in Invercargill</p> <p>Otago/Polytechnic visit for Maori and Pasifika – contact has been made with Tama at Otago Uni and awaiting reply – this has been ongoing since last year and will depend on Traffic light system – bad timing all round.</p> <p>Writing process used with the Year 13 students was somewhat successful and further practise will be again initiated to help writing of scholarships and Halls of residence application.</p>
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Goal	School Target	School Actions	Department Goals and variance data/information
Digital Technology Increase the breath of Digital Technology across all teachers within a department to ensure equity of learning opportunities.	More than 7 departments incorporate Digital Technology and all the teachers within the department are involved in teaching Digital Technology in Year 7-10.	Quality review of Digital Technology in Learning Packages – Test: 5. Ensure DT is actually incorporated across the board by every teacher within a department 6. Ensure the activities align with the curriculum objectives of DDDO and or CT 7. Departments collate evidence and report on the equity of provision for students within their subject areas Year 7-10 i.e. is every student is receiving Digital Technology education or is it teacher dependent 8. Range of PD opportunities are included which are subject based	<p>LANGUAGES</p> <p>Department Goal: To incorporate the Digital Technology Curriculum into our Junior Learning Packages in 2021</p> <p>What happened: All staff participated in Professional Development with Annelise Borger around Digital Technology and the Learning Languages Curriculum. We identified which curriculum outcomes we cover in our classes We are more aware of what we are doing that links with the DTC and also what other things we could incorporate to cover more.</p> <p>Why variance (if any): We are now at the stage where now we know how this links, we need to document what we are doing in our planning with the DTC COs. Need to “collate evidence and report on the equity of provision for students within their subject areas Year 7-10 i.e. is every student is receiving Digital Technology education or is it teacher dependent”</p> <p>ENGLISH</p> <p>Goal: Clarify what DDDO and CT are within our subject. Actions: Six weekly ‘sprints’ in Department meetings to increase our confidence. These will develop iteratively.</p> <ul style="list-style-type: none"> • Department has spent much time and completed PD on this (particularly with Cyclone). This led to the conclusion that CT does not apply to the English curriculum, but DDDO is an important part. • Ongoing collaborative work to create and discover tasks for students to use in English that allows for learning of DDDO • DDDO objectives are now integrated into the junior programme. • Teachers have increased confidence in integration of DDDO into the English Programme • Sprints were most effective when they were naturally occurring within the office environment and teacher practice. • Moving in and out of online learning/lockdowns has lead to increased teacher confidence around DDDO through further sharing of resources, teaching collaboratively, and repeat exposure. • DDDO and CT now part of consideration in course design. • Has become more organic. • Digital resources • Student products <p>Qualitative evidence from staff discussions</p> <p>MATHS</p> <p>All department members used digital technology in at least one course. Students were taught a range of packages to use with the ultimate of them being able to choose the appropriate package for the task provided. Year 9 to 13 classes were all involved in the use of technology. Education Perfect – was good for the support learners – students were positive and keen to use this technology. Booklet – provided a pathway for fun basic facts and competitive. Students keen to engage with this.</p> <p>Barriers to learning – lack of devices for some students can be an equity issue.</p> <p>PLD was cancelled due to lockdown for the maths department. GL and LN provided guidance at department meetings – every 2nd department meeting had a DTC focus.</p> <p>The lockdown and consequent adjustment of classroom programmes slowed down momentum with the implementation of the DTC.</p>

		<p>SCIENCE</p> <p>Mixed results; Bought gear that didn't get used. Good use of excel, word, google suite... Several staff attended onsite PD and it has started to filter back into department</p> <p>Most classes were able to access there digital platform</p> <p>Knowledge and experience has grown within the department and new skills shared within teaching</p> <p>Use of excel/ nz grapher for internals where graphs are necessary has proved popular and time saver</p> <p>SOCIAL SCIENCES</p> <p>In all honesty, this was not a huge focus for us in 2021. We had trialled DT in both Enterprise and in ETS in 2020, but as a HOF, I struggled to marry the achievement levels required with what we can actually do related to this curriculum in many of our learning packages.</p> <p>We have ensured that all students have access to a device in 2021 – this was a big challenge when offering DT curriculum previously. We have ensured that all students are capable of using platforms such as teams and google classroom to access class materials and learning. We have also incorporated online tools such as PowerPoint and Word and helped students to navigate how to use these.</p> <p>We continue to run enterprise studies which still has a large focus on the design curriculum.</p> <p>PERFORMING ARTS</p> <p>Incorporate an aspect of Digital Technology appropriate to our learning package. For example:</p> <ul style="list-style-type: none"> • <i>filming, music manipulation and editing, lighting design and programming of lighting board</i> <p>ACTIONS:</p> <p>Utilise the skills of Sonya for PD by the end of term two.</p> <ul style="list-style-type: none"> • <i>take the Dept. through appropriate technology programmes for the Arts</i> <p>Reflect at the end of the year on the trialling of these skills and the impact it has had within each Learning Package.</p> <p>WHAT WE ACTUALLY DID</p> <ul style="list-style-type: none"> • Lockdown has added skills to our tool kit when communicating with students and making ZOOM, etc work for us • Looking at what technology can look like within our departments. e.g. filming, music manipulation and editing, lighting design, and programming the lighting board • Introduced the lighting board and set-up to students in Perform Like There Is No One Watching. Great buy in by students. They see the value in the layers it adds to their work and how the final look comes across • Using various APPS to cut music. Bandlab has proved to be a popular free platform in which to compose (very much like Garageband). Year 7 students are utilising this platform to write/record a Rap and then using video to record a music video. • Added technology to Drama and Perform Like There Is No One Watching Learning Packages for 2022 so students can look at the whole performance and how this can be best communicated • Participated in PD with Cyclone trainer on incorporating new software /apps to manipulate /edit music videos and music. Further training to continue in 2022. <p>TECHNOLOGY</p> <p>9/10 Foods -</p> <p>Trialled websites for digital recipes in Semester One. Took a little of time, and skipped it in Semester Two due to shorter timeframe and lockdown.</p>
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		<p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> Idea developed for SGHS marathon using Strava app. SGHS Marathon was delivered to the Year 7/8 cohort in 2021. Many of the girls participating in this activity used Strava to log and monitor their activity as well as connect with others in the Strava community. Junior PE - 5* Athletics skill analysis using filming matching to idea technique to enhance performance and knowledge of motor skill. Trialled video analysis of an Athletic skill. As part of DDO and Computational thinking they had to develop next steps to enhance technique and performance in one event. TBC in 2022. L2 PE Volleyball serve analysis. Trialled. L1 Badminton skill & technique improvement process. In 2022 some filming and analysis of skill development has been undertaken to support and enhance learning. Junior Health and L2 Health develop google forms for survey purpose <p>YEAR 7 & 8</p> <ul style="list-style-type: none"> DDO has been incorporated into SOME of the Homeroom Learning Packages. The staff would like to have more PD in this area to ensure everyone is feeling more comfortable with the planning and implementing of it in our teaching and learning. Students in Y7 and Y8 are receiving the Technology Learning Package and also Digital technology in their other Learning Packages. There have been planned learning tasks in some of the new plans that incorporate Digital Technology but there needs to be more put in place to provide the equity for all. Cyclone was booked into work with Year 7 and Year 8 in 2021. This was something that couldn't be carried out. N
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Goal	School Target	School Actions	Department Goals and variance data/information
LGBTQIA++ Create way in which staff can improve their understanding and awareness of LGBT perspectives in terms of students learning.	Through anecdotal evidence : All teachers report a greater level of understanding and awareness of LGBT perspectives and what it means for the students learning.	<ul style="list-style-type: none"> • School Actions • Develop processes for when a student identifies differently or requests a name change. • Establish an advisory group of interested staff and students and the LGBT community organisation to help support our education. • Hold staff Huis which provide information for staff around LGBT matters 	<p>LANGUAGES</p> <p>Department Goal: To improve our understanding and awareness of LGBTQIA++ perspectives</p> <p>What happened: All department staff participated in professional learning around LGBT matters. All department staff cater to the needs of LGBT students as per the learning at the huis and suggested procedures.</p> <p>ENGLISH</p> <p>Goal: To keep the students at the centre of our practice.</p> <ul style="list-style-type: none"> • Continue to develop CULTURALLY RESPONSIVE PRACTICE • Recognising our own fallibility and acknowledging when we make a mistake. • Being self-aware: adjusting our language in the classroom. • Being proactive in forming relationships. • Being consciously inclusive of all diverse groups when we have class discussions, give examples. • Including a question about pronouns in our introductory work at the start of the year. <p>Evidence:</p> <ul style="list-style-type: none"> • Choice of texts more diverse • Staff discussion about names, pronouns, and our awareness • Pride Badges <p>Discussion on horizontal diversity, not just a vertical column/ siloed text or group</p> <p>MATHS</p> <p>Attended the hui re LGBT</p> <p>Gather information from our students in our classes including what they would like to be called and which pronoun they would like us to use.</p> <p>Be aware and sensitive to all students.</p> <p>Watch our language eg girls, ladies, etc</p> <p>SOCIAL SCIENCES</p> <p>Staff have been involved in all staff PD around this area.</p> <p>Staff continue to be open to learning in this area.</p> <p>VISUAL ARTS</p> <ul style="list-style-type: none"> • We have had a handful of students who are identifying as LGBTQIA++ over the last year that we have felt did not succeed in the way we expected. We are interested in what more we can change and offer to help students identify in a way that makes them feel safe. Some of the students that did not achieve last year were students that were struggling to fit into a school system and this become a mental health issue so support had to change from focusing on achievement to focusing on joining in, being there, getting out of bed. • We felt we did not have any opportunity to develop our understanding so we could be better equip to teach these students. <p>PERFORMING ARTS</p> <p>Be informed, aware and sensitive.</p> <p>ACTIONS</p> <ul style="list-style-type: none"> • Participate in the Huis regarding this and action any education that is provided

		<ul style="list-style-type: none"> If aware of a student who is new to the group, ensure that you are aware and follow the process outlined by the group <p>WHAT WE ACTUALLY DID</p> <ul style="list-style-type: none"> Have been aware and sensitive in the classroom environment Have included any information required on class profiles We get our students to write introductory letters to find out additional information that may be helpful about the way they learn and how we can best support them. Some students have chosen to write how they wish to be addressed in the letter, which can then be noted Supported Pride week which many students noted and responded to. <p>Students have been supportive when you have brain fog and you revert to saying girls and not using the correct pronoun., They know you are trying.</p> <p>TECHNOLOGY</p> <p>We attended a staff Hui on LGBTQIA++ as a staff</p> <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> HPE staff member in advisory group (NH). The Department is fortunate to have NH fully on board and au fait with initiatives in this area. HPE staff to attend staff Hui around LGBTQIA++ matters. Increasing usage by staff and students of pronouns and non-gender specific names. This can be challenging at times but is a way of showing support for vulnerable members of our community. All staff participated in "Rainbow week" by wearing the ribbon to show support for diversity. Full attendance at Emma Prinsloo PD. Review with a rainbow lense our Yr 9 and Yr 10 relationships units <p>What are we doing? How effective is it? Need to be on the same page with approach. In Year 10 Health NH has added some lessons from "Inside Out" into our Sex and Sexuality unit. These are used with professional judgement to help with student needs in this area. Titles are 1/ Gender Sex and Sexuality 2/ Diversity and Difference 3/ Bullying and Homophobia 4/ Respect and Responsibility. Trying to be as responsive and empathetic as possible with the girls through challenging times in their development. In L2 Health there is a Gender and Sexuality ASld which looks at social justice and strategies to address inclusiveness.</p> <p>Gather student voice to direct learning and ensure rainbow inclusiveness.</p> <p>YEAR 7 & 8</p> <ul style="list-style-type: none"> Anna Sime is our Y7/Y8 representative on the advisory group. <p>This is something that the staff were immersed in, especially in Year 8 where there were a significant number of students openly exploring their sexuality and identity in 2021. The staff were accepting of all students and their pronoun and name choices. There was significant growth. Maybe some things that would be helpful would be: recording preferred names. What happens if a student wants to go by another name of the same gender what do we do if students parents/whanau do not wish for their child to use a different name or pronoun.</p>
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Goal	School Target	School Actions	Department Goals and variance data/information
Tikanga and Te Reo Reactivate and further increase our capabilities around Te Reo and Tikanga	From anecdotal evidence: Teachers express greater comfort and frequency in the use of Te Reo	<ul style="list-style-type: none"> Establish a culturally responsive advisory group to support and plan initiatives. Collect student voice as evidence of our progress in improving our school. Survey staff as to what they need in order to improve their understanding of Tikanga and the use of Te Reo Provide PLGs / PD around the findings from the survey. Introduce and teach a school Waiata particularly for formal occasions and regular schools assemblies Introduce a School Haka competition through the House system and via tutor time Incorporate the Maori keyboard on our computers so that macrons can be used for Maori words in all communication. 	<p>LANGUAGES</p> <p>Department Goal: Reactivate and further increase our capabilities around Te Reo and Tikanga</p> <p>What happened: All staff participated in PLGs and PD to increase language capabilities and learn about Haka tikanga All department staff are using the Māori keyboard and macrons where appropriate. Created comparative writing tasks for Year 10 writing focus. Māori culture compared to target language culture. Upon trialling, we reflected that these need to be naturally occurring in a unit of work, rather than a stand-alone writing task.</p> <p>Why variance: As a department we tried to review CRRP material from previous years however it was missing from the Staff Hub folder. Passed this onto SLT that it was missing.</p> <p>ENGLISH</p> <p>To keep the students at the centre of our practice.</p> <p>Actions:</p> <ul style="list-style-type: none"> Continue to develop CULTURALLY RESPONSIVE PRACTICE Recognising our own fallibility and acknowledging when we make a mistake. Being self-aware: adjusting our language in the classroom. Being proactive in forming relationships. Being consciously inclusive of all diverse groups when we have class discussions, give examples. Choosing positive Māori and Pasifika representations, increasing our knowledge and breadth of the Māori canon. <p>Evidence:</p> <ul style="list-style-type: none"> Pepeha readings and sharing Growing knowledge of Tikanga and understanding of our colonial positioning Discussions as a department Increased use of Te Reo in the classroom <p>MATHS</p> <ul style="list-style-type: none"> Found contexts that Māori students relate to and bring prior knowledge and experience into our classes eg titi and Toheroa data. Linear Algebra assessment changed to a Matariki theme. Staff participated in House Haka competition Looked at Mataranga Māori in a maths context. Basic classroom Te Reo Auckland Maths Association PLD videos on Mataranga Māori Staff participated in PLD in staff hui <p>SCIENCE</p> <p>Use of Mātauranga Maori, tuakana teina and Tikanga within our teaching and learning program has been beneficial to all students</p>

		<p>SOCIAL SCIENCES</p> <ul style="list-style-type: none"> We have been working as a department to develop our Te Reo – learning phrases and words in department meetings, setting challenges from department meetings to continue our skills in this area. There is a range of capability and confidence in the department in using Te Reo. Staff have been involved in whole staff PD focussing on this area and in events such as School Haka. We have not yet incorporated the Maori keyboard onto personal laptops in our department. <p>VISUAL ARTS</p> <ul style="list-style-type: none"> We have changed and added a lot more opportunities for our students to learn and experience ideas of Tikanga Maori. Most teachers work to increase the use of Te Reo in the classroom. <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> To complete the survey when it comes out To learn the school haka and participate in Waiata learning To incorporate the Māori keyboard when sending communications or making resources <p>ACTIONS</p> <ul style="list-style-type: none"> Install Māori Keyboard to use in Department communications and resources Be present and involved at AT times given to learning the school haka <p>WHAT WE ACTUALLY DID</p> <ul style="list-style-type: none"> Participated in learning the school haka and performed in it Sung and led some Waiata at staff hui Introduced Māori keyboard on some staff laptops <p>Taken on board some of the feedback from the student voice, especially regarding being a Girls' High student and how their cultural identity fits within the school</p> <p>TECHNOLOGY</p> <ul style="list-style-type: none"> AS a department we actively participated in waiatas and haka as a whole school. Incorporating Maori recipes into Year 10 breads and just cook. Doing a karakia Haurora is the base of senior foods courses Incorporation Te Reo maori where appropriate Using māori concepts as basis for 8IDEA projects Follow Tikanga practices when preparing and eating foods. Designs <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> HPE staff in advisory group (NM). Nathan is on the CRRP committee and is a teacher of Te Reo. He keeps the Department abreast of developments in this area and with good humour keeps gently nudging us down the path of greater cultural competency. DB and NH both were speakers at the 2021 Powhiri and will be happy to step up again in 2022 when we go forward with the Powhiri as a whole school. Attend PD/PLG from staff survey to improve understanding of Tikanga and use of Te Reo. Staff Hui/Himene All HPE staff to attend and participate in the learning and practise of a school Waiata. In 2021 all staff were involved with our inaugural House Haka competition. This was challenging and uncomfortable at times but ultimately was a real success and I am sure will be a regular feature at SGHS. Consider signage in gym to include Te Reo directions and names. Some signage is now bi-lingual. Continue to develop staff and student understanding of Haurora - particularly in Yr 9 Health start up and interrelated throughout the year.
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<p>Hauora – Te Whare Tapa Wha & Whakapapa questions. Hauora is integral to the Health and Physical Education curriculum and all staff are comfortable delivering it and always are seeking to develop further. Year 9 Health begins with Hauora and introduction of the Whare nui as a model for understanding the principles for Total Wellbeing.</p>	<p>YEAR 7 & 8</p> <ul style="list-style-type: none"> • All staff were involved in the PLD around Māori Language/Tikanga with the rest of the staff during the year. • The Y7/Y8 teachers have developed the concept of Language and Culture through the introduction of the Aotearoa Histories curriculum and in units. We have a whakaatauki to go with each unit plan and share what it means with the students. • HK/MT are on the Tikanga and Te Reo advisory group. • We continue to use waiata in our assemblies but are not allowed to sing. • We did not resource a YouTube instructional video to use as a teaching tool for the SGHS haka/waiata. • Buddy classes worked for some of the year and maybe due to COVID, the hui times became more challenging. Also not being able to sing was a real issue. 				

Goal	School Target	School Actions	Department Goals and variance data/information												
Writing Improve writing skills amongst students and embed SGWP within all areas and levels.	Year 7-10 75% of students are at/above their respective curriculum for writing	<ul style="list-style-type: none">• Departments will develop a system for evaluating and monitoring student writing process, review the gaps and implement change.• Teachers collaboratively develop a writing task based on the SGHS Writing process for each level in each subject to share at future PLD e.g. Café Inquiry style event	LANGUAGES +Department Goal: Year 7-10: 75% of students are at/above their respective curriculum for writing in the target language What happened: <table><tr><td>Year 7</td><td>Only 32% were at Level 1&2A by the end of the year for writing</td><td>Target not met</td></tr><tr><td>Year 8</td><td>Only 13% were at Level 1&2A by the end of the year for writing</td><td>Target not met</td></tr><tr><td>Year 9</td><td>78% were at the level or above by the end of the year</td><td>Target met</td></tr><tr><td>Year 10</td><td>71% were at the level or above by the end of the year</td><td>Target nearly met</td></tr></table> Why variance: <ul style="list-style-type: none">- In Year 7/8 languages a lot more focus is put on oral and aural skills compared to reading and writing skills. Something to look at for 2022. Department Goal: Year 11-13: 100% of students pass their writing portfolio achievement standards What happened: 91% of Year 11-13 passed their writing portfolios Why variance: <ul style="list-style-type: none">- Students chose not to hand in their portfolio so got Not Achieved Attendance issues throughout 2021 meant that student contributions to portfolios were not at the level of language required.	Year 7	Only 32% were at Level 1&2A by the end of the year for writing	Target not met	Year 8	Only 13% were at Level 1&2A by the end of the year for writing	Target not met	Year 9	78% were at the level or above by the end of the year	Target met	Year 10	71% were at the level or above by the end of the year	Target nearly met
	Year 7	Only 32% were at Level 1&2A by the end of the year for writing	Target not met												
Year 8	Only 13% were at Level 1&2A by the end of the year for writing	Target not met													
Year 9	78% were at the level or above by the end of the year	Target met													
Year 10	71% were at the level or above by the end of the year	Target nearly met													
			ENGLISH Goal: To improve the mechanics of juniors' writing Actions: <ul style="list-style-type: none">• Everyone in the Department will have taken their Junior class through the SGWP by the end of Semester One.• More specific planning of what grammatical aspects we teach where, to ensure coverage. Evidence: <ul style="list-style-type: none">• Year 9 Writing Data Analysis- 59% of the cohort is at the level or above. Close examination of data revealed the below factors influencing this.- This cohort started the year with only 44% of students at or above the level- 9EX's- Show good improvement: 91% of students were at or above the level at the start of the year.- 99% of the cohort were at or above the level by the end of the year.- 9ED- 33% at or above the level at the start and end of year. This shows the have improved as the expectation for the level is 4A at the Start of the year and 5 B at the end of the year.- A lot of the cohort (44%) is just below the level. Compared to 23% at the start of the year this shows that there is a big improvement in the lower part of the cohort, just not as much as we would have expected to see. Upon reflection this is almost certainly due to the fact that the writing for End of Year was assessed just after lockdown in Term 3. This year's planner has been changed so that their writing is assessed in Term 4.- We can see that value has been added to the 9EDs-even though they are not solidly into level five the overall shift has been upwards- This is still an improvement on where students were assessed at against the level in 2020's end of year as Title writing test.												

Year 10 Writing Data Analysis

- Year 10 shows an even more marked trend of improvement.
- 75% of the Cohort were at or above the level by the end of the year. Only 63% were at or above the level at the start of the year
- 60% 10ED were at or above the level by the end of the year compared to 41% who were at or above the level at the start of the year.
- 85% 10EC were at or above the level by the end of the year compared to 56% who were at or above the level at the start of the year.
- Qualitative – increased engagement in writing
- Qualitative – improve ākongā attitude to writing – more positive

MATHS

Every 2nd meeting had a SGWP focus

Staff in the maths department collaboratively developed a few writing tasks based on the SGHS Writing process.

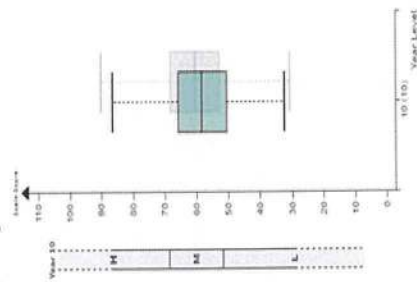
Staff more familiar with the 4 stages of the SGWP.

Staff used the SGWP at differing levels

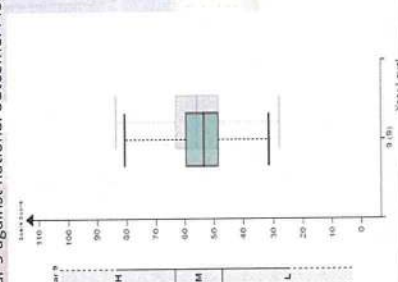
Need to continue to develop more tasks across a range of topics and levels

SCIENCE

Year 10 against national outcome. Not all students made a year's worth of progress. Not all students will be ready for NCEA level 1



Year 9 against national outcome. Pleasing results for this year level



			<p>SOCIAL SCIENCES</p> <p>As a faculty we have continued to support the school goal of developing writing skills. As a faculty we started the year by working together to work out how and where in our teaching programmes we would ensure that we consciously provided opportunities to practice these skills. We embedded this using the SGWP and created a shared set of slides to show what each learning package was doing.</p> <p>This has the flow on effect of also being using in senior classes.</p> <p>We then gathered samples of students writing to analyse and determine the level at which students were writing out. We shared the work that we have completed at a PD day with Trudy and other departments in November.</p> <p>Our next step is to determine value added from the writing process.</p> <p>VISUAL ARTS</p> <ul style="list-style-type: none"> • We struggled to find momentum with the SGWP last year. However at the end of the year we had all staff literacy PD with Trudy. This has lead us to having a better idea of how to grow what we do now further this year. • We have seen any obvious changes to their understanding of writing yet. <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> • Get flashcards up and running in junior and senior classes for checking work • Work on a common resource for seniors. E.g. Common phrases for a statement of intention. • Common template of things to look for when analysing a piece of Drama, Music or Dance. (by end of Term Two) • Work more collaboratively with the ART Dept. - especially around the visual component • Decide a common acronym for use in external analysis papers (PEEL) <p>ACTIONS</p> <ul style="list-style-type: none"> • Construct flashcards and have these laminated by the end of term one to be used in all classes • Use Dept meeting times to form magic sentence starters across all disciplines starting term 2. Use these to guide the structure and content needed for a Statement of Intention • Design a placemat for analysis as part of Literacy development in Dept. Meetings. Have ready by the end of term 2 so it is ready for exam preparation • Format acronym for display, laminate and have in all teaching spaces alongside Writing Process for referral by staff and students • Once a term, through Dept. discussion at our meeting time, reflect on effectiveness <p>WHAT WE ACTUALLY DO</p> <ul style="list-style-type: none"> • Have developed a Department Acronym (PEEL - Point / Explain / Example / Link) which is displayed alongside the SGHS Writing Process in all Performing Arts classrooms. This is constantly referred to and students know what we use in our area • Have made flashcards of vocabulary / intentions / punctuation / vocal techniques key for students to access when formulating and checking their written work. Girls do ask to use them and find them very helpful in getting started and ensuring coverage of what is expected. Working on students accessing these things themselves. • Have formulated magic sentence starters for the girls to use to structure their writing and to ensure all key points are addressed. These have been working successfully and can be adapted for different focuses. • Participated in PD with Trudy (Sarah and Pip). Have made this a point of focus at some Dept. meetings where all members have had input on templates that are meaningful to their disciplines <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • 9/10 Foods • Focus upon literacy within recipes, culminating in writing up new recipes from scratch. • Reflections completed in junior classes • Collected some exemplars into Google Drive
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PHYSICAL EDUCATION

- HPE lead staff (NM) to flesh out our system for evaluating and monitoring student writing process, review the gaps and implement change. In late 2021 a class set of "The struggle to be strong" was purchased to be used as a text to implement in our programme to support Literacy. This title was chosen after extensive consultation with staff and the SGHS librarian and covers many of the themes taught in Year 9/10 Health.
- Department stocktake of different types of writing to assist NCEA writing demands e.g Report writing. In Term 2 a days PLD was held with 3 PE staff members and Trudy Francis where a casual SWOT type analysis was held. Some great ako, recognition of where currently at and future opportunities. In senior NCEA PE where there is a higher Literacy demand we have started to identify opportunities where SGWP fits. Level 2 (EP) with the "cheetah on the veldt" was a collaborative development initiated by Trudy and implemented by Eddie. This was reviewed and discussed at PLD.
- Continue with Junior Health writing development with a diary entry with learning content. Continued and developed in association with SGWP throughout 2021, primarily in Year 10 Health.

YEAR 7 & 8

- Staff have worked to implement a spelling and language programme in the Year 7 and Year 8 classes to varying degrees.
 - Year 8 looked at two programmes (Switched on to Spelling and Catch up Your Code)
 - For some teachers it was a struggle to fit everything in and do everything justice. The spelling programme was one thing that was dropped off the bottom for some.

YEAR 7 - all teachers were keen to introduce a more structured and formal language /spelling programme but are aware that when trialled in the past it was not sustainable..

A long term language based programme is being developed

- There is more of a streamlined approach to cover the writing genres within the Year 7 and Year 8 department. There is still a work in progress to ensure by the time the students get to Year 9 they have been exposed to all genres.
- Through the Writing PLD with Trudy, all staff have worked with her and have grown in confidence with the SGWP. They were able to use the writing process in their classrooms with the students to varying degrees and some even began to implement Writing Coaches. There is still a lot of work to do for all staff to ensure the Writing Process is truly embedded in our classrooms.

- The year 7 and Year 8 team have decided to move away from AsTitle Writing assessments. We felt that the tasks presented to the students were years old and the students could not connect with the prompts in an authentic way. We worked with Trudy Francis to develop an assessment that will be worked on over three lessons, to portray a more authentic and less stressful situation.

SOUTHLAND GIRLS HIGH SCHOOL

Members of the Board of Trustees

Name	Position	How Position on Board gained	Occupation	Date Expires
Aaron McKenzie	Chairperson, Parent Rep	Elected May 2019	Management	August 2022
Yvonne Browning	Principal	Appointed March 2003	Principal	
Christopher Lucy	Parent Rep	Elected May 2019	NZ Police Detective	August 2022
Kelly Tagg	Parent Rep	Elected May 2019	Community Partnership Leader	August 2022
Nick Perham	Parent Rep	Elected May 2019	District Counsellor	August 2022
Trudy Slee	Parent Rep	Co-opted September 2019	Farmer	August 2022
Aaron Drake	Parent rep	Co-opted September 2019	Lawyer	August 2022
Sue Mattingly	Staff Rep	Elected May 2019	Teacher	August 2022
Ashleigh Putt-Fallows	Student Rep	Elected October 2020	Student	October 2021
Alex Hopcroft	Student Rep	Co-opted October 2021	Student	October 2022

Kiwisport

2021

Students participated in organised sport. In 2021 the school received Kiwisport funding of \$22,895 (2020 \$22,504).

The funding was spent on sports equipment and coaching of teams.

SOUTHLAND GIRLS HIGH SCHOOL

Statement of Responsibility

The Board of Trustees has pleasure in presenting the annual report of Southland Girls' High School, incorporating the financial statements and the auditor's report, for the year ended 31 December 2021.

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

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

During the 2012 year the Ministry of Education introduced a new payroll system, Novopay, which has resulted in many errors. To the best of our knowledge, all material matters are properly reflected in the financial statements.

In the opinion of the Board and management, the annual financial statements for the financial year fairly reflect the financial position and operations of the school.

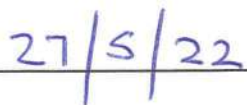
The school's 2021 financial statements are authorised for issue by the Board Chairperson and Principal.



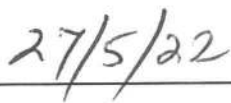
Chairperson



Principal



Date



Date

Southland Girls' High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government grants	2	9,746,122	9,308,002	9,866,836
Locally Raised Funds	3	829,510	859,999	690,230
Interest Earned		1,818	4,000	4,544
Hostel	4	884,341	898,699	751,821
International Students	5	85,810	97,051	230,739
		11,547,601	11,167,751	11,544,169
Expenses				
Locally Raised Funds	3	498,807	527,780	389,149
Hostel	4	841,161	808,240	804,933
International Students	5	100,866	114,530	178,806
Learning resources	6	7,650,859	7,354,060	7,368,320
Administration	7	522,592	539,715	477,601
Finance Costs		13,493	42,427	9,420
Property	8	1,500,419	1,525,175	1,928,590
Depreciation	9	250,188	230,000	246,731
Loss on Disposal of Property, Plant and Equipment		35,439	-	14,211
		11,413,824	11,141,927	11,417,762
Net Surplus / (Deficit)		133,777	25,824	126,408
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		133,777	25,824	126,408

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



Southland Girls' High School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January	<u>1,649,878</u>	<u>1,649,878</u>	<u>1,523,470</u>
Total comprehensive revenue and expense for the year	133,777	25,824	126,408
Contribution - Furniture and Equipment Grant	47,354		
Funds Held in Trust	35,363		
Equity at 31 December	<u>1,866,372</u>	<u>1,675,702</u>	<u>1,649,878</u>
 Retained Earnings	 1,866,372	 1,675,702	 1,649,878
Equity at 31 December 2021	<u>1,866,372</u>	<u>1,675,702</u>	<u>1,649,878</u>

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



Southland Girls' High School
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and cash equivalents	10	777,490	584,000	386,520
Accounts receivable	11	600,947	710,002	536,916
GST Receivable		-	3,000	-
Prepayments		47,099	78,000	54,095
Inventories	12	70,644	74,329	77,114
Investments	13	478,333	206,000	626,330
		<u>1,974,514</u>	<u>1,655,331</u>	<u>1,680,975</u>
Current Liabilities				
Accounts payable	15	709,354	650,593	648,695
GST Payable		6,820	-	4,111
Income received in advance	16	239,723	452,000	395,508
Provision for cyclical maintenance	17	133,693	101,000	102,004
Painting contract liability	18	85,545	64,000	64,339
Finance Lease liability	19	37,115	30,000	31,626
Funds held for Capital Works	20	255,926	-	60,546
Funds held on behalf of Refugee Cluster	21	3,100	-	3,100
		<u>1,471,275</u>	<u>1,297,593</u>	<u>1,309,928</u>
Working Capital Surplus or (Deficit)		503,239	357,738	371,046
Non-current Assets				
Property, plant and equipment	14	1,671,687	1,831,964	1,686,799
		<u>1,671,687</u>	<u>1,831,964</u>	<u>1,686,799</u>
Non-current Liabilities				
Provision for cyclical maintenance	17	159,559	431,000	356,266
Painting contract liability	18	87,085	33,000	1,039
Finance Lease liability	19	61,910	50,000	50,662
		<u>308,554</u>	<u>514,000</u>	<u>407,967</u>
Net Assets		<u>1,866,372</u>	<u>1,675,702</u>	<u>1,649,878</u>
Equity		<u>1,866,372</u>	<u>1,675,702</u>	<u>1,649,878</u>

The above Balance Sheet should be read in conjunction with the accompanying notes.



Southland Girls High School

Cash Flow Statement

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,359,846	2,258,640	2,406,044
Locally Raised Funds		817,693	599,369	646,399
Hostel		875,364	928,891	755,734
International Students		19,810	149,747	98,706
Goods and Services Tax (net)		2,709	(7,111)	27,963
Payments to Employees		(1,673,927)	(1,685,078)	(1,725,728)
Payments to Suppliers		(1,973,824)	(2,008,806)	(1,849,352)
Interest Paid		(13,493)	(42,427)	(9,420)
Interest Received		1,865	4,559	5,376
Net cash from / (to) the Operating Activities		416,043	197,784	355,722
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(31,434)	(6,559)	(14,265)
Purchase of PPE (and Intangibles)		(239,080)	(368,605)	(275,502)
Change in Investments		147,997	420,330	(539,719)
Proceeds from Sale of Investments		-	-	-
Net cash from / (to) the Investing Activities		(122,517)	45,166	(829,487)
Cash flows from Financing Activities				
Furniture and Equipment Grant		76,184	-	(6,533)
Finance Lease Payments		16,737	(2,288)	38,347
Painting contract payments		(64,320)	35,932	(64,320)
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		68,843	(79,113)	(71,973)
Net cash from Financing Activities		97,444	(45,469)	(104,479)
Net increase/(decrease) in cash and cash equivalents		390,970	197,481	(578,244)
Cash and cash equivalents at the beginning of the year	10	386,520	386,520	964,764
Cash and cash equivalents at the end of the year	10	777,490	584,001	386,520

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

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



Southland Girls High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2021

a) Reporting Entity

Southland Girls' High School is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period **1 January 2021 to 31 December 2021** and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying PBE Accounting Standards (PBE IPSAS) 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 publically 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 consolidated financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

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



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 14.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 19.

Recognition of grants

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

c) Revenue Recognition

Government Grants Schools

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.

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

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.

d) 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.



e) 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.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability.

g) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Accounts Receivable is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt. This impairment loss is the difference between the carrying amount of the receivable and the present value of the amounts expected to be collected and has been included under Other Expenditure in the Statement

i) 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. Thus the fair value of the inventory is determined based on the cost at time of purchase. The 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.

j) Investments

Share investments held by the School are measured at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment.

Share investments held by the School are measured at fair value plus transaction costs. Any gains and losses are recognised in Other Comprehensive Revenue and Expense.

At balance date the School assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense through surplus or deficit.

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



k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document. Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	20–50 years
Electronic equipment	5–10 years
Furniture and equipment	10–20 years
Information and communication technology	4–10 years
Motor vehicles	10 years
Equipment	10–20 years
Plant and machinery	10 years
Sports equipment	5–10 years
Library resources	12.5% Diminishing value
Leased assets held under a Finance Lease	Term of Lease

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

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

Non cash generating assets

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



m) Accounts Payable

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

n) Employee Entitlements*Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year

s) Financial Assets and Liabilities

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

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

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

t) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.



u) Goods and Services Tax (GST)

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

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational grants	2,165,416	2,139,640	2,075,954
Teachers salaries grant	6,458,941	6,122,007	6,122,007
Use of land and buildings grant	927,335	927,355	1,338,785
Other MOE Grants	194,430	119,000	330,091
	<u>9,746,122</u>	<u>9,308,002</u>	<u>9,866,836</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$47,798 for the year ended 31 December 2021.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations	55,439	70,000	73,009
Activities	492,748	491,299	392,288
Fundraising	4,404	10,500	-
Trading	269,464	278,000	219,164
Other revenue	7,455	10,200	5,768
	<u>829,510</u>	<u>859,999</u>	<u>690,230</u>
Expenses			
Activities	226,081	243,230	162,636
Fundraising	1,335	10,000	-
Trading	271,391	274,550	226,513
	<u>498,807</u>	<u>527,780</u>	<u>389,149</u>
Surplus for the year Locally raised funds	<u>330,703</u>	<u>332,219</u>	<u>301,080</u>

4. Hostel Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
Hostel Financial Performance			
Hostel Full Boarders	14	13	11
Hostel Weekly Boarders	74	72	74
	<u>2021 Actual \$</u>	<u>2021 Budget (Unaudited) \$</u>	<u>2020 Actual \$</u>
Revenue			
Boarding Fees	850,758	821,732	727,447
Hostel Letting	1,207	58,650	3,734
Interest	2,809	4,200	5,284
Other	29,567	14,117	15,356
	<u>884,341</u>	<u>898,699</u>	<u>751,821</u>
Expenses			
Provisions	121,313	118,200	113,522
Bad debts	-	-	-
Administration	56,673	60,210	51,127
Property	153,390	123,400	150,359
Hostel Letting	0	11,730	276
Employee Benefit - Salaries	509,785	494,700	489,648
	<u>841,161</u>	<u>808,240</u>	<u>804,933</u>
Net surplus/(deficit) for the year Hostel	<u>43,181</u>	<u>90,459</u>	<u>(53,112)</u>



5. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget Number	2020 Actual Number
International Student Roll	7.5	7.5	17.5
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<i>Revenue</i>			
International student revenue	85,810	97,051	230,739
<i>Expenses</i>			
Advertising	55	0	7,973
Commissions	26,190	26,400	51,516
Recruitment	-	-	-
International student levy	-	-	-
Employee Benefit - Salaries	70,336	81,000	105,894
Other	4,285	7,130	13,423
	100,866	114,530	178,806
<i>Surplus for the year International Student</i>	(15,056)	(17,479)	51,933

6. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	367,591	403,753	404,822
Information and communication technology	38,324	26,000	26,543
Library resources	5,482	5,000	5,996
Resource/attached teacher costs	7,166,884	6,859,307	6,867,532
Staff development	72,578	60,000	63,428
	7,650,859	7,354,060	7,368,320

7. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit fees	8,483	8,800	7,986
Board of Trustees fees	2,890	3,500	3,405
Board of Trustees expenses	7,912	4,750	3,298
Communication	7,883	12,200	1,446
Consumables	8,556	12,500	13,149
Other	131,410	137,965	116,010
Employee benefits - salaries	335,548	338,000	311,796
Insurance	15,429	17,000	15,524
ACC	4,481	5,000	4,987
	522,592	539,715	477,601



8. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and cleaning consumables	18,194	21,000	37,639
Consultancy and contract services	153,428	160,000	150,597
Cyclical maintenance provision - School	6,554	69,420	64,320
Cyclical maintenance provision - Enwood	-	-	-
Grounds	15,980	13,750	14,757
Heat, light and water	146,196	159,500	143,990
Rates	5,075	5,000	4,921
Repairs and maintenance	110,161	66,250	54,672
Use of land and buildings	927,335	927,355	1,338,785
Security	13,293	13,700	15,181
Employee benefits - salaries	96,170	83,000	83,472
Vehicle Expenses	8,033	6,200	20,255
	<u>1,500,419</u>	<u>1,525,175</u>	<u>1,928,590</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

9. Depreciation of Property, Plant and Equipment

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building improvements - Crown only	8,076	10,000	7,234
Furniture and equipment	33,130	30,000	31,986
Information and communication technology	69,659	74,000	65,864
Motor vehicles	1,885	3,000	2,329
Electronic equipment	19,309	20,000	16,877
Equipment	6,704	9,000	6,777
Plant and Machinery	3,943	5,000	3,362
Sports Equipment	1,531	3,000	1,741
Library resources	9,488	10,000	9,349
Leased Assets	36,975	-	35,180
Hostel buildings	50,792	56,000	56,960
Hostel equipment	6,794	8,000	7,568
Hostel Motor Vehicle	1,902	2,000	1,504
	<u>250,188</u>	<u>230,000</u>	<u>246,731</u>

10. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on hand	658	1,000	589.5
Westpac -SGHS	632,507	453,000	260,639
Westpac -Enwood	144,325	130,000	125,292
	<u>777,490</u>	<u>584,000</u>	<u>386,520</u>

Of the \$777,490 Cash and Cash Equivalents \$255,926 is held by the School on behalf of the Ministry. These are required to be spent in 2022 on Crown owned buildings under the School's Five Year Property Plan.



11. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Debtors	124,377	310,000	60,298
Interest accrued	514	2	561
Teacher Salaries Grant Receivable	476,056	400,000	476,056
	<u>600,947</u>	<u>710,002</u>	<u>536,916</u>
Receivables from Exchange Transactions	124,891	310,002	60,860
Receivables from Non-Exchange Transactions	476,056	400,000	476,056
	<u>600,947</u>	<u>710,002</u>	<u>536,916</u>

12. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
School Uniforms/ Canteen	68,781	70,329	75,510
Hostel	1,863	4,000	1,604
	<u>70,644</u>	<u>74,329</u>	<u>77,114</u>

13. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term deposits	472,558	200,000	620,000
Shares-Foodstuffs	5,775	6,000	6,330
	<u>478,333</u>	<u>206,000</u>	<u>626,330</u>

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2021.



14. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building improvements - Crown or	182,119	21,503	-	-	8,076	195,546
Furniture & Fittings	225,305	13,399	2,119	-	33,130	203,454
Information & Communication Tec	231,775	71,463	14,248	-	69,659	219,331
Motor Vehicles	16,540	16,851	-	-	1,885	31,507
Electronic Equipment	86,311	53,133	-	-	19,309	120,135
Major Equipment	52,988	-	-	-	6,704	46,284
Plant & Machinery	27,841	7,346	-	-	3,943	31,244
Sports Equipment	7,124	-	-	-	1,531	5,593
Library	65,438	10,461	-	-	9,488	66,411
Finance lease - Photocopiers & L	79,629	53,017	-	-	36,975	95,671
Hostel buildings	657,197	13,021	18,739	-	50,792	600,688
Hostel equipment	37,992	8,640	334	-	6,794	39,504
Hostel motor vehicle	16,539	1,682	-	-	1,902	16,319
Balance at 31 December 2021	1,686,799	270,516	35,439	-	250,188	1,671,687

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2021			
Building improvements - Crown only	536,857	(341,312)	195,545
Furniture and equipment	735,037	(531,588)	203,450
Information and communication technology	609,347	(390,016)	219,331
Motor vehicles	57,951	(26,444)	31,507
Electronic equipment	455,061	(334,930)	120,132
Equipment	124,834	(78,551)	46,283
Plant and Machinery	84,343	(53,099)	31,244
Sports Equipment	89,245	(83,646)	5,599
Library resources	264,809	(198,395)	66,414
Finance lease - Photocopiers	144,292	(48,621)	95,671
Hostel buildings	1,315,632	(714,944)	600,688
Hostel equipment	367,617	(319,323)	48,295
Hostel motor vehicle	10,935	(3,406)	7,529
Balance at 31 December 2021	4,795,961	(3,124,274)	1,671,687

2020	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building improvements - Crown or	189,352	-	-	-	7,234	182,119
Furniture & Fittings	244,084	13,212	5	-	31,986	225,305
Information & Communication Tec	263,388	35,504	1,253	-	65,864	231,775
Motor Vehicles	5,023	18,044	4,197	-	2,329	16,540
Electronic Equipment	78,977	32,967	8,756	-	16,877	86,311
Major Equipment	58,702	1,064	-	-	6,777	52,988
Plant & Machinery	14,508	16,695	-	-	3,362	27,841
Sports Equipment	8,865	-	-	-	1,741	7,124
Library	65,360	9,426	-	-	9,349	65,438
Finance lease - Photocopiers & L	41,778	73,031	-	-	35,180	79,629
Hostel buildings	654,435	59,723	-	-	56,960	657,197
Hostel equipment	33,502	12,059	-	-	7,568	37,992
Hostel motor vehicle	-	18,043	-	-	1,504	16,539
Balance at 31 December 2020	1,657,973	289,767	14,210	-	246,731	1,686,799



	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Building improvements - Crown only	515,354	(333,236)	182,119
Furniture and equipment	742,447	(517,147)	225,300
Information and communication technology	654,458	(422,683)	231,775
Motor vehicles	41,100	(24,559)	16,540
Electronic equipment	404,407	(318,100)	86,308
Equipment	128,123	(75,135)	52,987
Plant and Machinery	76,997	(49,156)	27,841
Sports Equipment	89,245	(82,115)	7,130
Library resources	254,348	(188,907)	65,441
Finance lease - Photocopiers	140,063	(60,434)	79,629
Hostel buildings	1,390,709	(733,512)	657,197
Hostel equipment	358,977	(320,985)	37,992
Hostel motor vehicle	18,043	(1,504)	16,539
Balance at 31 December 2020	4,814,271	(3,127,472)	1,686,799

15. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	176,366	190,593	161,561
Banking staffing overuse (to be repaid from July grant)	-	-	-
Employee Benefits Payable - Salaries	510,206	450,000	476,055
Employee Benefits Payable - Leave Accrual	22,782	10,000	11,079
Creditors and Accruals for PPE Items			
	709,354	650,593	648,695
Payables for Exchange Transactions	684,753	627,593	619,953
Payables for Non-exchange Transactions - Taxes Payable (PAYE and R:	24,600	23,000	28,742
Payables for Non-exchange Transactions - Other			
	709,354	650,593	648,695

The carrying value of payables approximates their fair value.

16. Income Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
International student tuition fees	21,304	140,000	87,304
International student expense funds	43,398	161,000	176,467
Domestic student fees	50,180	37,000	43,618
Other funds and grants	108,010	43,000	62,310
Overseas trips	-	15,000	-
Hostel fees	16,830	56,000	25,808
	239,723	452,000	395,508



17. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the start of the year	458,270	432,622	414,011
Increase to the provision during the year	6,554	144,378	64,320
Use of the provision during the Year	(171,572)	(45,000)	(20,061)
Provision at the end of the year	293,252	532,000	458,270
Cyclical Maintenance - Current	133,693	101,000	102,004
Cyclical Maintenance - Term	159,559	431,000	356,266
	293,252	532,000	458,270

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2021. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for

18. Painting Contract Liability

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Liability - SGHS	85,545	64,000	64,339
Non Current Liability - SGHS	87,085	33,000	1,039
	172,630	97,000	65,378

In 2021 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a five year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The agreement has an annual commitment of \$85,545 over four years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

19. Finance Lease Liability

The School has entered into a finance lease agreement for the photocopiers and TELA Teachers Laptop agreements. Minimum lease payments payable:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	37,115	30,000	31,626
Later than One Year and no Later than Five Years	61,910	50,000	50,662
	99,025	80,000	82,288



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:

2021	Opening Balance \$	Receipts from MOE \$	Payments \$	Closing Balance \$
Music Suite Redevelopment & Boiler	21,470	250,000	38,031	233,439
East Wing Upgrade	39,076	320,000	323,181	35,895
Computer Suite Remodel			13,408	(13,408)
Totals	60,546	570,000	374,620	255,926

21. Funds Held on Behalf of Refugee Cluster

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

	2021 Actual \$	2020 Budget (Unaudited) \$	2020 Actual \$
Funds Held at Beginning of the Year	3,100		3,420
Funds Received from Cluster Members			
Funds Received from MoE			
Funds Spent on Behalf of the Cluster			(320)
Distribution of Funds			
Aurora College			
James Hargest College			
Southland Boys High School			
Southland Girls High School			
Verdon College			
Funds Held at Year End	3,100	-	3,100

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	3,100	3,100
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Equity

3,100	-	3,100
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22. Related Party Transactions

Yvonne Browning is the Principal of Southland Girls' High School. Her nephew, Michael Bishop is employed as an Economics and Social Studies teacher. The terms of his employment were no more favourable than the terms of a standard employment contract. Yvonne Browning was not party to his appointment or the selection process.

Aaron McKenzie is the Chairperson of Southland Girls' High School Board of Trustees. His wife, Megan McKenzie is employed as the Director of International Students. Megans mother is employed as the Director of Enwood Hostel. All terms of their employment were no more favourable than the terms of a standard employment contract and neither were party to these appointments or the selection process.

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.

23. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principal, Assistant Principals and Enwood Hostel Boarding Director.

	2021 Actual	2020 Actual
<i>Board Members</i>		
Remuneration	\$ 2,890	\$ 3,405
Full-time equivalent members	0.12	0.12
<i>Leadership Team</i>		
Remuneration	\$ 647,987	\$ 635,286
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	650,877	638,691
Total full-time equivalent personnel	5.12	5.12

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 is in the following bands:

	2021 Actual	2020 Actual
Salaries and other short term employee benefits:	\$000	\$000
Salary and other payments	190 - 200	190 - 200
Benefits and other emoluments	4	4
Termination benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
130 - 140	1	
120 - 130	2	1
110 - 120	1	2
100 - 110	18	8
	22	11

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

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).



25. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contracts:

\$585,000 contract for the Music Suite redevelopment and boiler which will be fully funded by the Ministry of Education. \$288,003 has been received of which \$54,564 has been spent on the project to date; and

\$400,000 towards the East Wing upgrade, which will be fully funded by the Ministry of Education. \$360,000 has been received of which \$32,105 has been spent on the project to date; and

\$200,000 towards the Computer Suite Remodel which will be fully funded by the Ministry of Education. \$13,408 has been spent on the project to date.

(Capital commitments at 31 December 2020: \$60,546)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into no contracts

26. 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

27. Financial Instruments

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

Cash and receivables

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	777,490	584,000	386,520
Receivables	600,947	710,002	536,916
Investments - Term Deposits	-	200,000	-
Total Cash and Receivables	<u>1,378,437</u>	<u>1,494,002</u>	<u>923,436</u>

Financial liabilities measured at amortised cost

Payables	684,753	650,593	619,953
Finance Leases	99,025	80,000	82,288
Total Financial Liabilities Measured at Amortised Cost	<u>783,778</u>	<u>730,593</u>	<u>702,241</u>

28. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SOUTHLAND GIRLS' HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Southland Girls' High School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe, 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 28 to 47, that comprise the Statement of Financial Position as at 31 December 2021, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement 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 2021; 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.

Our audit was completed on 27th May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the 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 arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 3 to 26, 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.



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand