



Christchurch | Te Kura  
Girls' High | o Hine  
School | Waioira

*Embrace Tradition. Embrace Innovation. Embrace Excellence.*

---

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

**Ministry Number:** 328

**Principal:** Christine O'Neill

**School Address:** 10 Matai Street, Riccarton, Christchurch 8011

**School Phone:** 03 348 0849

**School Email:** [admin@cghs.school.nz](mailto:admin@cghs.school.nz)

# CHRISTCHURCH GIRLS' HIGH SCHOOL TE KURA O HINE WAIORA

Annual Report - For the year ended 31 December 2021

## Index

Page	Statement
------	-----------

### Financial Statements

<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Consolidated Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Consolidated Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Consolidated Statement of Financial Position
<a href="#">6</a>	Consolidated Statement of Cash Flows
<a href="#">7 - 19</a>	Notes to the Financial Statements

### Other Information

Analysis of Variance

Kiwisport

Independent Auditor's Report

# Christchurch Girls' High School Te Kura o Hine Waiora

## Statement of Responsibility

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 financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the School.

The School's 2021 financial statements are authorised for issue by the Board.

Lesley Vehekite

Full Name of Presiding Member

Christine O'Neill

Full Name of Principal



Signature of Presiding Member



Signature of Principal

25 January 2023

Date:

25 January 2023

Date:

# Christchurch Girls' High School Te Kura o Hine Waiora

## Members of the Board

For the year ended 31 December 2021

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Julian Bowden	Presiding Member	Elected	Sep 2022
Christine O'Neill	Principal ex Officio		
Sally Nicholas	Parent Representative Deputy Presiding Member	Elected	Sep 2022
Rodney Booth	Parent Representative	Elected	Sep 2022
Brian Northern	Parent Representative	Elected	Sep 2022
Rosalind (Ros) Robertson	Parent Representative	Co-opted	Sep 2022
Yohanna (Yo) Gulliver	Parent Representative	Co-opted	Sep 2022
David King	Parent Representative	Co-opted	Sep 2022
Lesley Vehekite	Parent Representative	Co-opted	Sep 2022
Alastair Blyth	Staff Representative	Elected	Sep 2022
Amiria Tikao	Student Representative	Elected	Oct 2021
Hawwa Niyaz	Student Representative	Elected	Sep 2022

# Christchurch Girls' High School Te Kura o Hine Waiora

## Consolidated Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	11,481,227	11,366,014	11,982,582
Locally Raised Funds	3	1,138,151	993,880	1,133,142
Interest Income		18,163	25,000	40,771
Gain on Sale of Property, Plant and Equipment Hostel	4	-	-	873
International Students	5	211,224	203,205	237,831
		<u>14,469,043</u>	<u>14,171,499</u>	<u>14,871,279</u>
<b>Expenses</b>				
Locally Raised Funds	3	277,369	166,801	266,265
Hostel	4	1,255,677	1,578,297	1,314,960
International Students	5	125,241	134,176	155,584
Learning Resources	6	9,301,629	9,285,534	8,804,396
Administration	7	728,487	712,405	757,521
Finance		16,486	-	21,003
Property	8	2,108,012	2,174,027	2,902,559
Depreciation	13	462,097	380,000	359,549
Loss on Disposal of Property, Plant and Equipment		4,571	-	-
		<u>14,279,569</u>	<u>14,431,240</u>	<u>14,581,837</u>
<b>Net Surplus / (Deficit) for the year</b>		189,474	(259,741)	289,442
Other Comprehensive Revenue and Expense		20,204	-	64,107
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>209,678</u>	<u>(259,741)</u>	<u>353,549</u>

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

# Christchurch Girls' High School Te Kura o Hine Waiora Consolidated Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>	9,014,287	9,014,287	8,660,738
Movement in Fair Value of Investments	20,204	-	64,107
Total comprehensive revenue and expense for the year	189,474	(259,741)	289,442
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	25,618	-	-
<b>Equity at 31 December</b>	9,249,583	8,754,546	9,014,287
Retained Earnings	9,249,583	8,754,546	9,014,287
<b>Equity at 31 December</b>	9,249,583	8,754,546	9,014,287

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

# Christchurch Girls' High School Te Kura o Hine Waiora

## Consolidated Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	9	1,060,330	1,381,666	1,211,407
Accounts Receivable	10	723,260	592,654	592,654
GST Receivable		-	11,440	11,440
Prepayments		20,623	22,223	22,223
Inventories	11	6,702	4,507	4,507
Investments	12	1,952,039	1,936,547	1,936,547
Funds owing for Capital Works Projects	19	131,534	-	-
		<u>3,894,488</u>	<u>3,949,037</u>	<u>3,778,778</u>
<b>Current Liabilities</b>				
GST Payable		1,141	-	-
Accounts Payable	14	964,301	962,855	962,855
Revenue Received in Advance	15	197,120	298,228	298,228
Finance Lease Liability	17	141,200	74,913	74,913
Funds held in Trust	18	210,853	170,938	170,938
Funds held for Capital Works Projects	19	-	140,151	140,151
		<u>1,514,615</u>	<u>1,647,085</u>	<u>1,647,085</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>2,379,873</b>	<b>2,301,952</b>	<b>2,131,693</b>
<b>Non-current Assets</b>				
Investments	12	652,995	632,791	632,791
Property, Plant and Equipment	13	6,366,151	6,019,659	6,399,659
		<u>7,019,146</u>	<u>6,652,450</u>	<u>7,032,450</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	-	138,140	88,140
Finance Lease Liability	17	149,436	61,716	61,716
		<u>149,436</u>	<u>199,856</u>	<u>149,856</u>
<b>Net Assets</b>		<u><u>9,249,583</u></u>	<u><u>8,754,546</u></u>	<u><u>9,014,287</u></u>
<b>Equity</b>		<u><u>9,249,583</u></u>	<u><u>8,754,546</u></u>	<u><u>9,014,287</u></u>

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

# Christchurch Girls' High School Te Kura o Hine Waiora

## Consolidated Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,365,268	2,406,246	2,492,415
Locally Raised Funds		1,151,063	993,880	1,206,250
Hostel		1,595,725	1,583,400	1,489,925
International Students		132,896	203,205	240,377
Goods and Services Tax (net)		12,581	-	13,442
Payments to Employees		(2,160,345)	(2,047,229)	(1,901,829)
Payments to Suppliers		(2,803,871)	(2,994,243)	(2,602,514)
Interest Received		19,035	25,000	42,555
Net cash from/(to) Operating Activities		312,352	170,259	980,621
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	873
Purchase of Property Plant & Equipment (and Intangibles)		(128,178)	-	(126,063)
Purchase of Investments		(35,696)	-	(284,892)
Net cash (to)/from Investing Activities		(163,874)	-	(410,082)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		25,618	-	-
Finance Lease Payments		(144,750)	-	(223,023)
Funds Administered on Behalf of Third Parties		(180,423)	-	(12,465)
Net cash (to)/from Financing Activities		(299,555)	-	(235,488)
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(151,077)</b>	<b>170,259</b>	<b>335,051</b>
Cash and cash equivalents at the beginning of the year	9	1,211,407	1,211,407	876,356
<b>Cash and cash equivalents at the end of the year</b>	9	<b>1,060,330</b>	<b>1,381,666</b>	<b>1,211,407</b>

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

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



# Christchurch Girls' High School Te Kura o Hine Waiora

## Notes to the Consolidated Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Christchurch Girls' High School Te Kura o Hine Waiora is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes. The Christchurch Girls' High School financial statements are consolidated and include the School, Acland House Hostel and the Maitai Foundation Trust which supports the school by raising funds and making donations to the school.

##### 1.2. 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 Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

These consolidated 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.

###### **Cyclical Maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

###### **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 13.

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

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

#### **Classification of leases**

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

#### **Recognition of grants**

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

### **1.3. Revenue Recognition**

#### **Government Grants**

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers Salaries Grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **1.4. Operating Lease Payments**

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

### **1.5. Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

### **1.6. Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

### **1.7. Accounts Receivable**

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

### 1.8. Inventories

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

### 1.9. Investments

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

Investments that are shares are categorised as “Fair value through other comprehensive revenue and expense” for accounting purposes in accordance with financial reporting standards. The School made an irrevocable election at initial recognition to present in other comprehensive revenue and expense subsequent changes in the fair value of an investment in an equity instrument. These investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has reassessed the fair value through external fund management service provider. Any impairment, gains or losses are recognised in the Consolidated Statement of Comprehensive Revenue and Expense.

### 1.10. Property, Plant and Equipment

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Furniture and equipment	5-10 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **1.11. Impairment of property, plant and equipment and intangible assets**

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

#### *Non cash generating assets*

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

### **1.12. 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.

### **1.13. Employee Entitlements**

#### *Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

#### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

### **1.14. Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees 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.

### **1.15. Funds Held in Trust**

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

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

### **1.16. Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

### **1.17. Financial Instruments**

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

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

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

### **1.18. Borrowings**

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

### **1.19. Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **1.20. Budget Figures**

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

### **1.21. 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 Consolidated Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	2,309,434	2,270,058	2,292,207
Teachers' Salaries Grants	7,466,346	7,466,346	7,213,091
Use of Land and Buildings Grants	1,493,422	1,493,422	2,251,578
Other MoE Grants	176,464	101,808	190,705
Other Government Grants	35,561	34,380	35,001
	<u>11,481,227</u>	<u>11,366,014</u>	<u>11,982,582</u>

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	741,197	595,000	738,947
Curriculum related Activities - Purchase of goods and services	40,340	171,862	27,624
Fees for Extra Curricular Activities	132,560	65,700	161,498
Trading	5,550	2,000	4,759
Fundraising & Community Grants	7,391	4,500	7,330
Other Revenue	211,113	154,818	192,984
	<u>1,138,151</u>	<u>993,880</u>	<u>1,133,142</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	254,668	154,951	248,748
Trading	12,899	2,000	4,480
Fundraising & Community Grant Costs	6,630	4,500	6,489
Other Locally Raised Funds Expenditure	3,172	5,350	6,548
	<u>277,369</u>	<u>166,801</u>	<u>266,265</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>860,782</u>	<u>827,079</u>	<u>866,877</u>

## 4. Hostel Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
<b>Hostel Financial Performance</b>			
Hostel Full Boarders	110	110	108
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Hostel Fees	1,514,516	1,544,900	1,318,222
Other Revenue	78,890	38,500	93,221
Student contributions	26,872	-	64,637
	<u>1,620,278</u>	<u>1,583,400</u>	<u>1,476,080</u>
<b>Expenses</b>			
Other Hostel Expenses	276,522	294,125	407,097
Administration	164,914	176,187	163,580
Property	191,362	524,500	270,279
Employee Benefit - Salaries	622,879	583,485	474,004
	<u>1,255,677</u>	<u>1,578,297</u>	<u>1,314,960</u>
<i>Surplus/ (Deficit) for the year Hostel</i>	<u>364,601</u>	<u>5,103</u>	<u>161,120</u>

## 5. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	14	14	17
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
International Student Fees	211,224	203,205	237,831
<b>Expenses</b>			
Student Recruitment	35,994	37,531	50,642
Employee Benefit - Salaries	83,661	86,485	96,925
Other Expenses	5,586	10,160	8,017
	125,241	134,176	155,584
<i>Surplus / (Deficit) for the year International Students</i>	85,983	69,029	82,247

## 6. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	509,473	673,338	534,681
Information and Communication Technology	303,675	290,096	247,997
Library Resources	3,563	5,500	2,741
Employee Benefits - Salaries	8,417,310	8,255,600	7,975,687
Staff Development	67,608	61,000	43,290
	9,301,629	9,285,534	8,804,396

## 7. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,835	14,000	7,910
Board Fees	10,675	12,000	11,600
Board Expenses	45,337	13,100	9,350
Communication	13,387	15,300	14,135
Consumables	8,285	11,500	14,665
Legal Fees	58,970	81,000	76,943
Other	40,574	28,000	74,406
Employee Benefits - Salaries	500,737	488,005	503,006
Insurance	25,957	28,000	27,550
Service Providers, Contractors and Consultancy	16,730	21,500	17,956
	728,487	712,405	757,521

## 8. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	43,868	43,500	36,867
Consultancy and Contract Services	193,853	191,705	213,480
Cyclical Maintenance Provision	-	50,000	-
Grounds	7,496	8,500	14,922
Heat, Light and Water	134,562	135,400	141,010
Rates	41,123	40,000	37,954
Repairs and Maintenance	109,139	99,750	96,320
Use of Land and Buildings	1,493,422	1,493,422	2,251,578
Security	11,394	11,750	11,265
Employee Benefits - Salaries	73,155	100,000	99,163
	2,108,012	2,174,027	2,902,559

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 9. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	1,060,330	1,381,666	1,211,407
Cash and cash equivalents for Statement of Cash Flows	1,060,330	1,381,666	1,211,407

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

## 10. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	19,942	10,877	10,877
Receivables from the Ministry of Education	78,671	1,632	1,632
Interest Receivable	2,868	3,740	3,740
Teacher Salaries Grant Receivable	621,779	576,405	576,405
	<u>723,260</u>	<u>592,654</u>	<u>592,654</u>
Receivables from Exchange Transactions	22,810	14,617	14,617
Receivables from Non-Exchange Transactions	700,450	578,037	578,037
	<u>723,260</u>	<u>592,654</u>	<u>592,654</u>

## 11. Inventories

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	6,702	4,507	4,507
	<u>6,702</u>	<u>4,507</u>	<u>4,507</u>

## 12. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,952,039	1,936,547	1,936,547
Non-current Asset			
Long-term Bank Investments	650,995	630,791	630,791
Shares	2,000	2,000	2,000
Total Investments	<u>2,605,034</u>	<u>2,569,338</u>	<u>2,569,338</u>

The Matai Foundation holds shares in various listed Companies. These are classified as 'fair value through other comprehensive revenue and expenses' as the School made an irrevocable election in accordance with PBE IFRS 9.

## 13. Property, Plant and Equipment

	Opening					
	Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2021						
Land	538,467	-	-	-	-	538,467
Building Improvements	4,800,608	-	-	-	(128,691)	4,671,917
Furniture and Equipment	758,662	96,867	-	-	(133,482)	722,047
Information and Communication Technology	99,944	-	-	-	(41,101)	58,843
Motor Vehicles	1,272	-	-	-	(838)	434
Leased Assets	127,055	304,982	-	-	(149,798)	282,239
Library Resources	60,539	9,527	(4,571)	-	(8,187)	57,308
Work in Progress	13,112	21,784	-	-	-	34,896
<b>Balance at 31 December 2021</b>	<u>6,399,659</u>	<u>433,160</u>	<u>(4,571)</u>	<u>-</u>	<u>(462,097)</u>	<u>6,366,151</u>

The net carrying value of equipment held under a finance lease is \$282,239 (2020: \$127,055)



	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Land	538,467	-	538,467	538,467	-	538,467
Building Improvements	6,800,321	(2,128,404)	4,671,917	6,800,320	(1,999,712)	4,800,608
Furniture and Equipment	3,265,764	(2,543,717)	722,047	3,168,897	(2,410,235)	758,662
Information and Communication Technology	591,982	(533,139)	58,843	591,982	(492,038)	99,944
Motor Vehicles	48,549	(48,115)	434	48,549	(47,277)	1,272
Leased Assets	518,411	(236,172)	282,239	866,766	(739,711)	127,055
Library Resources	203,842	(146,534)	57,308	210,186	(149,647)	60,539
Work in Progress	34,896	-	34,896	13,112	-	13,112
<b>Balance at 31 December</b>	<b>12,002,232</b>	<b>(5,636,081)</b>	<b>6,366,151</b>	<b>12,238,279</b>	<b>(5,838,620)</b>	<b>6,399,659</b>

#### 14. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	178,332	261,405	261,405
Accruals	28,054	4,175	4,175
Employee Entitlements - Salaries	680,743	614,950	614,950
Employee Entitlements - Leave Accrual	77,172	82,325	82,325
	<u>964,301</u>	<u>962,855</u>	<u>962,855</u>
Payables for Exchange Transactions	964,301	962,855	962,855
	<u>964,301</u>	<u>962,855</u>	<u>962,855</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
International Student Fees in Advance	98,783	177,111	177,111
Hostel Fees in Advance	38,674	63,227	63,227
Other Revenue in Advance	59,663	57,890	57,890
	<u>197,120</u>	<u>298,228</u>	<u>298,228</u>

#### 16. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	88,140	88,140	63,140
Increase/ (decrease) to the Provision During the Year	78,000	50,000	25,000
Adjustment to the Provision	(155,763)	-	-
Provision at the End of the Year	<u>-</u>	<u>138,140</u>	<u>88,140</u>
Cyclical Maintenance - Term	-	138,140	88,140
	<u>-</u>	<u>138,140</u>	<u>88,140</u>

We draw your attention to Note 23 where there is a contingent liability recognised for Cyclical Maintenance. The Provision has been reversed in the current period due to significant uncertainty around the balance.

#### 17. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	152,092	85,268	85,268
Later than One Year and no Later than Five Years	154,516	67,438	67,438
Future Finance Charges	(15,972)	(16,077)	(16,077)
	<u>290,636</u>	<u>136,629</u>	<u>136,629</u>
<b>Represented by:</b>			
Finance lease liability - Current	141,200	74,913	74,913
Finance lease liability - Term	149,436	61,716	61,716
	<u>290,636</u>	<u>136,629</u>	<u>136,629</u>

## 18. Funds Held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	210,853	170,938	170,938
	<u>210,853</u>	<u>170,938</u>	<u>170,938</u>

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

## 19. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Special Needs Modifications	(10,014)	68,410	(66,820)	-	(8,424)
MOE Ins-Earthquake	(129)	-	(1,589)	1,718	-
SIP - Gym upgrade	150,294	110,000	(383,404)	-	(123,110)
Totals	<u>140,151</u>	<u>178,410</u>	<u>(451,813)</u>	<u>1,718</u>	<u>(131,534)</u>

### Represented by:

Funds Due from the Ministry of Education

(131,534)  
(131,534)

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Special Needs Modifications	(10,957)	115,416	(114,473)	-	(10,014)
Heat Pumps	(8,751)	8,751	-	-	-
MOE Ins-Earthquake	-	1,419	(1,548)	-	(129)
SIP - Gym upgrade	-	250,000	(99,706)	-	150,294
Totals	<u>(19,708)</u>	<u>375,586</u>	<u>(215,727)</u>	<u>-</u>	<u>140,151</u>

## 20. Related Party Transactions

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

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

## 21. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Assistant Principals and Executive Officer.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	10,675	11,600
<i>Leadership Team</i>		
Remuneration	974,772	904,907
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	<u>985,447</u>	<u>916,507</u>

There are 10 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance and Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



*Principal*

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	210 - 220
Benefits and Other Emoluments	5 - 10	5 - 10
Termination Benefits	0 - 0	0 - 0

*Principal 2*

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0 - 0	40 - 50
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

*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
100 - 110	18.00	11.00
110 - 120	2.00	2.00
120 - 130	2.00	2.00
130 - 140	3.00	-
	<u>25.00</u>	<u>15.00</u>

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

## 22. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	\$ 32,100	\$ -
Number of People	2	-

## 23. 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).

### Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

### Cyclical Maintenance Provision

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site including the Hostel. The School is part of the Christchurch Schools Rebuild Programme. The Ministry of Education is not allowing schools to produce a 10 year cyclical maintenance plan and as a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain the buildings that are not replaced. We also draw your attention to the line item in note 16 where the school has reversed its provision for cyclical maintenance because of this uncertainty.

## 24. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contract agreements for capital works.

(a) A contract for Special needs modifications commenced in 2019. The project will be fully funded by the Ministry of Education. \$183,826 has been received, of which \$192,250 has been spent on the project to date, and;

(b) A School Improvement Project contract for gymnasium upgrades as agent for the Ministry of Education commenced in 2020. This project is fully funded by the Ministry. \$360,000 has been received to balance date and \$483,110 has been spent on the project  
(Capital commitments in relation to Ministry projects at 31 December 2020: \$140,151)

### (b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: nil)

## 25. Financial Instruments

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

### Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	1,060,330	1,381,666	1,211,407
Receivables	723,260	592,654	592,654
Investments - Term Deposits	2,603,034	2,567,338	2,567,338
Total Financial assets measured at amortised cost	<u>4,386,624</u>	<u>4,541,658</u>	<u>4,371,399</u>

### Financial liabilities measured at amortised cost

Payables	964,301	962,855	962,855
Finance Leases	290,636	136,629	136,629
Total Financial liabilities measured at amortised Cost	<u>1,254,937</u>	<u>1,099,484</u>	<u>1,099,484</u>

## 26. Events After Balance Date

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

The Board has commenced planning for a rebuild upgrade. The build is expected to start near the end of 2022. Some demolition works were planned for January 2022. Consultants have been engaged and some costs incurred. The estimated finish date is February 2024.

## 27. Comparatives

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

## 28. COVID 19 Pandemic on going implications

### Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

### Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.



**Increased Remote learning additional costs**

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

**Reduction in International students**

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.



# Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.

## Annual Plan Monthly Board Reporting

<b>STRATEGIC GOAL 1</b> <i>To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)</i>	<i>Time</i>	<i>Resp.</i>	<i>Progress</i>
<b>People own the vision and values</b> <ul style="list-style-type: none"> <li>▶ The new vision has embedded in it the unique partnership with Te Rūnanga o Ngāi Tahu under Te Tiriti o Waitangi</li> <li>▶ Embed a new vision, values and strategic direction which is transformational with staff, students and whānau</li> <li>▶ Make the new vision and values visible and alive in the school</li> <li>▶ Change structures and systems to encourage leadership, agency and adventurous initiatives</li> <li>▶ The Education Brief is completed as a transformational blueprint for the future</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>T1</p>	<p>BOT/SLT</p> <p>BOT/SLT</p> <p>SLT/staff</p> <p>SLT/staff</p> <p>SLT/ Writing Team</p>	<p><b>Wider community embedding of vision T1 and 2 2021.</b></p> <p><b>Master planning in partnership with Mātauraka Mahaanui begins Term 2. Meeting with Tokona te Raki (Māori Futures Collective)</b></p> <p><b>Cultural responsiveness a priority focus for professional development Terms 3 and 4. Engaged with Te Aika whānau re new school waiata.</b></p> <p><b>Focus on embedding vision and strategic planning at HOLA/Faculty level 2021 – review STEADA format Term 1. 31/3 to 02/4 all faculty reviews completed. High alignment to school strategic and annual plan. Great discussions. HOLAs are strategic thinking and collaborating with staff on their reviews. Building transformational leadership.</b></p> <p><b>Develop leadership</b></p> <ul style="list-style-type: none"> <li>➤ HOLA leadership programme 4 x 1 /day workshops 2021 including project 22/3, 17/5, 06/9, 11/11 Great feedback from HOLAs on first workshop. Excellent second workshop 17/6 with SLT. Clifton strengths completed for all HOLAs. HOLAs working on leadership project in pairs aligned with vision and ERO recommendations. Workshop 3 on 27/9. Next workshop 02/12. Continues 2022</li> <li>➤ 6 x innovation leadership roles 2021 Ongoing PD with Chris Jansen Grow Waitaha Finish end 2021. Have been successful in</li> </ul>

			<p>bringing together Student Growth Profile, Teacher Profile, Student Graduate Profile, Restorative Framework, Staff wellbeing model (based on Te Whare Tapa Whā, and proposals for junior reporting change and timetable models.</p> <ul style="list-style-type: none"> <li>➤ New RJ leader position effective from start 2021 Starting to embed. Very positive feedback from parent participants</li> <li>➤ New AP brings Pasifika and Māori cultural competency Leading staff PD</li> </ul> <p><b>Change structures</b></p> <ul style="list-style-type: none"> <li>➤ Introduce restorative framework Term 1 and embed 23/2, 05/3, 09/3 planning and staff meetings. Successful introduction. Starting to embed. All deans trained. Still requires embedding grassroots – early days of change.</li> <li>➤ Review timetable 2021 for implementation 2023 Compulsory intro of NZ Histories Yr 9 2022 will require this. Team have visited Nelson schools and four different models for discussion.</li> <li>➤ Review junior curriculum structure 2021 for implementation 2023 active discussion underway. As above. Active planning with HOLAs and staff.</li> <li>➤ Plan for compulsory NZ Histories intro to junior school and investigating te reo/tikanga for all students in junior school 2023 implementation. Note over 50% of Year 9 are opting for te reo. Appointed a second te reo teacher. Still flexibility about what this looks like – separate to Social Sciences? Part of with extra time? Still more definition to come from govt.</li> <li>➤ Plan for implementation of new NCEA standards and shift to external focus Successful TOD 13/05 with CBHS. TOD held 12/08. Next TOD 25/11. Govt has postponed for 2024 introduction.</li> <li>➤ Implemented new tūrangawaewae unit across junior school 2021 Term 1 underway (positive reports from all faculties)- 2022 alignment with NZ Histories.</li> <li>➤ Streaming removed from start 2021 Year 9 2021, Year 10 2022, parent info 19/2 newsletter. Positive reaction to date. Invitation from UC Te Whare Wānanga o Waitaha to be named partner school in research project re de-streaming. Grant confirmed to UC for project. Engaged with Tokona Te Raki/</li> </ul>
--	--	--	--

			<p><b>Māori Futures Collective, Ngāi Tahu. 2021 positive implementation. 2022 both levels unstreamed. Staff PD needed around strategies eg differentiation.</b></p> <ul style="list-style-type: none"> <li>➤ Review reporting 2021 for 2022 -all faculties reporting to curriculum levels. Developing consistent report format.</li> </ul> <p><b>Rebuild programme restarts</b></p> <ul style="list-style-type: none"> <li>➤ Finalise section 10 of Education Brief for confirmed rebuild Term 1 Submitted 16/04.</li> <li>➤ Begin master planning Term 1/Term 2 MOE process has begun – architect and PM selection. PM, QS, Architect confirmed. Master planning starting shortly. Delayed due to Alert Level 3/4. First master planning meeting 29/09. Master planning consultation meetings 22 Nov – 9 Dec.</li> </ul>
<p><b>Student Leadership</b></p> <ul style="list-style-type: none"> <li>▶ Develop diverse student leadership opportunities</li> <li>▶ Co-construct a student graduate profile</li> </ul>	<p>T1 T2/3</p>	<p>SLT/staff Students</p>	<p><b>Student prefect group use vision/strategic plan to plan year and activities Term 1 completed for 26/2 assembly. Prefects active in #MeToo CGHS, lunchtime activities for students and assembly speakers.</b></p> <p><b>New student leadership model for 2022 has arisen from Year 12 student voice and development based around school values and greater collaboration.</b></p> <p><b>Strong student voice received for vertical/whanau ako grouping - Investigate further 2022 with a view to potential implementation 2023. Will be aligned with junior curriculum and timetable change – faculty feedback gathered.</b></p> <p><b>Finalise Year 10 student growth profile (SGP) term 1, start embedding with junior parents and students Term 1 and 2. Align with reporting change Terms 2 and 3 for 2022. Disseminated in classrooms. Will investigate GP as basis for future junior LEFs. JGP Completed.</b></p>



			<p>Develop Year 13 student graduate profile Term 2 and 3. Focus currently on teacher profile – graduate profile almost complete. Use Ask My Team to gather staff, students and parent voice. TP Completed. GP completed Term 4.</p> <p>Exceptional student leadership regarding the Sexual Harassment Survey. Student report re One Network work around student ambassador training anti- sexual harm.</p>
<p><b>Staff Leadership</b></p> <ul style="list-style-type: none"> <li>▶ A co-constructed CGHS teacher profile develops diversity and 21C capabilities</li> <li>▶ Actively recruit of Maori and Pasifika staff to reflect our student diversity</li> <li>▶ Professional development programmes enhance leadership across the school</li> </ul>	<p>T3-4</p> <p>Ongoing</p> <p>T1-4</p>	<p>SLT/innovation team/staff</p> <p>Principal</p> <p>SLT</p>	<p>Develop teacher profile Term 2 and 3, aligned to student growth profile. Draft profile presented from staff team to whole staff for refinement and feedback. Positive reception. Complete. Will be embedded in PGC cycle and reflection.</p> <p>Review all recruitment policies/procedures and documentation with a cultural responsiveness lens Term 3. Underway Term 4</p> <p><b>Staff professional development:</b></p> <ul style="list-style-type: none"> <li>➤ Term 1 – restorative framework Completed</li> <li>➤ Term 2 – learning framework/teacher profile Completed</li> <li>➤ Term 3 – cultural responsiveness/teacher profile Completed</li> <li>➤ Term 4 - cultural responsiveness/teacher profile aligned with professional growth cycle PGC alignment completed. CP professional development major ongoing focus through 2022</li> </ul>
<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>▶ Authentic partnership with manawhenua informs Education Brief and master planning</li> <li>▶ Master planning reflects the vision and strategic plan</li> <li>▶ Annual budgeting reflects the strategic vision</li> </ul>	<p>All year</p> <p>T2-4</p> <p>T1</p>	<p>SLT/writing team</p> <p>BOT/SLT/staff</p> <p>BOT/SLT</p>	<p><b>Master planning for rebuild 2021/2022</b></p> <ul style="list-style-type: none"> <li>➤ Mātauraka Mahaanui facilitator already engaged MM no longer in existence – trying to engage with Ngāi Tahu. Facilitator appointed.</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Leadership Lab navigator already engaged Ready to support on MP</li> <li>➤ Develop master planning team In process – BOT input Sorted</li> <li>➤ Identify architect of choice with MOE term 1 Confirmed end Term 2 Athfields</li> <li>➤ Waiting MOE information for resourcing SLT project lead. In process of applying. .5FTE and 6MU resourced from EQ fund for Term 4 and Term 1.</li> </ul> <p><b>Master planning reflects vision</b></p> <ul style="list-style-type: none"> <li>➤ Complete education brief early Term 1 Submitted 14/04 – with more specific faculty area requirements now rebuild confirmed. Further dialogue needed with MOE re build roll (1100) and masterplan roll (1250).</li> <li>➤ Vision front and centre especially concept phase master planning. Stakeholder consultation 22 Nov – 9 Dec.</li> <li>➤ Staff involvement in planning especially around detailed planning phase Term 1-3 2022</li> </ul> <p><b>Budget delivers vision and is managed in a tight financial context</b></p> <ul style="list-style-type: none"> <li>➤ Extra resourcing of leadership development across 2021 due to change agenda – SLT, HOLAs, pastoral team. Leadership for Excellence programme SLT/HOLAs Excellent feedback. Valuable investment. SLT complete 2019/2021. Focus on HOLAS 2021/2022. HODs 2022/2023.</li> <li>➤ Extra resourcing strengthening culture, relationships and leadership in targeted area of school Terms 1 and 2 11/3 Excellent feedback. Valuable investment.</li> </ul>
--	--	--	---

<b>STRATEGIC GOAL 2</b> <i>To create a passionate learning environment where learners have the power to act (ENGAGEMENT)</i>	<i>Time</i>	<i>Resp.</i>	<i>Progress</i>
<b>Staff learning culture</b>	T1-2	SLT	<b>Use Ask My Team as a key involvement tool for staff in shaping strategy Term 1 whole school survey/individual HOLA faculty staff</b>

<ul style="list-style-type: none"> <li>▶ Build trust and collaboration by co-constructing vision and professional development learning with staff</li> <li>▶ Attestation and professional learning systems are aspirational and aligned to the strategic vision.</li> <li>▶ All staff are digitally upskilled so pedagogy is engaging for students</li> </ul>	<p>T1-2</p> <p>All year</p>	<p>SLT/AP</p> <p>SLT/AP</p>	<p><b>surveys Term 2. Whole school survey completed and analysed staff, students, parents as at 22/2. AYT presented analysis to SLT and Board 29/3 and staff 30/3. Very valuable self-evaluation tool with highlighted areas to work on. Great to see HOLAs picking up on these for leadership projects.</b></p> <p><b>Strengthen attestation and professional learning</b></p> <ul style="list-style-type: none"> <li>➤ Align to vision and professional growth cycle/coaching</li> <li>➤ Embed Teacher Profile in PGC and PLD applications</li> <li>➤ Reorganise SLT portfolios (completed) and redefine/strengthen relationship between SLT and HOLAS Term 1 and 2 discussions underway – planned approach in leadership PD Term 3 and 4.</li> <li>➤ Strengthen effectiveness of faculty leadership and SLT oversight – all year. Noted above.</li> </ul> <p><b>PLD collaboration and digital fluency funding application implemented Terms 1-3 (provides 100 hours)</b></p> <ul style="list-style-type: none"> <li>➤ Relief resource allocated to enable faculty team sessions Very positive universal faculty feedback.</li> </ul>
<p><b>Student learning culture</b></p> <ul style="list-style-type: none"> <li>▶ Student voice is gathered, valued by staff and informs curriculum change</li> <li>▶ Equity of access to devices and technology is addressed and a priority</li> <li>▶ Developing a holistic understanding of achievement and excellence in our students is prioritised</li> <li>▶ Students are involved in assessing their own progress</li> <li>▶ Investigate Student led learning conferences with ako teacher and whanau</li> <li>▶ A rich co-curricular programme supports student engagement and achievement</li> </ul>	<p>T1-2</p> <p>T1</p> <p>All year</p> <p>T2-4</p> <p>T2-4</p> <p>Ongoing</p>	<p>SLT/staff</p> <p>AP/staff</p> <p>SLT/staff</p> <p>Staff</p> <p>SLT/AP</p> <p>SLT/staff</p>	<p><b>Gather student voice Term 1 and 2</b></p> <ul style="list-style-type: none"> <li>➤ Ask My Team – whole school survey Term 1. (Completed) Targeted student surveys Term 2. Need identified with Muslim students. Focus of a HOLA leadership project.</li> <li>➤ Analyse Me and My School final data term 1 (Completed)</li> </ul> <p><b>Maintain COVID learning re device equity and course credit reductions – less is more – course outlines Term 1</b></p> <ul style="list-style-type: none"> <li>➤ Reviewed and updated students (6) lack of internet access to MOE</li> <li>➤ 15 devices issued to students under Level 4</li> <li>➤ Many faculties have reduced credits to more manageable levels</li> </ul> <p><b>Investigate and implement assessment changes</b></p> <ul style="list-style-type: none"> <li>➤ Align to Year 10 student growth profile in junior school Term 2 and 3</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Investigate use of key competencies and values as achievement indicators in junior school Terms 2 and 3 Potentially to be replaced by key components of Student Growth Profile. Ongoing 2022</li> <li>➤ Implement all faculties reporting to curriculum levels Term 1. Completed or almost completed across faculties.</li> </ul> <p><b>Investigate and implement reporting changes</b></p> <ul style="list-style-type: none"> <li>➤ Junior and senior reporting days separated Term 1 and 2 Successful junior parent reporting day – more relaxed and more time. Senior student parent interview Tues/Fri last week of Term.</li> <li>➤ Plan for a conferencing approach with increased student involvement 2022</li> </ul> <p><b>Extra-curricular</b></p> <ul style="list-style-type: none"> <li>➤ Maintain over 80% participation rates – all year</li> <li>➤ Develop a strategic development approach for elite performers linked into curriculum change Terms 2 and 3 2022</li> <li>➤ Some outstanding results – see newsletters</li> <li>➤ COVID Alert levels have prevented major national tournaments and events</li> </ul>
<p><b>Infrastructure</b></p> <ul style="list-style-type: none"> <li>▶ A furniture renewal plan is developed, resourced and implemented to create more engaging learning spaces</li> <li>▶ Masterplanning enhances the external environment for learning and wellbeing</li> </ul>	<p>T1 T2-4</p>	<p>Principal/BM BOT/SLT</p>	<p><b>Investigate furniture which aligns to vision and master plan and plan staged resourcing Term 3. Reserves held</b></p> <p><b>Master planning for external environment concept phase Term 2</b></p> <ul style="list-style-type: none"> <li>➤ School entry welcomes all to a school in Aotearoa NZ</li> <li>➤ Incorporate cultural icon, design and language in building exteriors and signage</li> <li>➤ Enhance river site and passive recreation spaces</li> <li>➤ Develop footprint to maximise green space</li> <li>➤ Provide outdoor learning and performance spaces</li> <li>➤ Connections between inside and outside</li> </ul>

<b>STRATEGIC GOAL 3</b> <i>To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)</i>	<i>Time</i>	<i>Resp.</i>	<i>Progress</i>
<b>Design for Learning</b> <ul style="list-style-type: none"> <li>▶ Investigate and understand the different models for new curriculum design</li> <li>▶ Curriculum design team are resourced to research and lead staff development of a collaborative and innovative curriculum model for year 9 2021 with volunteer faculties</li> <li>▶ Encourage and expose staff to opportunities to see learning and design in other schools</li> <li>▶ New innovation budget creates opportunities for collaboration for our staff</li> <li>▶ Deepen student passion for learning by high impact practices</li> </ul>	T1-3  T1-3  T2-3  T2-3  Ongoing	SLT/HOLAs  SLT/AP/ HOLAs  SLT/HOLAs  HOLAs/staff  SLT/HOLAs/ staff	<b>Curriculum change</b> <ul style="list-style-type: none"> <li>➤ Implement tūrangawaewae unit across year 9 Term 1. Faculties are delivering innovative and relevant learning.</li> <li>➤ Plan for year 10 tūrangawaewae unit for 2022 Term 2 and 3</li> <li>➤ Staff visit and see other curriculum models Term 2 and 3 Underway Some has occurred 2021. Delayed by Term 3 lockdown. More in 2022.</li> <li>➤ New junior curriculum model is in place for 2023 Term 2-4 – timing will be sensitive to staff planning progress. NZ Histories will drive some innovation in 2022 regardless.</li> </ul>
<b>Develop new partnerships for curriculum delivery</b> <ul style="list-style-type: none"> <li>▶ Open discussions with CBHS around shared curriculum delivery at senior levels</li> <li>▶ Explore community and industry options which maximise our inner -city location</li> <li>▶ Explore innovative delivery possibilities with ARA and UC</li> </ul>	T1-2  Ongoing  Ongoing	Principal/ SLT SLT/staff  Principal/ SLT	<b>CGHS/CBHS collaboration terms 1-3</b> <ul style="list-style-type: none"> <li>➤ Exploring common times of day and timetable for future. CGHS new times of day start 2021. Conversation underway with CBHS.</li> <li>➤ Shared provision in targeted areas for 2022 (Languages possible) Active current dialogue. Year 11-13 Chinese collaboration confirmed.</li> <li>➤ Shared senior curriculum (clashes and subjects not offered) for 2022/2023. Active current dialogue.</li> </ul> <b>Climate Action Campus</b> <ul style="list-style-type: none"> <li>➤ CGHS has signed MOU as part of consortium.4 staff brought into potential planning (2 Science, 2 Social Sciences)</li> <li>➤ Continue planning for 2022 Application to Rata. Red Zone land use approved. Public announcement with MOE April. Science and Geography already showing strong interest.</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Governance rep needed from BOT</li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>➤ Gateway is targeted Term 1 for at risk students. Completed</li> <li>➤ STAR courses are targeted Term 1 and 2 for at risk students Ongoing</li> <li>➤ Tracking 2021 cohort beyond school implemented Term 2 and 3</li> <li>➤ Build up use of CGHS careers website</li> <li>➤ Very successful school careers expo with CBHS. Almost 40 providers represented.</li> </ul>
<p><b>Develop new learning infrastructure</b></p> <ul style="list-style-type: none"> <li>▶ Review times of the day, learning session times and timetable structures to enable innovative and collaborative teaching and learning</li> <li>▶ Review reporting to students and parents so that we are delivering 24/7 real time accessible and personalized quality information</li> </ul>	<p>T1-3</p> <p>T1-3</p>	<p>SLT/staff</p> <p>SLT/staff</p>	<p><b>Timetable</b></p> <ul style="list-style-type: none"> <li>➤ Research other models Term 1 and 2. Innovation team report submitted for staff discussion Term 1 2022</li> <li>➤ Develop new CGHS model Term 2 and 3 Junior timetable initial focus. Ongoing 2022 for 2023 implementation.</li> </ul> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>➤ Research other models Term 1 and 2 . Innovation team report submitted for staff discussion term 1 2022</li> <li>➤ Develop new CGHS model Terms 2 and 3. Junior reporting initial focus.</li> </ul>
<p><b>STRATEGIC GOAL 4</b></p> <p><i>To build (foster) authentic relationships through connection, understanding and trust (WELLBEING AND BELONGING)</i></p>	<i>Time</i>	<i>Resp.</i>	<i>Progress</i>
<p><b>Ensure that the school is a culturally responsive organisation</b></p> <ul style="list-style-type: none"> <li>▶ Continue to build relationship with Ngai Tahu</li> <li>▶ Ensure that Maori cultural knowledge, responsiveness and capability is grown among all staff</li> <li>▶ Whanau meetings continue and whanau focus group is established</li> <li>▶ Ensure that Pasifika cultural knowledge, responsiveness and capability is grown among all staff</li> </ul>	<p>Ongoing</p> <p>T2-3</p> <p>Ongoing</p> <p>T2-3</p> <p>T1</p>	<p>BOT/SLT/staff</p> <p>SLT/staff</p> <p>SLT/staff/Whanau</p> <p>SLT/staff</p>	<p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>➤ Cultural responsiveness focus Terms 3 and 4 – plan complete</li> <li>➤ Ngāi Tahu review framework implemented Terms 3 and 4. One staff review against framework completed.</li> </ul> <p><b>Community – all year</b></p> <ul style="list-style-type: none"> <li>➤ Whanau meetings continued once per term 30/3 great turn out. Successful regional combined kapahaka performance.</li> </ul>

<ul style="list-style-type: none"> <li>▶ Pasifika fono meetings are introduced and a Pasifika focus group is established</li> <li>▶ Develop connections, relationships and cultural understanding with our Muslim community</li> <li>▶ International students are valued and their needs are met (Code of Practice)</li> <li>▶ Culture, identity and language is reflected in curriculum and protocols</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SLT/staff/Pasifika parents</p> <p>SLT/staff</p> <p>SLT/DP/staff</p> <p>SLT staff</p>	<ul style="list-style-type: none"> <li>➤ Fono meetings established once per term. Very successful first Pasifika fono 18/05. Big turnout to Pasifika NCEA evening. Pasifika zooms operating in Level 3 and 4.</li> <li>➤ Fa'aliga night and Polyfest performance Increase in numbers and all year 9s involved – build upwards. Great performance.</li> <li>➤ Focus group from each contribute to vision and strategy</li> <li>➤ Kaiārahi Maori and Kaiārahi Pasifika remunerated to provide leadership and coordination (In place).</li> </ul> <p><b>Muslim</b></p> <ul style="list-style-type: none"> <li>➤ Successful assembly to commemorate 15/3 massacre, racism raised as an area for all of us to work on, UC speakers.</li> <li>➤ Meet with community Term 3 – delayed due to lockdown. Have engaged with Imam. Speakers for staff PD Term 3 – delayed due to lockdown.</li> </ul> <p><b>Racism school wide</b></p> <ul style="list-style-type: none"> <li>➤ Provide platforms in assembly and newsletter</li> <li>➤ Address in staff professional development/cultural competency</li> <li>➤ Support prefects to initiate and lead student action, awareness and advocacy key platform in prefect planning</li> <li>➤ Students have set up a Students Against Racism group</li> </ul> <p><b>International</b></p> <ul style="list-style-type: none"> <li>➤ Marketing -ID continues to receive applications of interest waiting for border opening which may not be till 2023. Borders open April 2022. 6 students ready to come. Enquiries already after announcement. New video for website plus advertising. Joint ad with CBHS target intermediate and onshore. Chinese Herald appears to be driving traffic to our website. We have advertised in it.</li> <li>➤ ID/DP ensure Code Compliance – annual sign off, quarterly interviews, homestay checks. NZQA has signed us off post ERO “confident CGHS has effective practices in place to meet the Code” and note areas of good practice. Letter in correspondence.</li> </ul>
---	--	---	---

			<ul style="list-style-type: none"> <li>➤ <b>Maintain SIEBA relationships and systems currently reviewing and aligning all policies and procedures to SIEBA models</b></li> <li>➤ <b>Numbers - 14 students at 24/05 and 3 leavers end this year. Remainder likely to commit to stay 2022 however that would mean for year 12s three years without a home visit (concerning).</b></li> <li>➤ <b>Academic support – close monitoring. 2 requiring extra support. 4 requiring support at 24/05 (mainly additional ESOL tutoring). All Year 12 and 13 have achieved or close to UE literacy and numeracy.</b></li> <li>➤ <b>Homestay – April -monitoring visits over next 3 weeks 18.03.21, no issues. Visits completed. 3 in homestays. 17/6 no current issues.</b></li> <li>➤ <b>Pastoral –disciplinary and attendance nil issues. One in counselling. Some anxiety about COVID vaccination. 24/05 one student lateness issues. 17/6 a number thinking may not see their grand parents again. Feeling very distant from home. One very homesick and is being moved to a homestay of same nationality.</b></li> <li>➤ <b>Director and Global Relations Prefect leading schools collaboration on a non-uniform day to highlight international students in NZ in COVID context</b></li> <li>➤ <b>Fees – request to update homestay fees by \$10 a week to \$290 Request to BOT to approve fee increase to match CBHS.</b></li> </ul>
<p><b>School culture</b></p> <ul style="list-style-type: none"> <li>▶ Increase opportunities for celebration, appreciation and community building (whanaungatanga) within the school</li>   <li>▶ Increase engagement opportunities with parents, whanau and PTA</li> <li>▶ Increase engagement opportunities with Old Girls</li> </ul>	<p>Ongoing</p> <p>All year</p> <p>T1-2</p>	<p>BOT/SLT/staff</p> <p>BOT/SLT/staff</p> <p>BOT/SLT</p>	<p><b>Student</b></p> <ul style="list-style-type: none"> <li>➤ <b>Continue to foster student run assemblies weekly – all year. Alert levels 2-4 prohibit this. Prize giving arrangements confirmed. Some successful aspects from altered prizegivings to be incorporated 2022.</b></li> <li>➤ <b>Support prefects to develop lunchtime house activities Terms 1 -3. Large number parent attendance Scholars’ assembly 09.04.21</b></li> </ul> <p><b>Parent</b></p>



			<ul style="list-style-type: none"> <li>➤ Continue principal newsletter - receive very positive parent feedback directly</li> <li>➤ Embed new Year 9 parent orientation evening Term 1- very successful format again</li> <li>➤ Investigate a year 10 parent evening with social/NCEA information mid Term 3 NCEA meeting held 18/05</li> <li>➤ Shared staff/SLT presence at PTA meetings – monthly attended AGM</li> <li>➤ Confirm and embed November senior prizegiving and December junior format term 4. Alert Level 2-4 will preclude any events. Leavers’ Dinner cancelled and Senior Prizegiving rearranged may not occur dependent on Alert Level 2 or 1 criteria.</li> </ul> <p><b>Old Girls</b></p> <ul style="list-style-type: none"> <li>➤ Establish a school “founders’ day” celebration connecting OG and current students OG, prefects, staff keen – need to plan Term 2 for Term 3 September 13. Lockdown</li> <li>➤ Aim to activate a casual younger OG function – investigate communication channels – begin with one in Term 2 Lockdown Term 3</li> </ul> <p><b>Digital media</b></p> <ul style="list-style-type: none"> <li>➤ New staff role (Appointed)</li> <li>➤ Revamp of website and Facebook page Term 1 and 2. Website underway</li> <li>➤ Investigate other platforms term 2 - delayed</li> </ul>
<p><b>A relational culture underpins all relationship and behaviour management approaches</b></p> <ul style="list-style-type: none"> <li>▶ A restorative culture is introduced and implemented.</li> <li>▶ All related policies and procedures are reviewed and aligned to the relational approach</li> <li>▶ Staff, students and whanau understand and are informed about restorative philosophy and processes</li> <li>▶ Key staff receive intensive conference facilitator training</li> </ul>	<p>T1-2</p> <p>T1</p> <p>T1</p> <p>T1-3</p>	<p>SLT/AP/staff</p> <p>SLT</p> <p>SLT/AP</p> <p>SLT/AP</p>	<p><b>Systems</b></p> <ul style="list-style-type: none"> <li>➤ H&amp;S NAG policy and procedure review to be completed, (Done) new RJ framework replaces previous discipline procedures. Term 1</li> <li>➤ New restorative culture middle leader role established and appointed internally (3MU plus 1 MMA) – to lead deans, support staff and ensure system quality</li> </ul>

<p>▶ Budget is prioritised for this</p>	T1	SLT/BM	<p><b>RJ Professional development</b></p> <ul style="list-style-type: none"> <li>➤ Staff TOD with external experts start Term 1 (Completed).</li> <li>➤ Pastoral team intensive planning Term 1 (2 x 1 day) (Completed)</li> <li>➤ Staff introduction to framework and systems Term 1 (Completed)</li> <li>➤ 9 staff on facilitator training Term 2 12/13 April (Completed)</li> <li>➤ Early days of change</li> </ul> <p><b>Community education</b></p> <ul style="list-style-type: none"> <li>➤ Students in assembly Term 1</li> <li>➤ Parents via newsletter/parent orientation night Term 1 - In progress across weekly newsletters</li> </ul>
<p><b>Staff and student wellbeing is enhanced</b></p> <ul style="list-style-type: none"> <li>▶ Ako time is further developed and staff are equipped to deliver a quality wellbeing programme with and for students</li> <li>▶ A staff professional wellbeing plan is co-constructed with staff</li> </ul>	T2-3	SLT/staff/ Students	<p><b>Ask Your Team whole school survey Term 1 completed and analysis feedback to SLT, Board and staff done.</b></p> <p><b>Ako purpose and programme review – alignment with new curriculum model part of overall curriculum review 2022</b></p> <p><b>Investigate high counselling and public health nurse uptake Term 1 and 2. Re-advertising FT full time counselling position. Have had to re-advertise 3 times. Successful appointment. Significant impact on workload and wait lists with 3 full time counsellors.</b></p> <p><b>Develop staff wellbeing model Term 2 and 3. Term 4 and Term 1 2022. Done and ready for final staff sign off end Term 4.</b></p> <p><b>Sexual harassment survey due to end 24/05. High uptake among students – in own time – approx. 725. Conducted by expert external researcher with NZ Ethic Committee formal research approval.</b></p>

			<p><b>Sexual harassment survey</b></p> <ul style="list-style-type: none"> <li>➤ Well planned release to students, parents and community</li> <li>➤ Significant media coverage local and national (and international) radio, print, TV</li> <li>➤ Critical support from PR and Police</li> <li>➤ Immediate impact on counselling and pastoral team</li> <li>➤ A large amount of positive feedback into school</li> <li>➤ Visit of Minister Marama Davidson</li> <li>➤ Meeting with MOE Director</li> <li>➤ Long term strategy for change – SASH (Students Against Sexual harm, student ambassadors, curriculum option, public speaking engagements (students/national senior local government conference, principal /National Council of Women). Year 11 study replaced by a programme for all Year 11 students 2022</li> </ul> <p><b>Massive work on COVID management and compliance</b></p> <ul style="list-style-type: none"> <li>➤ Lockdown and alert level changes</li> <li>➤ Public Health Order</li> <li>➤ Mandatory vaccination (staff, contractors, volunteers, sports coaches/managers, external agencies)</li> <li>➤ Mandatory student vaccination register</li> <li>➤ Preparation for outbreak management, contact identification and communications 2022</li> </ul>
--	--	--	---

<b>STRATEGIC GOAL 5</b> <i>To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)</i>	<i>Time</i>	<i>Resp.</i>	<i>Progress</i>
<b>Emergent review</b> ▶ Significant staff, student and whanau voice continues to be gathered for the new vision and strategic plan	T1-3	SLT	<b>Implement Ask Your Team</b>

<ul style="list-style-type: none"> <li>▶ Curriculum change and redesign is developed informed by the completed Education Brief and the new strategic plan</li> </ul>	T1-2	BOT/SLT/staff	<ul style="list-style-type: none"> <li>➤ whole school evaluation tool, able to be customised across organisation - user friendly, easily completed, excellent analysis format</li> <li>➤ whole school survey Term 1, HOLA surveys of faculty staff Term 2022, pastoral team survey 2022 See AYT analysis feedback notes above</li> <li>➤ Evaluate end 2021 Year 13 exit survey. (completed)</li> <li>➤ Contract renewed for 2022</li> <li>➤ Curriculum survey Term 3 all staff, Year 9-11 students and parents</li> </ul> <p>Term 4 HOLAs/SLT strategic leadership day 02/12 focusing on priorities and alignment into vision/strategic plan and Education Brief.</p>
<p><b>Governance review</b></p> <ul style="list-style-type: none"> <li>▶ Policies and procedures processes are reviewed and a new responsibility and timeline established</li> <li>▶ A new Charter and strategic plan is adopted</li> <li>▶ Education Brief is submitted successfully to the MOE</li> </ul>	T1 T1 T1	BOT/SLT/Acland BOT/Principal BOT/SLT	<p><b>Charter /strategic plan</b></p> <ul style="list-style-type: none"> <li>➤ Adopted early 2020, embedding/action year 2021/2022</li> </ul> <p><b>Policy and procedure review</b></p> <ul style="list-style-type: none"> <li>➤ Progress delayed in 2020 due to COVID and personnel issue</li> <li>➤ Finance/property Completed Term 1</li> <li>➤ Health and Safety Completed Term 2</li> <li>➤ Board administration and Personnel Completed term 3</li> <li>➤ Curriculum and General Legislation Term 1 2022</li> </ul> <p><b>Special focus</b></p> <p>Significant H&amp;S changes needed in Science. Worksafe and MOE about to release new document to schools reinterpreting H&amp;S Act 2015 requirements for education and introducing a replacement Code of Practice. Need: laboratory manager role, risk assessments, safe methods of use (culture change). Term 1 and 2. Full day training completed by whole faculty Term 1.</p>
<p><b>Management review</b></p> <ul style="list-style-type: none"> <li>▶ Annual plan is completed to reflect new vision</li> <li>▶ Principal monthly reporting to Board is reviewed and aligned to strategic and annual plan</li> </ul>	T1 T1 T1	SLT Principal SLT	<p>Annual plan 2021. (Completed). Annual targets reflect ERO, self evaluation, survey and voice feedback, achievement analysis.</p> <p>Aligned monthly principal report format embedded (completed).</p>

<ul style="list-style-type: none"> <li>▶ Staffing resourcing and appointment documentation is reviewed</li> <li>▶ All job descriptions are reviewed and updated to align with vision</li> <li>▶ SLT portfolios are reviewed and are designed to align with vision</li> <li>▶ Review faculty self-review process</li> </ul>	<p>Ongoing</p> <p>T1</p> <p>T1</p>	<p>Principal</p> <p>Principal/ SLT</p> <p>SLT</p>	<p><b>New spreadsheet enables accurate evaluation of staffing resourcing – reducing overstaffing over 3 year period 2020-2023. In progress.</b></p> <p><b>SLT portfolios will evolve to match organisation change and new personnel in team Term 1 (completed).</b></p> <p><b>STEADA (faculty review) format to be reviewed early Term 1 to simplify and target. (Completed) Building strategic capacity and alignment as noted above.</b></p>
--	------------------------------------	---	--



# Christchurch Girls' High School | *Te Kura o Hine Waiora*

*Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.*

4 February 2022

To Whom It May Concern

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received Kiwisport funding of \$30,499.44 (excluding GST) which was spent on subsidising the salary of the Sportfit co-ordinator.

Yours sincerely

Christine O'Neill  
Principal

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Christchurch Girls High School (the School). The Auditor-General has appointed me, Anthony Smith using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 3 to 19, 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 statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 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 25 January 2023. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as



applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

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

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

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

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

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

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

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





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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Analysis of Variance and Kiwisport Statement, 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.

A handwritten signature in blue ink, appearing to read "Anthony Smith".

Anthony Smith  
Deloitte Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand