

AVONSIDE GIRLS' HIGH SCHOOL



AVONSIDE GIRLS'
— HIGH SCHOOL —
Te Kura Kohine o Ōtākaro

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	324
Principal:	Catherine Law
School Address:	Ōrua Paeroa, 209 Travis Road, Christchurch
School Postal Address:	Ōrua Paeroa, PO Box 27-025, Christchurch 8640
School Phone:	03 389 7199
School Email:	principal@avonside.school.nz

AVONSIDE GIRLS' HIGH SCHOOL

Annual Report - For the year ended 31 December 2022

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Avonside Girls' High School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Linda Glasgow

Full Name of Presiding Member

Signature of Presiding Member

25 May 2023

Date:

Catherine Law

Full Name of Principal

Signature of Principal

25 May 2023

Date:

Avonside Girls' High School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Linda Glasgow	Co-Presiding Member	Elected	Sep 2025
Paula Rigby	Co-Presiding Member Parent Representative	Elected Co-opted	Sep 2025 Sep 2022
Susan Hume	Principal	ex Officio	Jan 2022
Catherine Law	Principal	ex Officio	
Jeremy Faumuinā	Parent Representative	Elected	Sep 2025
Nicole Manawatu-Brennan	Parent Representative	Elected	Sep 2025
Bronwyn Parker	Parent Representative	Elected	Sep 2025
Sam Pelham	Parent Representative	Elected	Sep 2025
Pina Lissaman	Staff Representative	Elected	Sep 2025
Zoe Croot	Student Representative	Elected	Oct 2023
Manaaki Waretine-Beaumont	Rangatira Komiti Māori Representative	Appointed	Oct 2023
Cathie White	Presiding Member	Elected	May 2022
Laura Failing	Staff Representative	Elected	Sep 2022
Natasha McClure	Parent Representative	Elected	Sep 2022
Sarah Tzoumis	Presiding Member	Appointed	Sep 2022
Chloe Gittens	Student Representative	Elected	Oct 2022

In Attendance

Cheryl English	Business Manager
Charles Knibb	Finance, Property and Health & Safety Sub-committee member
Karen Powell	Deputy Principal, Health and Safety Committee Chair
Amanda Wiles	Operations Manager, Health and Safety Committee

Avonside Girls' High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022 Budget (Unaudited)	2021
	Notes	Actual \$	(Unaudited) \$	Actual \$
Revenue				
Government Grants	2	13,643,063	12,703,669	12,793,766
Locally Raised Funds	3	496,313	417,398	490,633
Interest Income		54,010	50,000	33,178
		14,193,386	13,171,067	13,317,577
Expenses				
Locally Raised Funds	3	340,611	278,525	323,160
Learning Resources	4	9,235,785	8,940,367	8,870,096
Administration	5	630,108	527,067	532,676
Finance		11,473	17,000	17,706
Property	6	4,007,355	3,780,000	3,744,821
Loss on Disposal of Property, Plant and Equipment		823	-	36,042
		14,226,155	13,542,959	13,524,501
Net (Deficit) for the year		(32,769)	(371,892)	(206,924)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(32,769)	(371,892)	(206,924)

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



Avonside Girls' High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,918,183	2,918,183	3,125,107
Total comprehensive revenue and expense for the year		(32,769)	(371,892)	(206,924)
Equity at 31 December		2,885,414	2,546,291	2,918,183
Accumulated comprehensive revenue and expense		2,869,952	2,546,291	2,898,170
Reserves		15,462	-	20,013
Equity at 31 December		2,885,414	2,546,291	2,918,183

Reserves

The school has received funds over the years for the specific purpose of prizes. The school is not required to repay these funds.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Opening Balance	20,013	-	24,564
Less prizegiving expenses	(4,551)	-	(4,551)
Closing Balance	15,462	-	20,013

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



Avonside Girls' High School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	445,917	2,360	202,013
Accounts Receivable	8	722,509	715,182	715,182
GST Receivable		-	8,177	8,177
Prepayments		23,137	18,537	18,537
Investments	9	2,627,719	1,832,161	2,122,306
		<u>3,819,282</u>	<u>2,576,417</u>	<u>3,066,215</u>
Current Liabilities				
GST Payable		3,346	-	-
Accounts Payable	11	802,269	769,559	769,559
Revenue Received in Advance	12	387,982	226,025	236,024
Finance Lease Liability	13	83,717	27,546	93,760
Funds held in Trust	14	296,326	148,602	148,602
		<u>1,573,640</u>	<u>1,171,732</u>	<u>1,247,945</u>
Working Capital Surplus/(Deficit)		2,245,642	1,404,685	1,818,270
Non-current Assets				
Investments	9	2,000	408,449	408,449
Property, Plant and Equipment	10	695,674	745,291	754,734
		<u>697,674</u>	<u>1,153,740</u>	<u>1,163,183</u>
Non-current Liabilities				
Finance Lease Liability	13	57,902	12,134	63,270
		<u>57,902</u>	<u>12,134</u>	<u>63,270</u>
Net Assets		<u><u>2,885,414</u></u>	<u><u>2,546,291</u></u>	<u><u>2,918,183</u></u>
Equity		<u><u>2,885,414</u></u>	<u><u>2,546,291</u></u>	<u><u>2,918,183</u></u>

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



Avonside Girls' High School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,826,142	2,367,494	2,367,289
Locally Raised Funds		255,448	193,398	127,321
International Students		404,810	214,001	218,989
Goods and Services Tax (net)		11,523	-	(10,151)
Payments to Employees		(1,843,211)	(1,623,112)	(1,584,440)
Payments to Suppliers		(1,242,999)	(1,293,674)	(1,192,461)
Interest Received		37,689	50,000	36,226
Net cash from/(to) Operating Activities		449,402	(91,893)	(37,227)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(133,670)	(208,353)	(86,831)
Purchase of Investments		(98,964)	-	-
Proceeds from Sale of Investments		-	290,145	283,943
Net cash (to)/from Investing Activities		(232,634)	81,792	197,112
Cash flows from Financing Activities				
Finance Lease Payments		(120,588)	(189,552)	(120,198)
Funds Administered on Behalf of Third Parties		147,724	-	(27,037)
Net cash from/(to) Financing Activities		27,136	(189,552)	(147,235)
Net increase/(decrease) in cash and cash equivalents				
		243,904	(199,653)	12,650
Cash and cash equivalents at the beginning of the year	7	202,013	202,013	189,363
Cash and cash equivalents at the end of the year	7	445,917	2,360	202,013

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

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



Avonside Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Avonside Girls' High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes. The Crown has entered into a Public Private Partnership (PPP) with Spotless Group. As part of the PPP, the land from which the School provides education is owned by the Crown and the buildings from which the School provides education by Spotless Group. The Crown has an obligation under the PPP to meet the cost of leasing the buildings from Spotless Group.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 20b.

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.

Other Ministry Grants for directly funded programmes are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The land from which the School operates is owned by the Crown, with the buildings on this land owned and managed by the Spotless Group Ltd. These buildings are leased by the Ministry of Education, and with the land, managed by the Ministry on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

1.4. Operating Lease Payments

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

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 expected 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. 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.

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

1.10. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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



1.11. 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.

1.12. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

1.13. 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.

1.14. Funds Held in Trust

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

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

1.15. 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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

1.16. 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.

1.17. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.



1.18. Budget Figures

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

1.19. Services received In-kind

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



2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	2,707,994	2,303,860	2,408,644
Teachers' Salaries Grants	7,018,642	6,800,000	6,745,988
Use of Land and Buildings Grants	3,764,010	3,536,175	3,536,174
Other Government Grants	152,417	63,634	102,960
	<u>13,643,063</u>	<u>12,703,669</u>	<u>12,793,766</u>

The School has opted in to the donations scheme for this year. Total amount received was \$164,850 (2021: \$158,850).

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	18,678	16,800	44,047
Curriculum related Activities - Purchase of goods and services	13,739	25,138	-
Fees for Extra Curricular Activities	138,442	108,460	116,415
Trading	9,156	3,500	8,105
Other Revenue	41,300	39,500	67,357
International Student Fees	274,998	224,000	254,709
	<u>496,313</u>	<u>417,398</u>	<u>490,633</u>
Expenses			
Extra Curricular Activities Costs	147,935	135,775	120,938
Trading	6,147	3,500	4,551
International Student - Student Recruitment	69,198	60,250	60,095
International Student - Employee Benefit - Salaries	117,331	79,000	137,576
	<u>340,611</u>	<u>278,525</u>	<u>323,160</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>155,702</u>	<u>138,873</u>	<u>167,473</u>

During the year the School hosted 12 International students (2021:17)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	311,241	400,255	386,650
Equipment Repairs	2,981	3,000	1,405
Information and Communication Technology	192,239	189,600	148,811
Employee Benefits - Salaries	8,349,784	8,022,512	8,005,008
Staff Development	66,531	45,000	47,548
Depreciation	313,009	280,000	280,674
	<u>9,235,785</u>	<u>8,940,367</u>	<u>8,870,096</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,416	7,576	7,080
Board Fees	3,540	4,000	3,920
Board Expenses	29,112	23,431	29,455
Communication	10,113	13,500	12,494
Consumables	102,623	84,800	98,563
Operating Lease	5,251	7,500	12,593
Other	54,004	45,600	42,916
Employee Benefits - Salaries	398,146	320,600	305,060
Insurance	10,188	10,060	11,503
Service Providers, Contractors and Consultancy	9,715	10,000	9,092
	<u>630,108</u>	<u>527,067</u>	<u>532,676</u>



6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	28,071	47,107	9,571
Public Private Partnership Levy	169,880	170,600	161,452
Repairs and Maintenance	44,767	25,118	36,745
Use of Land and Buildings	3,764,010	3,536,175	3,536,174
Employee Benefits - Salaries	627	1,000	879
	<u>4,007,355</u>	<u>3,780,000</u>	<u>3,744,821</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	245,917	2,360	202,013
Short-term Bank Deposits	200,000	-	-
	<u>445,917</u>	<u>2,360</u>	<u>202,013</u>

Cash and Cash Equivalents for Statement of Cash Flows

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

Of the \$445,917 Cash and Cash Equivalents, \$38,893 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	77,177	128,057	128,057
Receivables from the Ministry of Education	16,474	-	-
Interest Receivable	18,312	1,991	1,991
Teacher Salaries Grant Receivable	610,546	585,134	585,134
	<u>722,509</u>	<u>715,182</u>	<u>715,182</u>
Receivables from Exchange Transactions	95,489	130,048	130,048
Receivables from Non-Exchange Transactions	627,020	585,134	585,134
	<u>722,509</u>	<u>715,182</u>	<u>715,182</u>

9. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	2,627,719	1,832,161	2,122,306
Non-current Asset			
Long-term Bank Deposits	-	406,449	406,449
Shares	2,000	2,000	2,000
	<u>2,629,719</u>	<u>2,240,610</u>	<u>2,530,755</u>

The School holds two shares in Canterbury Education Services Society Limited. The shares are not listed on an active market. The shares are measured at cost as fair value cannot be reliably measured.



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	264,029	11,830	-	-	(39,633)	236,226
Information and Communication Technology	296,354	84,276	-	-	(136,254)	244,376
Motor Vehicles	-	36,956	-	-	(6,775)	30,181
Leased Assets	155,007	114,970	-	-	(124,689)	145,288
Library Resources	39,344	6,740	(823)	-	(5,658)	39,603
Balance at 31 December 2022	754,734	254,772	(823)	-	(313,009)	695,674

The net carrying value of equipment held under a finance lease is \$145,288 (2021: \$155,007)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	698,853	(462,627)	236,226	687,024	(422,995)	264,029
Information and Communication Technology	677,868	(433,492)	244,376	593,592	(297,238)	296,354
Motor Vehicles	38,721	(8,540)	30,181	1,764	(1,764)	-
Leased Assets	357,400	(212,112)	145,288	383,495	(228,488)	155,007
Library Resources	142,096	(102,493)	39,603	138,248	(98,904)	39,344
Balance at 31 December	1,914,938	(1,219,264)	695,674	1,804,123	(1,049,389)	754,734

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	101,675	88,725	88,725
Accruals	12,933	8,383	8,383
Employee Entitlements - Salaries	656,846	638,124	638,124
Employee Entitlements - Leave Accrual	30,815	34,327	34,327
	802,269	769,559	769,559
Payables for Exchange Transactions	802,269	769,559	769,559
	802,269	769,559	769,559

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	38,893	-	-
International Student Fees in Advance	314,660	174,849	184,848
Other Revenue in Advance	34,429	51,176	51,176
	387,982	226,025	236,024



13. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
No Later than One Year	\$ 88,336	\$ 37,401	\$ 103,615
Later than One Year and no Later than Five Years	58,937	15,949	67,085
Future Finance Charges	(5,654)	(13,670)	(13,670)
	<u>141,619</u>	<u>39,680</u>	<u>157,030</u>
Represented by:			
Finance lease liability - Current	83,717	27,546	93,760
Finance lease liability - Non current	57,902	12,134	63,270
	<u>141,619</u>	<u>39,680</u>	<u>157,030</u>

14. Funds Held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Funds Held in Trust on Behalf of Third Parties - Current	\$ 296,326	\$ 148,602	\$ 148,602
	<u>296,326</u>	<u>148,602</u>	<u>148,602</u>

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

15. Funds Held on Behalf of AGHS and SBHS Co-Location Cluster

Avonside Girls' High School was the lead school and held funds on behalf of the AGHS and SBHS Co-Location Cluster. The cluster was funded by the Ministry of Education to provide resources to assist with the co-location set up on the new site .

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Funds Held at Beginning of the Year	\$ -	\$ -	\$ 3,972
Funds Spent on Behalf of the Cluster	-	-	(3,972)
Funds Held at Year End	<u>-</u>	<u>-</u>	<u>-</u>

16. 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.



17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,540	3,920
<i>Leadership Team</i>		
Remuneration	778,945	717,097
Full-time equivalent members	5.97	5.45
Total key management personnel remuneration	782,485	721,017

There are nine members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has Finance and Property and a Health and Safety Committee with four members that meet twice a term. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	180 - 190
Benefits and Other Emoluments	5 - 6	4 - 5
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	2022 FTE Number	2021 FTE Number
100 - 110	16.00	19.00
110 - 120	5.00	1.00
120 - 130	4.00	4.00
	25.00	24.00

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

18. 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:

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

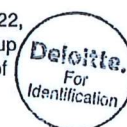
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

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

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

Additional funding wash up payment

The Ministry of Education provided additional funding for the Support Staff in Schools' Collective Agreement (CA) Settlements 2019 and 2022, the Teacher Aide Pay Equity Settlement and the Administration Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculation's impact on the financial statements is unable to be determined at the date of reporting.



20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments as at 31 December 2021: \$53,500)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(a) operating lease of a van ;

No later than One Year

	2022 Actual \$	2021 Actual \$
	-	1,487
	<u>-</u>	<u>1,487</u>

The total lease payments incurred during the period were \$nil (2021: \$1,487).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	445,917	2,360	202,013
Receivables	722,509	715,182	715,182
Investments - Term Deposits	2,627,719	2,238,610	2,528,755
Total Financial assets measured at amortised cost	<u>3,796,145</u>	<u>2,956,152</u>	<u>3,445,950</u>

Financial liabilities measured at amortised cost

Payables	802,269	769,559	769,559
Finance Leases	141,619	39,680	157,030
Total Financial liabilities measured at amortised Cost	<u>943,888</u>	<u>809,239</u>	<u>926,589</u>

22. Events After Balance Date

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

23. Comparatives

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





INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Avonside 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 17, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 25 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

AVONSIDE GIRLS' HIGH SCHOOL (321)

Kiwisport is a Government funding initiative to support students' participation in organised sport.


During 2022 the school received total Kiwisport Funding of \$27,542.29 (excluding GST). The funding was used to fund extra-curricular sports salaries.

Avonside Girls' High School

Good Employer compliance for year ending 31 December 2022

Compliance with Education and Training Act 2020

Key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
Meeting our obligations to provide good and safe working conditions	<p>Following processes around employment fully, and employment law around any conflict, leave or other entitlements</p> <p>Recognising workloads and ensuring support offered where needed</p> <p>Addressing any staff or student complaints quickly,</p> <p>Following discipline procedures with student behaviour to ensure staff safety</p> <p>Hiring a Facilities Manager and buying software to help streamline H & S areas</p>
Our equal employment opportunities programme and fulfilling this programme.	<p>All employment opportunities are advertised to all staff and where there is an opportunity for a non-teaching staff to pick up a position that would be paid differently to FTTE for a teacher we still offer that.</p> <p>Offering our leadership roles or positions of responsibility to all staff not just teaching staff where appropriate</p>
Our practise of impartial selection of suitably qualified persons for appointment.	<p>Ensure at least 3 interviewers connected to position. Any conflict of interest established and that person steps away.</p> <p>Checking of skillsets and clear job descriptions</p> <p>Reference checks</p>
<p>Recognising, </p> <ul style="list-style-type: none"> ➤ The aims and aspirations of Maori, ➤ The employment requirements of Maori, and ➤ Greater involvement of Maori in the Education service? 	<p>Interview of Māori staff done in a Te Ao Māori manner – eg including Mana whenua and having a more Korero approach</p> <p>Employing 2 teachers together to grow together and collectively</p> <p>Disputes conducted through Te Ao Māori manner</p>

Enhancing the abilities of individual employees.	Ensuring PLD is always on offer, coaching workshops for senior leadership team, meeting with staff regularly to understand next steps for them
Recognising the employment requirements of women.	Most of our staff are women. Recently we allowed two full time staff to go part-time after their maternity leave. Always allow staff to have time for children's events or medical
Recognising the employment requirements of persons with disabilities.	Ensuring that we know the needs of any persons with disabilities and what they need. eg our Librarian is in a wheelchair and we ensure a toilet close by is designed for disability. Quiet spaces for neurodivergent staff

Equal Employment Opportunities

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	



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.

Deloitte.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Board of Trustees Listing, the Kiwisport Statement, the Analysis of Variance and the Statement of Compliance with Employment Policy, 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.



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



AVONSIDE GIRLS'
HIGH SCHOOL
Te Kura Kohine o Ōtākaro



STRATEGIC PLAN & ANALYSIS OF VARIANCE 2022

VISION AND DIRECTION: 2022-25 What does Belonging mean at Avonside Girls' – who were we, who are we and who will we be? Who do we whakapapa back to and how does this inform our values and beliefs which in turn inform our curriculum and pastoral systems? When we talk about educate and empower what does that mean to students, staff and community?

GOAL 1

Develop our curriculum and assessment programmes to ensure increased ākonga engagement and achievement and improve learning outcomes for all ākonga.

Outcome and Target

Junior Curriculum Design



Targets

Growth of a knowledge rich Junior Curriculum in which students' strengths and passions are interwoven

- Develop curriculum innovation team
- Develop strong system of curriculum design
- To engage learning through student passion
- To ensure mapping of key knowledge and skills
- To develop local curriculum
- Development of Junior graduate profile

Analysis/ Next Steps

July 2022

Development of Timetable team to innovate systems that support the curriculum vision of student agency and breadth.
 Implement Year 9 and 10 Semester courses, review of vision of learning
 Work with HOLAs to review V4L, working to connect it to our cultural narrative, local curriculum & Te Tiriti
 Cultural Narrative resource produced and shared with staff and discussed with HOLAs. Tied into work from LWC and assemblies around theme of belonging.
 Curriculum Innovation team established
 HYL appointed as Aotearoa NZ Histories curriculum lead – working with in ELA.

Next Steps

Review Semesters – are they the right tool for learning in Y9/10? Collect student, staff, whānau voice around Semesters
 Senior course requirements 2023


Dec 2022

From student / staff / whānau voice, we established that semesters were not the right tool for Y9s but did work well for Y10s.
 Y9 2023 learner groups were established so as Y9s will be taught in the same class all year with the same teachers for E,M,S, SS, HPE. This allows for authentic and consistent relationships but also for the possibility of teaching through the interest group lens if authentic opportunities for this arise.
 Y10s will continue to be taught in semesters.

Evaluation of semesters

Mixed ability teaching - Year 10 was de-streamed from Semester 1. Year 9 was de-streamed from

<ul style="list-style-type: none"> All ELAs have evaluated and developed a Junior Curriculum <p>Development of Literacy and Numeracy strategies</p> <p>Development of NZ Histories curriculum</p>	<p>Semester 2. The rationale in 2021 for making this change mid-year for Year 9 2022, was to allow for students in all classes to firstly establish their learning, their relationships and their place in our kura, before being mixed up in self-selected semesters.</p> <p>Numeracy Corequisite pilot completed – feedback from HOLA Maths to MCM and HOLA English. Success mixed. Strategies shared. Some analysis of readiness using current mode of assessment – easttle shows that success is not aligned. Looking ahead a Common Practice Model is being developed for release early 2023.</p> <p>English have been building a resource to embed in 2023. English teachers will trial the corequisite next year with a small group of Y10s working at L5 who will be likely to experience success. Maths to continue with strategies from this year.</p> <p>HYL (Aotearoa NZ Histories) role worked within Social Sciences to audit current programmes. Presented to HOLAs. The Aotearoa Histories curriculum has now been merged within the Social Sciences curriculum document and is now a mandated document that must be taught by the end of 2025. HYL is working with a small team w/in SOC to develop knowledge rich teaching and learning units that have rich contexts. These will be trialed in all Y9 Social Studies classes during Term 2,3 and 4 next year. They will be taught at the same time to allow for professional learning conversations, adjustments and reflection.</p> <p>MCM prepared map of curriculum changes to manage our response. Shared with Ministry and HOLA team. Difficulty with curriculum refresh is the staggered way materials are being released. Some ELAs do not get refreshed/rewritten until 2025. Difficult to plan the new NCEA Change standards (L1 to be taught in 2025), if you are one of these subject areas (HPE. Languages).</p> <p>Next Steps</p> <p>RDJ was appointed to WSL Y9 to work with his team of Y9 kaiako to trial an explicit approach to teaching through their lens. We want to find out if this builds engagement firstly, but if it also allows for differentiated and rich teaching and learning that supports all learners. And then how that compares with other classes not being taught through a lens.</p> <p>Establish next steps and support for kaiako with mixed ability teaching and learning, to include:</p>
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		<ul style="list-style-type: none"> • Curriculum design PLD • Staff leadership - GATE coordinator, literacy and numeracy roles • Innovation team continuing to evaluate junior curriculum • Pedagogy team invested in supporting teachers with differentiation, digital outcomes, UDL and learning culture. • IEPs prepared for students who are ready to access knowledge at a higher level across the kura • Proposed termly whānau hui to support with areas of learning aligned with year groups <p>WSL Numeracy and Literacy to be appointed. The purpose of these roles is to develop these areas across ELAs, in preparation for our students sitting the corequisite requirement in 2024. Literacy will trial a small group of students next year who are likely to be successful (ie. So Y10s reading/writing at L5). Role will involve unpacking a new Common Practice Model to assess readiness.</p> <p>Aotearoa NZ Histories – this is now embedded in the Social Science curriculum document and must be developed within that subject area for teaching by subject specialists. Across the school, kaiako are expected to develop competency with NZ Histories also and consider connections within their own learning areas.</p>
<p>Māori Engagement and Achievement</p> 	<p>Improvement of Māori achievement at all NCEA levels and UE:</p> <ul style="list-style-type: none"> • L1 Numeracy to 90% in Year 11 • Equity of achievement at NCEA L3 • To improve UE for Māori students to be equitable • To improve UE 	<p>July 2022</p> <p>Māori Engagement team working with Cultural Narrative and looking at ways to embed this across the kura.</p> <p>Large PLG looking at culturally sustaining pedagogy</p> <p>Staff Only Day held to focus on Te Tiriti o Waitangi. Dr Hana O'Regan keynote speaker. Every ELA and team made commitments to honour Te Tiriti o Waitangi. These were shaped into short/med/long term goals.</p> <p>PLD project reshaped as response to 2022 – missed PLD opportunities and response to SOD Hana O'Regan kōrero - focus around tikanga understanding</p> <p>Two whānau hui have been held – both kanohi ki te kanohi.</p> <p>NCEA me te Whānau event held</p> <p>Mentoring of Gifted Te Reo Māori speakers continued up to Manu Kōrero competition.</p> <p>Mentoring of Te Reo Māori kaiako continuing with Expert Partner Hohepa Waitoa established in role</p>

	<p>Literacy to 85%</p> <ul style="list-style-type: none"> To improve endorsement achievement at NCEA Levels 2 & 3 <p>Development of staff capability in Mātauranga Māori content in curriculum</p> <ul style="list-style-type: none"> Appoint a NZ Histories Curriculum Lead Development of subject staff to lead within departments PLD journey on revitalisation of Te Reo Māori and tikanga <p>Māori Student Engagement thrives and flourishes</p> <p>For Māori students to achieve success as Māori</p> <ul style="list-style-type: none"> Development of 	<p>Matariki events celebrated</p> <p>UC Aukaha trip for Y12 ākonga Māori</p> <p>Ongoing kōrero series being held in Long Ako once a month: Hine Aroaro Pari Kōrero</p> <p>Purchasing copies of Niho Taniwha by Melanie Riwai-Couch for all ELAs and teams and encouraging HOLAs to read & share with teams.</p> <p>Next steps:</p> <p>Term 3 Māori Engagement Team to discuss and run a whānau event to support the NCEA tracking passport</p> <p>BOT member Nicole Manawatu-Brennan has offered support to work in school with Māori taura.</p> <p>Māori Engagement team to discuss best approach.</p> <p>MCM to meet with Hōhepa to discuss Term 2 and plans for Term 3</p> <p>Waiata for all staff</p> <p>Dec 2022</p> <p>Ongoing mentoring and support of our Te Reo Māori kaiako as she trains to become a fully registered teacher.</p> <p>Whānau Hui held to support whānau around the Anti Harrassment survey. Learnings from this hui around how to support ākonga with the survey, were actioned.</p> <p>UC Aukaha trip for Y10s</p> <p>Wrapped up the Hine Aroaro Pāri series – next steps is to take this on as a kura as funding has finished.</p> <p>Y8 Transition event for Māori allowed for connections with new ākonga and whānau.</p> <p>Whakanui 2022 planning and preparation underway. First time with whānau invited in 2 years.</p> <p>Whaea Manu Paringatai (Te Aratai College) provided exam support for our senior ākonga in the lead up to exams.</p> <p>WHAI mentoring has continued into Term 4 with our junior students. It ends in Week 7 with a Haerenga to Kura Tawhiti / Castle Hill where students will be fortunate to hear the cultural narrative of the area.</p> <p>Whānau restorative hui recognised as extremely effective form of restoration between 2 ākonga.</p> <p>Process involved Matua Daniel and Whaea Mary Ann and Hauora staff as well as whānau members.</p> <p>PLD – waiting to hear back re RAPLD application to continue hours with HTK. PLD was reshaped for</p>
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	<p>Komiti Māori as leaders</p> <ul style="list-style-type: none"> • Ongoing Whanau Hui • Mentoring of Gifted students in Te Reo Māori <p>Board and Staff involved in Te Tiriti O Waitangi Training, growing tikanga efficacy</p> <p>Development of Effective Teacher Profile for Māori Learners at Avonside.</p>	<p>2022 as we grew cultural capacity within our staff. Next year we want to return to the mahi around growing our teaching resources to align with mātauranga māori.</p> <p>Appointed WSL Te Tiriti o Waitangi role. This role supports learning areas. Will visit ELA meetings to learn where mātauranga Māori might be supported and connect with HTK. Will also support teams with developing their commitments to honour Te Tiriti o Waitangi.</p> <p>Term 4 – HTK provided online Te Reo Māori classes on Thursday mornings 8am-8.40am.</p> <p>Accord Day November 10th included a workshop around the Travis Wetlands where kaiako spent time learning about the cultural narrative of the area.</p> <p>January 27th 2023 – staff will spend the day learning stories and cultural narrative in a chosen workshop – City Walk, Kaiaipoi Pā, Kura Tawhiti. We are very fortunate to be working with HTK who do a lot of mahi in this space understandably to create authentic connections and relationships between AGHS and mana whenua.</p> <p>Tuahiwi Marae – all of our middle management HOLAs and Kaitiaki participated in Workshop 1 at Tuahiwi Marae this year. More staff are signing up to do this in early January. Some staff have also signed up to do Workshop 2 on January 25th 2023.</p> <p>Staff Meeting – couple of occasions where waiata was used to honour a guest speaker. Rising awareness of using these protocols in hui.</p> <p>PLD hours TBC – to be used to create a support network for Te Reo Māori Kaiako around the new NCEA changes and curriculum developments.</p> <p>Next steps:</p> <p>Supporting 2 new Te Reo Māori kaiako with transition to AGHS</p> <p>Academic mentoring and Kaitiaki role to be supported in 2023. Job descriptions written but these can be co-constructed as the first year they are running.</p> <p>Te Ao Māori Y9 class to be supported in 2023.</p> <p>Connect with ākonga transitioning from Kura Kaupapa in 2023 to see how we can support them.</p> <p>Kapa haka will be in the timetable 2023. GROW this space. Uniforms, performances, assembly.</p>
<p>Pasifika Achievement and Engagement</p>	<p>Pasifika Learners to achieve success as diverse Pasifika learners.</p>	<p>July 2022</p> <p>Pasifika student landing space confirmed and announced.</p> <p>Pasifika student council relaunched and new members from all 5 cohorts have joined.</p>



- L1 Numeracy to 90% in year 11
- L1 Literacy to 90% in Year 11
- UE Literacy to 85% in Year 12
- To improve UE for Pasifika students to be equitable with peers

Develop staff capability in working with Pasifika students to lift engagement and achievement

- Review AGHS Action Plan and align and implement the national ten-year Pacific Action Plan
- Work with staff to understand the systemic racism, barriers to learning and engagement,


Pasifika staff team roles consolidated, and student pastoral data now added to staff O365 team for tracking and action planning.
Staff team met new Ara liaison and discussed ways of supporting students.

Next steps:

MDL to regularly meet with student leaders and upskill on leadership and guide Council activities
Staff team are to create action plan and target setting to achieve academic and engagement goals. T3W2
Encourage and target students to take opportunities to support their learning by attending after-school programmes.
Resource student space and advertise it so it is utilised by and connected to more students and staff.
School to host Faafiafiaga evening in T3W3 to welcome Y9 cohort.
Liaison to set up meetings with community members.
WSL role to set up trial of Pasifika Influencer series with students.
ARA / UC events for Pasifika students
Annual cycle of SPACPAC events will begin again
Pasifika Careers days
Growing the leadership of our Pasifika students to hand the leadership over to the incoming 2023 leaders
Development of the lavalava as part of our Uniform policy

Dec 2022

Faafiafiaga night held for Pasifika awards
Pilot programme of mentoring within school with Pasifika Engagement Team staff as mentors trialled with a group of Y9 and a group of Y10 students. Activities in and out of school with some guest speakers.
Pilot programme of inspirational Pasifika women speaker series with senior Pasifika students trialled. These sessions were mix of face to face and online as some women selected work overseas.
School ie finalised, priced and available from March 2023. Students and staff indicated desire to purchase.
Pasifika student council leader recognised for role and service with significant scholarship to UC.
Pasifika transition event held early December to welcome and meet incoming Y8's and their families.
Polyfest tutor and leaders for 2023 finalised and group begin work on bonding, choreography for 2023

	<ul style="list-style-type: none"> • Work with staff to understand values and strengths with which diverse Pasifika students come. • Partnering with Families 	<p>Polyfest</p> <p>Next steps: Liaison to set up meetings with community members in Term 1 2023. Indicate intention to attend series of SPACPAC events in 2023 calendar. Co-chairing of Pasifika Engagement Team in 2023 by DP and ASL Pasifika staff</p>
<p>NCEA Achievement</p> 	<p>Overall achievement of 90% at L1</p> <ul style="list-style-type: none"> • Maintain L1 Literacy at over 90% • Numeracy to 90% overall <p>UE Literacy target 85% (currently 49% against National Girls' Schools of 70%)</p> <p>UE improvement to 65% (currently 48% against National Girls' Schools 74%)</p> <p>Review of new NCEA Standards level 1 – discussion and development of new NCEA assessments or AGHS programme</p>	<p>July 2022 Investigating prerequisites to Course Selection in Senior school MCM working with GNN re STP pathways, incorporating these into Senior Course booklet, GNN to present to HOLAs in T3 Week 2. MOE meeting to discuss Lit/Num corequisite for 2024</p> <p>Passports to solidify ako teacher mentoring and outline the end of year plan for senior students</p> <p>NCEA stats at start of July 2022 - 53% of Y11 have Numeracy and 53% have Literacy. 25% have between 0 and 10 credits. 74% of students have between 11 and 30 credits. Y12: 94% have numeracy and 95% have literacy. 70% have between 20 and 40 credits. 24% have over 40 credits. Y13: 99% have numeracy and 99% have literacy. 63% have UE Lit. 62% have between 20 and 40 credits. 33% have over 40 credits.</p> <p>Next steps: to ensure the tracking of all NCEA students every two weeks and build the process for students remaining at school.</p> <p>Dec 2022 – catch up programme in T4 with students offered tutoring in Literacy, Numeracy and Te Reo Maori as well as reassessments in other subjects. Students engaged and came in. Jan 2023 Results – Numeracy 82.5% up from 2021 and better than national. Maintained L1 Literacy at 89% same as 2021</p>

Development and growth of STP pathways

L1 results at 71% same as 2021, whereas National went down.
 L2 results dropped 11% to 76% - this will be due to the disruption in Term 1 which hit the momentum of L2 students. UE Literacy results also low.

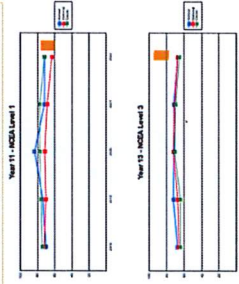
Level 1	Level 2	Level 3	Level 1 Literacy	Level 1 Numeracy	UE Literacy yr 12	UE
71.6% similar to 2021 and higher than National	76.7% down 10% trend	67.3% down 4% trend	89% All improvement for NZE and Pasifika and overall	82.5% - improvement for all ethnicities	34% roll based 42% full year students	40% down from 2021 Significant improvement for M and P students
E	Endorsement doubled for all and Māori	Endorsement trend down			Yr 13 73% NZE 80% P 47% M 57%	


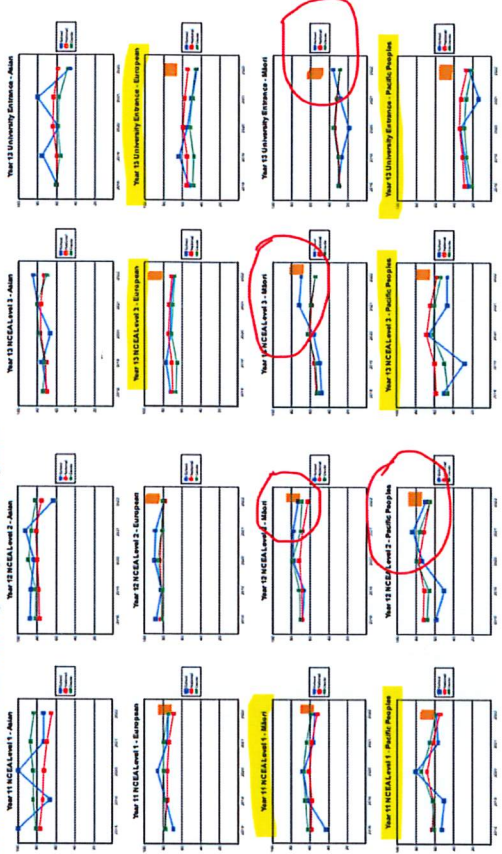
NCEA Results 2022

Girls' Schools – aspirational goal

L1 same and for all ethnicities, endorsements improved or stayed same – impact of EOY.

L2



<p>Embed Digital Technologies and Hangarau Matihiko (DTHM) curriculum content authentically</p> 	<p>Embed the DTHM Curriculum in learning Map DTHM Curriculum in Junior Curriculum</p> <p>Development of Hybrid learning</p>	<p>PRE CHARTS - Enrolment Based Cumulative Results by Ethnicity: Avonside Girls' High School</p> 
<p>Embed Digital Technologies and Hangarau Matihiko (DTHM) curriculum content authentically</p>	<p>Embed the DTHM Curriculum in learning Map DTHM Curriculum in Junior Curriculum</p> <p>Development of Hybrid learning</p>	<p>July 2022</p> <p>MDL shared AGHS journey with Hybrid learning at City of Learning Festival as a part of a panel of local schools; and early T3 will record journey with Derek Wenmouth for MOE website resource page. IT Committee beginning to develop AGHS specific Hybrid learning model that will be made available as resource to staff. Have discussed equity of learning experience and what has worked in the past lockdowns and hybrid experiences.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Are to create a working definition of hybrid learning for our context and resource creation once completed research, including PPTA and MOE resources. Student and whānau facing information to be developed too. Refine BYOD orientation to ensure incoming students prepared for hybrid models. DTHM PO's to be mapped from ELA Unit Plans in junior school so gaps can be recognised and filled. <p>Dec 2022</p> <p>School featured in EdGazette for work on hybrid learning</p>

Goal 2

Increase ākongā engagement and wellbeing through a relational focused restorative culture and mentoring.

Pastoral system and Mentoring



Development of kaimahi capability in relational and restorative practice with a trauma-invested lens.

- Kaimahi know their students
- Development of restorative learning behaviour strategies

Development of kaimahi capability in student mentoring through ako opportunities.

- Grow ako kaimahi's capability in mapping and tracking student goals with students
- All students articulate a goal for achievement

July 2022

Year 9 transition programme at the start of 2022 to give them more time to get to know the school, our stories, houses and to feel more settled in the physical space. Year 12/13 peer tutors involved. All year 9 students prepared for hybrid learning.

Integration of My Mahi underway – being used heavily in junior ako programme.
 PLD from Margaret Ross for full school (2 staff sessions) and HOLAs and Kaitiaki separately.
 Development of NCEA Passport and outline of end of year programme
 Junior students goal setting through My Mahi
 Strong connections between ako teachers and whanau during hybrid learning
 Use of online tools for parent/teacher evening to support connections
 Development of increased high needs transition programme for Y9 2023 students involving the Kahui ako.


Next Steps:

Roll out and development of the Kahui Ako Pilot to work together with high flying year 8s to build an effective transition plan

Dec 2022

Pilot programme for transition run – Te Ara Tika. Feedback from students, whanau and contributing schools really positive. High Cost/High time investment. Will measure effectiveness more as Y9s but good sense of belonging created already. Good connections with whanau – texting CLT regularly.
 Good connection with staff – e.g. students have met key staff/ako teachers/kaitiaki etc.
 Also transition events for Maori, Pasifika, Passionate and Capable learners, students from schools with 1 or 2 students. Helped build connections for the future with lots of others

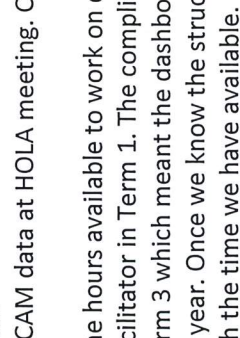
More PLD with Margaret Ross. HOLAs on mentoring of staff and observations, Kaitiaki on motivational



	<p>at NCEA or goals as Juniors.</p> <ul style="list-style-type: none"> Developing strength of pouako relationships with families 	<p>mentoring of students and staff.</p> <p>2 x learner hui approved for 2023.</p> <p>Kaitiaki team to Tuahiwi for Te Ao Māori training</p> <p>Change of structure in Pastoral area. School funded AP and 4 more Kaitiaki.</p> <p>Mentoring</p>
<p>Wellbeing</p> 	<p>Begin to align all practices, processes and systems within Avonside Girls' High School with a trauma –invested lens.</p> <ul style="list-style-type: none"> Review of school values Review of Pastoral system in alignment with values <p>Develop kaimahi capability in responding to student wellbeing needs</p> <p>Develop kaimahi capability in responding to their own wellbeing needs.</p>	<p>July 2022</p> <p>Development has begun on a trauma –invested toolkit and PLD tool for staff. Some professional learning in this area – Margaret Ross (See Above), and Sue Bagshaw for small group of PRTs</p> <p>Staff engaged in PLD/Discussion, as are students, on school values – Catherine leading. Temporary restructure in Pastoral area to further support students and staff.</p> <p>Restructuring of use of referral room for some areas of the school being trialed.</p> <p>Staff wellbeing taken in to account with hybrid learning model selected. Working with Wiremu Gray to develop a model for AGHS that fits the needs of our disengaged young people</p> <p>Bought back guest speaker assemblies – currently Attitude, others to follow e.g Election NZ.</p> <p>Next Steps</p> <p>Continuing the work above</p> <p>Dec 2022</p> <p>Some trauma PLD – e.g. accord day session. Requirements for staff to integrate brain breaks, temperature checks and Universal positive regard into 2023 classes and programmes.</p> <p>School values work being finalised for 2023 implementation. Plan for roll out T1 2023 underway.</p>


	<p>Continue to be responsive to challenges and events affecting student and staff wellbeing.</p>	<p>AP Pastoral in place and 8 Kaitiaki as well as Maori Academic Kaitiaki for 2023. Increased number of ako teachers to reduce size of ako classes Increase in whanau classes and 'aiga classes.</p> <p>Guest speakers have continued – Attitude, Election NZ, I am Hope, Youthline, Loves me Not, RYDA. 2023 plan for speakers in place – includes Youth Law</p> <p>Temporary redevelopment of pastoral space underway – for 2023. Redevelopment underway for more permanent solution.</p> <p>Wiremu Gray approved by BOT for youth mentoring programme and work with staff in 2023.</p> <p>Level 1/Level 2 referral system has worked very well and reduced time out of class significantly. Move to L1 in departments in 2023.</p> <p>Attendance systems project underway with MOE</p> <p>Various mentoring programmes underway (some again): Motivazionz, Tuahiwi Education, Pasifika and Māori mentoring programmes</p> <p>Shirley Village hub attendance project – will be part of - being established now.</p> <p>Connection with Greater New Brighton Hub for school council established for 2023 involvement in consultation.</p> <p>Trial of School TV as alternative to detention/stand down process. To roll out in 2023 as an extended trial</p> <p>Sexual Harrassment Survey, results, some actions e.g Loves me Not and development of 2023 actions</p> <p>Beginning redevelopment of student leadership plan: Camps 2023 organised, Leadership coordinator appointed (Victoria Shaw) to review and update our process/ideas in this area.</p>
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Goal 3:

Build staff capability to collect, track and use data to raise achievement, engagement and inform differentiated pedagogy

<p>Leadership Growth in Understanding and Tracking Data for progress</p> 	<p>Mentoring of HOLAs in understanding data, next steps All HOLAs run data meetings and set achievement goals with staff, evident in 2022 NCEA report. Long term plan in place for academic catch up due to Covid absence</p>	<p>July 2022 NCEA data meetings with each HOLA in Term 2. From this HOLAs have set goals for courses and achievement. PWK working with Maths and Science who have asked teachers to set specific achievement goals for individuals. They have chosen 3 target students in each class, and are planning differentiated learning and monitoring progress. Science shared use of CAM data at HOLA meeting. CAM value-added data shared with HOLAs to use with their ELAs. Kerry does not have the hours available to work on developing the POWERBI dashboard in 2022. We met with a possible facilitator in Term 1. The complication with using POWERBI is the change of semester classes in Term 3 which meant the dashboard would need a significant amount of time to set up throughout the year. Once we know the structure of the junior curriculum for 2023 we will look at what is possible with the time we have available.</p>	<p>Ako teachers to monitor NCEA progress and to mentor students. Passports are being used in Ako programmes. PWK will provide 2 weekly achievement data in Term 3. We will identify students who are in danger of not achieving, along with those needing literacy and numeracy.</p>
<p>Connecting Data with Teaching and learning change</p>	<p>Staff use of POWERBI for understanding, differentiating and tracking students Provide PD for staff on</p>	<p>Dec 2022 Tracking of literacy and numeracy fed into catch up programme Catch up programme for 4 weeks to enable students to reach goals. Look to 2023 to start work with HOLAs on data conversations, and plan ahead to track students.</p>	<p>July 2022 – PowerBI on hold due to Covid and narrowing focus for year Curriculum Innovation team need to build curriculum first before addressing reporting and essence statements Data meetings held for Junior classes in Term 1 – led by LSC or SENCO GATE co-ordinator developing new ways of identifying students and individualized pathways rather than a class group.</p>

	<p>effective differentiated teaching/learning</p> <p>Explore ways to track progress against the updated Junior Essence Statements</p> <p>Develop and use graduate profiles to track progress</p> <p>Identify G&T students in Term 1. ELA reps to work with coordinator to develop strategies, pathways, and track progress</p>	<p>Next steps Development of Ed Potential to provide data more easily and look to develop the goals in 2023</p>
<p>Literacy Data</p> 	<p>To improve Literacy</p> <ul style="list-style-type: none"> • Use of e-asTTle data to track progress • Teaching and learning impact on progress • Move students above 3B by 2 sub-levels • Intervention to accelerate the progress of 	<p>July 2022 ASCOL lead in Literacy and WSL working with PLD provider and staff. Sessions on auditing literacy, coaching staff, building structured literacy in the curriculum areas. Initial data meetings with Junior class staff</p> <p>Next Steps: To continue this work above. Tracking of data and student progress</p> <p>Dec 2022 Literacy PLG has continued throughout Term 4 Easttle completed for Reading. Results to be analysed and to feed into tracking and mentoring for next year. Tutoring for literacy credits in term 4</p>

<p>Reading Intervention report</p> <p>English ELA developed resource to address literacy teaching next year. This came out of looking at the new standards being assessed, the test, the assessor's comments etc. 2023 needs to focus on embedding this in authentic ways.</p> <p>WSL Literacy appointed. This role involves running the corequisite with a trial group next year in Y10. Also to look at the Common Practice Model when it is released. How does it compare to current system of assessing readiness (easttle)?</p>	<p>students below 3B</p> <p>Across CoL Lead role and Within School CoL in Literacy</p> <ul style="list-style-type: none"> • Plan and vision • Mentor group of teachers from across subjects to coach others in Literacy strategies • Coaching teachers on tracking and use of data • Working with target groups 	<p>July 2022</p> <p>School involved in Numeracy Pilot with Year 11 and year10</p> <p>Maths department tracking data really well across semesters using spreadsheet</p> <p>Next Step</p> <p>To work with yr 9 classes on tracking data across year and with Yr 10 and 11 in regard to Numeracy pilot.</p> <p>WSL Numeracy appointed for 2023</p>
<p>Numeracy Data</p> 	<p>To improve Numeracy progress within the Junior School</p> <ul style="list-style-type: none"> • Use of e-asTTle data to track progress • Teaching and learning impact on progress • Move students above 3B by 2 	

	<p>sub-levels</p> <ul style="list-style-type: none"> Intervention to accelerate the progress of students below 3B 	
<p>Student Voice</p> 	<p>Consistent form of student feedback on teaching and learning in each of the courses</p> <p>Student voice on all reviews done</p>	<p>July 2022</p> <p>Uniform survey – result was a change the students wanted Semester survey – result was a change in structure for 2023 Student feedback on hybrid school – positive feedback Student feedback on wellbeing – positive given the year we had. Work to do for LGBTQ community Currently ELAs do their own surveys – PWK to work with HOLAs on data conversations</p> <p>Next Step : SLT need a big picture and to develop consistent ways of feedback across ELAs. what happens to the data, feedback, Develop involvement of students in review panels</p> <p>Dec 2022 Voice collected re ako classes for 2023 Lavalava and gender neutral shirts</p>

2022 DRIVERS, NON-NEGOTIABLES AND DISRUPTIVE QUESTIONS

<u>Drivers/Non-Negotiables – ‘Educate to Empower’</u>	
No streaming in any junior or senior courses – this includes unnecessary barriers to entry into courses, unit standard courses, moving students	does not align with school charter, vision or mission puts lids on students’ courses too early creates fixed mindsets in students and teaching creates lack of belief and self esteem <i>Myth buster – this does not mean that courses are all low level – it means all kids can select courses they need, and that curriculum design of knowledge makes knowledge available to all</i>
Development of pathways for GATE students which will include opportunities to accelerate individually, University STAR courses and enrichment through mentoring and other opportunities	There is no one cohort of GATE- each student is different Identification of a talent in one/two areas needs a pathway, and students allowed to grow as they need Students can be gifted in a whole range of areas not just academically
Development of STP Pathways as a curriculum option	All students need to have the opportunity to explore trades and gateway courses as part of their curriculum choices Aligns with student goals
No Unit Standards at Level 1 or 2 or in courses that can offer Achievement standards	If we are to empower, then all courses need to be rich in possibility to achieve and lead to further pathways and aspirations Unit standards put lids on student pathways
Development of ‘cross curricular’ learning – rather than large integrated classes, how might this work?	Redefinition of cross curricular learning structures that research shows have impact Need to have empowering relationships
Work towards a learning behaviour culture and pastoral system in which all play a part and review purpose of referral room and detention	Alignment with wellbeing for all Develop a system that has impact
Development of a values rich and academic graduate profile	This will fall out of our vision journey through all 3 goals and then inform reporting and goals
Development of an effective teacher profile	Teachers coming into AGHS know what we do, why we do things and how we do things for our students at AGHS
Development of a knowledge rich, sequential and connected curriculum that maps knowledge, capabilities and skills	Aligns with learning is for all and to educate and empower

Disruptive Question: NCEA L1 – do we do it or do we design our own knowledge rich, rigorous 9-11 curriculum