

TAURANGA GIRLS' COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 122

Principal: Tara Kanji

School Address: 930 Cameron Road, Gate Pa, Tauranga

School Postal Address: 930 Cameron Road, Gate Pa, Tauranga 3112

School Phone: 075788114

School Email: info@tgc.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Yvonne Handley	Presiding Member	Elected	Sep-22
Tara Kanji	Principal ex Officio	Appointed	
Joe Bourne	Parent Representative	Elected	Sep-22
Lisa McKinnon	Parent Representative	Elected	Sep-22
Fiona McTavish	Parent Representative	Elected	Sep-22
Mark Pakes	Parent Representative	Elected	Sep-22
Carolyn Nemeth	Staff Representative	Elected	Sep-22
Ella Mitchell	Student Representative	Elected	Oct-21
Bree McTavish-Huriwai	Student Representative	Elected	Sep-22
Watene Moon		Coopted	Sep-22

Accountant / Service Provider: Self

TAURANGA GIRLS' COLLEGE

Annual Report - For the year ended 31 December 2021

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Tauranga Girls' College

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.

Yvonne Handley
Full Name of Presiding Member

Kylie Valentine
Full Name of Acting Principal

Y Handley
Signature of Presiding Member

[Signature]
Signature of Acting Principal

31-05-22
Date:

31-05-22
Date:

Tauranga Girls' College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	13,841,829	13,055,453	13,533,995
Locally Raised Funds	3	397,613	326,546	322,822
Interest Income		28,312	15,000	47,244
Gain on Sale of Property, Plant and Equipment		5,313	-	-
International Students	4	262,794	272,605	630,578
		14,535,861	13,669,604	14,534,639
Expenses				
Locally Raised Funds	3	469,689	316,407	364,003
International Students	4	215,767	249,929	326,786
Learning Resources	5	10,306,448	9,781,701	9,527,816
Administration	6	654,594	634,070	593,805
Finance		11,219	-	14,338
Property	7	2,448,311	2,475,019	2,965,796
Depreciation	11	389,615	371,750	385,751
		14,495,643	13,828,876	14,178,295
Net Surplus / (Deficit) for the year		40,218	(159,272)	356,344
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		40,218	(159,272)	356,344

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

Tauranga Girls' College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		3,330,695	3,330,695	2,733,976
Total comprehensive revenue and expense for the year		40,218	(159,272)	356,344
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	240,375
Equity at 31 December		3,370,913	3,171,423	3,330,695
Retained Earnings		3,113,696	2,908,546	3,067,818
Reserves		257,217	262,877	262,877
Equity at 31 December		3,370,913	3,171,423	3,330,695
Reserves				
<i>Capital Reserve</i>				
Opening Balance		100,000		100,000
Transfers in		-		-
Transfers out		-		-
		<u>100,000</u>		<u>100,000</u>
<i>Student Council</i>				
Opening Balance		63,784		63,784
Transfers in		-		-
Transfers out		-		-
		<u>63,784</u>		<u>63,784</u>
<i>Workday</i>				
Opening Balance		55,034		55,480
Transfers in		8,995		-
Transfers out		13,156		446
		<u>50,873</u>		<u>55,034</u>
<i>MOE Principal's Release</i>				
Opening Balance		44,059		44,059
Transfers in		-		-
Transfers out		1,499		-
		<u>42,560</u>		<u>44,059</u>

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.

Tauranga Girls' College

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	457,158	198,725	544,352
Accounts Receivable	9	781,199	675,039	675,039
Prepayments		30,165	18,183	18,183
Investments	10	2,506,665	2,500,000	2,500,000
		3,775,187	3,391,947	3,737,574
Current Liabilities				
GST Payable		89,381	89,128	89,128
Accounts Payable	12	1,094,646	858,242	858,242
Revenue Received in Advance	13	344,447	418,081	418,081
Provision for Cyclical Maintenance	14	83,824	171,091	171,091
Finance Lease Liability	15	63,267	81,351	81,351
Funds held in Trust	16	99,693	194,185	194,185
Funds held for Capital Works Projects	17	239,338	226,349	226,349
		2,014,596	2,038,427	2,038,427
Working Capital Surplus/(Deficit)		1,760,591	1,353,520	1,699,147
Non-current Assets				
Property, Plant and Equipment	11	1,881,713	1,991,913	1,921,124
		1,881,713	1,991,913	1,921,124
Non-current Liabilities				
Provision for Cyclical Maintenance	14	247,980	120,785	236,351
Finance Lease Liability	15	23,411	53,225	53,225
		271,391	174,010	289,576
Net Assets		3,370,913	3,171,423	3,330,695
Equity		3,370,913	3,171,423	3,330,695

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

Tauranga Girls' College

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,839,990	3,593,783	3,710,140
Locally Raised Funds		366,167	326,546	285,084
Hostel		-	-	-
International Students		184,734	272,605	270,295
Goods and Services Tax (net)		253	-	(14,466)
Payments to Employees		(1,793,150)	(1,717,525)	(1,548,823)
Payments to Suppliers		(2,220,924)	(2,393,497)	(2,213,030)
Interest Paid		(11,219)	-	(14,338)
Interest Received		27,912	15,000	56,434
Net cash from/(to) Operating Activities		393,763	96,912	531,296
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		5,313	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(350,204)	(442,539)	(427,641)
Purchase of Investments		(6,665)	-	(1,500,000)
Net cash from/(to) Investing Activities		(351,556)	(442,539)	(1,927,641)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	240,375
Finance Lease Payments		(47,898)	-	(78,941)
Funds Administered on Behalf of Third Parties		(81,503)	-	100,945
Net cash from/(to) Financing Activities		(129,401)	-	262,379
Net increase/(decrease) in cash and cash equivalents		(87,194)	(345,627)	(1,133,966)
Cash and cash equivalents at the beginning of the year	8	544,352	544,352	1,678,318
Cash and cash equivalents at the end of the year	8	457,158	198,725	544,352

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.

Tauranga Girls' College

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Tauranga Girls' College (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.

b) Basis of Preparation

Reporting Period

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

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 14.

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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) 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.

d) 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.

e) 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.

f) Accounts Receivable

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

g) 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.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	50 years
Board Owned Buildings	50 years
Furniture and equipment	10 - 20 years
Information and communication technology	5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

i) 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.

j) 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.

k) 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.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

m) 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 Revenue and Expense.

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

n) 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.

o) Financial Instruments

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

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

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

p) 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 finance leases.

q) 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.

r) Budget Figures

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

s) Services received in-kind"

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

2. Government Grants

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational Grants	3,073,510	3,000,982	3,008,089
Teachers' Salaries Grants	8,408,690	7,851,670	7,933,797
Use of Land and Buildings Grants	1,591,721	1,610,000	1,975,186
Other MoE Grants	515,792	363,078	381,185
Transport grants	334	-	14,930
Other Government Grants	251,782	229,723	220,808
	13,841,829	13,055,453	13,533,995

The school has opted in to the donations scheme for this year. Total amount received was \$201,600.

3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	5,319	3,800	8,406
Curriculum related Activities - Purchase of goods and services	69,712	66,428	73,992
Fees for Extra Curricular Activities	234,646	122,600	172,162
Trading	16,618	8,087	20,070
Fundraising & Community Grants	29,059	19,000	2,124
Other Revenue	42,259	106,631	46,068
	397,613	326,546	322,822
Expenses			
Extra Curricular Activities Costs	437,298	306,407	355,969
Trading	1,034	-	8,034
Fundraising and Community Grant Costs	31,357	10,000	-
	469,689	316,407	364,003
Surplus/ (Deficit) for the year Locally raised funds	(72,076)	10,139	(41,181)

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	18	18	37
Revenue	\$	\$	\$
International Student Fees	262,794	272,605	630,578
Expenses			
Student Recruitment	8,104	23,900	12,456
Employee Benefit - Salaries	152,122	145,815	183,895
Other Expenses	55,541	80,214	130,435
	215,767	249,929	326,786
<i>Surplus/ (Deficit) for the year International Students</i>	47,027	22,676	303,792

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	556,281	573,632	522,898
Equipment Repairs	12,949	24,952	16,190
Information and Communication Technology	198,777	223,800	195,949
Library Resources	10,655	12,061	10,984
Employee Benefits - Salaries	9,395,603	8,780,106	8,685,947
Staff Development	132,183	167,150	95,848
	10,306,448	9,781,701	9,527,816

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	9,576	8,550	8,550
Board Fees	7,814	9,800	10,430
Board Expenses	10,009	13,700	4,030
Communication	13,268	12,000	19,876
Consumables	(25,929)	17,718	(18,213)
Legal Fees	4,151	1,700	1,602
Other	86,657	81,250	86,038
Employee Benefits - Salaries	494,346	462,107	417,406
Insurance	25,775	27,245	13,948
Service Providers, Contractors and Consultancy	28,927	-	50,138
	654,594	634,070	593,805

7. Property

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	12,300	11,500	17,819
Consultancy and Contract Services	247,637	252,898	247,685
Cyclical Maintenance Provision	877	74,534	174,945
Grounds	16,440	13,500	7,901
Heat, Light and Water	173,211	157,000	157,407
Rates	33,596	31,200	29,662
Repairs and Maintenance	140,458	129,700	161,489
Use of Land and Buildings	1,591,721	1,610,000	1,975,186
Security	15,968	13,500	19,129
Employee Benefits - Salaries	216,103	181,187	174,573
	<u>2,448,311</u>	<u>2,475,019</u>	<u>2,965,796</u>

In 2021, the Ministry of Education revised the notional rent 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, 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.

8. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	457,158	198,725	544,352
Cash and cash equivalents for Statement of Cash Flows	<u>457,158</u>	<u>198,725</u>	<u>544,352</u>

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

Of the \$457,366 Cash and Cash Equivalents, \$229.697 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2021 on Crown owned school buildings.

Of the \$457,366 Cash and Cash Equivalents, \$53,819 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 requirements are not met, the funds will need to be returned.

9. Accounts Receivable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	69,746	33,874	33,874
Receivables from the Ministry of Education	14,269	17,655	17,655
Interest Receivable	4,673	4,273	4,273
Teacher Salaries Grant Receivable	692,511	619,237	619,237
	<u>781,199</u>	<u>675,039</u>	<u>675,039</u>
Receivables from Exchange Transactions	74,419	38,147	38,147
Receivables from Non-Exchange Transactions	706,780	636,892	636,892
	<u>781,199</u>	<u>675,039</u>	<u>675,039</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset Short-term Bank Deposits	2,506,665	2,500,000	2,500,000
Total Investments	2,506,665	2,500,000	2,500,000

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Land	-				-	-
Buildings	896,077	39,018			(43,418)	891,677
Building Improvements	-				-	-
Furniture and Equipment	441,666	129,265			(75,754)	495,177
Information and Communication Technology	409,923	95,263			(169,136)	336,050
Motor Vehicles	-	37,640			(2,989)	34,651
Textbooks	8,808	5,749			(4,303)	10,254
Leased Assets	123,105	37,134			(82,382)	77,857
Library Resources	41,545	6,135			(11,633)	36,047
Balance at 31 December 2021	1,921,124	350,204	-	-	(389,615)	1,881,713

The net carrying value of equipment held under a finance lease is **\$77,857 (2020: \$123,106)**

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Land	-	-	-	-	-	-
Buildings	1,463,481	(571,804)	891,677	1,424,463	(528,386)	896,077
Building Improvements	-	-	-	-	-	-
Furniture and Equipment	1,129,754	(634,577)	495,177	1,000,488	(558,822)	441,666
Information and Communication Technology	1,204,573	(868,522)	336,051	1,112,259	(702,336)	409,923
Motor Vehicles	133,185	(98,534)	34,651	95,544	(95,544)	-
Textbooks	670,654	(660,401)	10,253	664,906	(656,098)	8,808
Leased Assets	319,594	(241,737)	77,857	389,012	(265,907)	123,105
Library Resources	129,241	(93,194)	36,047	123,106	(81,561)	41,545
Balance at 31 December	5,050,482	(3,168,769)	1,881,713	4,809,778	(2,888,654)	1,921,124

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	258,716	147,549	147,549
Accruals	21,970	21,527	21,527
Banking Staffing Overuse	-	4,814	4,814
Employee Entitlements - Salaries	762,620	643,886	643,886
Employee Entitlements - Leave Accrual	51,340	40,466	40,466
	<u>1,094,646</u>	<u>858,242</u>	<u>858,242</u>

Payables for Exchange Transactions	1,094,646	858,242	858,242
	<u>1,094,646</u>	<u>858,242</u>	<u>858,242</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	198,971	277,031	277,031
Other revenue in Advance	145,476	141,050	141,050
	<u>344,447</u>	<u>418,081</u>	<u>418,081</u>

14. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	407,442	407,442	249,957
Increase/ (decrease) to the Provision During the Year	877	74,534	174,945
Use of the Provision During the Year	(76,515)	(190,100)	(17,460)
Provision at the End of the Year	<u>331,804</u>	<u>291,876</u>	<u>407,442</u>
Cyclical Maintenance - Current	83,824	171,091	171,091
Cyclical Maintenance - Term	247,980	120,785	236,351
	<u>331,804</u>	<u>291,876</u>	<u>407,442</u>

15. 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	66,948	92,121	92,121
Later than One Year and no Later than Five Years	23,992	57,968	57,968
Later than Five Years			
Future Finance Charges	(4,262)	(15,513)	(15,513)
	<u>86,678</u>	<u>134,576</u>	<u>134,576</u>
Represented by			
Finance lease liability - Current	63,267	81,351	81,351
Finance lease liability - Term	23,411	53,225	53,225
	<u>86,678</u>	<u>134,576</u>	<u>134,576</u>

16. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	99,693	194,185	194,185
	<u>99,693</u>	<u>194,185</u>	<u>194,185</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.

17. 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. The

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
G Block Ceiling		641			-	641
Block C Bathroom and site access		(21,641)	3,527	(13,279)	-	(31,393)
Drainage Upgrade		14,510	250,000	(7,913)		256,597
Carpentry		11,796	127,698	(79,942)		59,552
Electrical		86,819	50,000	(149,612)		(12,793)
Block C Modification		134,224	750,000	(930,620)		(46,396)
Sustainability Grant Recycling project		-	61,963	(61,963)		-
Insulation A Block		-	13,130	-		13,130
Totals		226,349	1,256,318	(1,243,329)	-	239,338

Represented by:

Funds Held on Behalf of the Ministry of Education	329,920
Funds Due from the Ministry of Education	(90,582)
	239,338

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Toilet Block E		(10,478)	-	-	10,478	-
G Block Ceiling		641	-	-	-	641
Block C Bathroom and site access		(10,242)	234,065	(245,464)	-	(21,641)
Window Tinting J Block		(475)	20,145	(19,670)		-
Drainage Upgrade		(310)	27,500	(12,680)		14,510
Carpentry		-	25,319	(13,523)		11,796
Electrical		-	125,313	(38,494)		86,819
Block C Modification		-	137,870	(3,646)		134,224
F Block flood insurance claim		-	55,809	(55,809)		-
Totals		(20,864)	626,021	(389,286)	10,478	226,349

18. 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.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	7,814	10,430
<i>Leadership Team</i>		
Remuneration	827,793	782,772
Full-time equivalent members	6	6
Total key management personnel remuneration	835,607	793,202

There are eight members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has three Finance members that meet monthly. 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 1

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	190 - 200	170 - 180
Benefits and Other Emoluments	5 - 6	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	16.00	12.00
110 - 120	5.00	1.00
120-130	4.00	4.00
130-140	1.00	0.00
	26.00	17.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, 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	\$76,232	-
Number of People	5	-

21. 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.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

- (a) \$173,352 contract for carpentry work being completed over the 2021 and 2022 years, this will be fully funded by the Ministry of Education. \$153,017 has been received of which \$94,425 has been spent on the project to date; and
- (b) \$1,220,637 contract to upgrade C Block. This project is fully funded by the Ministry and \$887,870 has been received of which \$934,266 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$14,630 contract to insulate A Block. The project is fully funded by the Ministry and \$13,130 and was completed in January 2022

(Capital commitments at 31 December 2020: \$740,530)

23. 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	457,158	198,725	544,352
Receivables	781,199	675,039	675,039
Investments - Term Deposits	2,506,665	2,500,000	2,500,000
Total Financial assets measured at amortised cost	3,745,022	3,373,764	3,719,391

Financial liabilities measured at amortised cost

Payables	1,094,646	858,242	858,242
Finance Leases	86,678	134,576	134,576
Total Financial Liabilities Measured at Amortised Cost	1,181,324	992,818	992,818

24. Events After Balance Date

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

25. Comparatives

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

26. 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

Costs were incurred for the 2022 Production which has now been cancelled.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students had the ability to undertake remote or distance learning incurred 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.

Other impacts of covid have resulted in reduced costs such as sports events and exchanges being cancelled and professional development opportunities not being available.

27. Breach of Law - Additional Payments to Principal

The Board of Trustees has failed to comply with section 595 of the Education and Training Act 2020, which requires additional payments to principals to be approved by the Ministry of Education. During the year, the Board made fortnightly payments to the Principal in lieu of a school provided car without Ministry approval. Approval has been obtained from 1st January 2022 onwards.

Independent Auditor's Report

To the Readers of Tauranga Girls College's Financial Statements For the Year Ended 31 December 2021

The Auditor-General is the auditor of Tauranga Girls College (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

Breach of Law – Additional Payments to Principal

The Board of Trustees has failed to comply with section 595 of the Education and Training Act 2020, which requires additional payments to principals to be approved by the Ministry of Education. During the year, the Board made fortnightly payments to the Principal in lieu of a school provided car without Ministry approval.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 information included on page 1 and pages 23 to 48, 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.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand

2021 Annual Plan Reporting - Analysis of Variance

Strategic Intent 1: Flexible Student Centred Learning

Target 1: Build opportunities across the kura to understand learning to learn in a 21st century context, with an emphasis on collaboration.	
Deliberate Strategy	1. Learning areas revisit essence statements in a 21st century context
How did we progress?	<p>There are Essence statements for most Learning Areas that reflect the 21st century context and the NZ curriculum. It was evident that most of the learning areas had developed these in 2020 and reviewed these, for example Social Science and Performing Arts. Other learning areas had a change in staffing and leadership and were using this opportunity to begin a discussion and enable growth and align thinking for example, Technology. Some learning areas have made essence statements visible within their working area and classrooms, for example English and Performing Arts. Not all learning areas have written their own for the TGC context~but instead focused on the NZ Curriculum.</p>
How do we know?	<p>12 of the learning areas had linked their essence statements and referred to them directly. It was clear they had revisited these, but it was not clear if they had been adjusted/ updated. Two learning areas did not refer to a specific essence statement for their learning area, but instead referred to the NZ Curriculum.</p> <p>Some of the learning areas had made their essence statements visible to their staff and learners and used these as a vision and direction to guide their teaching and learning.</p>

What next?	<p>All learning areas to have an essence statement that is specific to their learning area and not just taken out of the NZ curriculum.</p> <p>There are four learning areas specifically that need to develop an essence statement - Art/ Music/ Te Reo Māori and Technology.</p> <p>Learning Areas to be encouraged to make visible to their ākonga their essence statement</p> <p>What does having an essence statement in a 21st century context look like? What next is that we make visible the essence statement by explicitly sharing and clarifying what is being learnt</p>
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Target 1.: Build opportunities across the kura to understand learning to learn in a 21st century context, with an emphasis on collaboration	
Deliberate Strategy	2. Leaders of Learning and Learning area hui include opportunities for sharing ideas about 4 C's with a focus on collaboration in the curriculum
How did we progress?	We moved from sporadic opportunities for collaboration to deliberate and purposeful opportunities within and across learning areas.
How do we know?	<p>Of the 15 Learning Area reports, most named opportunities for collaboration within their learning areas but few were able to name specific examples of collaborative opportunities across learning areas. A question to ponder is whether staff misunderstood being collegial as being the same as being collaborative. Collaboration is defined as the direct interaction among individuals to produce a product and involves negotiations, discussions, and accommodating others' perspectives. In contrast group work is participants who do their assigned parts separately and bring their results to the table.</p> <p>Of the 4 that did refer to collaboration, changes to NCEA were seen as potential future enablers of collaboration but had yet to realise this in 2021. The newly created Design Thinking class in Yr 9 was identified as one area where opportunities to collaborate were more visible as teachers from across different areas met to plan and discuss their practice.</p>

	<p>Staff are saying (Internal Review)</p> <ul style="list-style-type: none"> • <i>We work collaboratively on resources; this makes me feel valued</i> • <i>I feel like the school is working together to get the best out of our students as a team</i> • <i>Being asked to contribute wider than my learning area</i> • <i>Strong and positive relationships with my colleagues</i> • <i>Supported and included by my department and in my pastoral role</i> • <i>Effort made to look after staff and initiatives to encourage support for each other</i> • <i>Feeling part of a team, being involved in positive outcomes for students</i> • <i>Can ask for help and advice and have time to connect</i> • <i>Getting to know others outside my learning area</i> • <i>Being part of a collective journey of learning</i>
What next?	Make known what collaboration looks like and use this as a tool to support how we do our mahi rather than make collaboration the goal itself

Target 1: Build opportunities across the kura to understand learning to learn in a 21st century context, with an emphasis on collaboration	
Deliberate Strategy	3. Gather voice from our local (wider) community to contribute to a shared understanding of learning
How did we progress?	<p>There has been voice collected through the</p> <ul style="list-style-type: none"> • Branding Survey, • Whānau understanding of whanaungatanga • The Maori Achievement Inquiry <p>BoT consultation is deferred until next year</p>
How do we know?	Perceptions survey tells us that positive storying needs to be shared more widely, Maori sense change but want to see more action, whanaungatanga is known consistently as per ERO survey data,

What next?	Share positive stories, communicate pastoral plans to assure the community of negative issues and how they are managed, commitment to the Maori Achievement Inquiry through an accountability plan such as whanau hui, celebrations, iwi engagement. BoT to develop and share their consultation plan by end of term 1.
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Target 2: Build whanaungatanga in order to champion all learners to be the best version of themselves	
Deliberate Strategy	1. Build whanaungatanga throughout the year - school spirit, vertical whanau groups, Te Ara Ako, Tuakana Teina
How did we progress?	<p>With the move to a vertical whānau structure, inter-house events gave the opportunity to build whanaungatanga within the whānau group and also strengthened house spirit. Whole school events were organised or supported by student leaders, this included events, such as Festival of Athletics, Swimming Carnival, Cross Country Event, Waiata/Haka Competition. In addition to this they organised Spirit Week, inter-house competitions such as Lip Synch, Dodge Ball, Universal Ball and Kia-o-Rahi.</p> <p>There was ongoing promotion and updating of house points to generate house spirit. House Assemblies were held on a regular basis each term to bring the house together and celebrate achievement and promote events and continue to generate house spirit.</p>

How do we know?	<p>Student Leader Reports spoke of an increase in whanaungatanga and house identity through student participation in house events. e.g. <i>"House spirit for this year has really evolved from what it used to be. House Spirit has become inclusive to every student in more than one aspect of the school and has become enjoyable for everyone to get involved, as events have given the opportunity to meet and work with girls from all year groups"</i></p> <p>The minutes of student leader meetings demonstrate deliberate planning of house events and publication of these on the school calendar, He Karere Tūi and social media platforms.</p> <p>Te Ara Ako - we had an increase in the amount of whānau engaging in Te Ara Ako conversations. Data below shows that having zoom as an option was beneficial for whānau. Te Ara Ako is held early in Term 1 so we can connect with whānau through our whānau teachers. Te Ara Ako was then held with subject teachers in Term 2.</p> <p>2020</p> <p>Zoom Conversations - 283 Bookings</p> <p>Face to Face Conversations - 1173 Bookings</p> <p>2021</p> <p>Zoom Conversations - 396 Bookings</p> <p>Face to face Conversations - 1123 Bookings</p>
What next?	<p>New leaderboard to make house points more visible</p> <p>House Badges for all students</p> <p>Continue to plan and schedule house events that are inclusive and promote house spirit.</p>

Target 2: Build whanaungatanga in order to champion all learners to be the best version of themselves	
Deliberate Strategy	2. House pastoral hui for staff, a shift from cohort focused to vertical focus
How did we progress?	<p>We started the year with really good intentions - house whanaungatanga hui were scheduled every 4th Monday in the term. An agenda was put together for each house and shared with whānau teachers. There was a focus on connecting through a whanaungatanga activity as a staff group each meeting. Due to whānau teachers not meeting so regularly, it meant that often the agenda was very</p>

	'full' and there wasn't a lot of time for discussion. As the year progressed and as other aspects of school became important, house whanaungatanga hui were often knocked off or a doc was sent out with agenda items but meetings were not held in person.
How do we know?	Meetings were held with house whānau teachers where feedback was collected around the house whanaungatanga rotations on a Monday afternoon. Most whānau teachers felt they had a lot of connection with their Dean/ DP. They wanted to meet more frequently, possibly as a coffee catch up for discussions rather than being such a full meeting. Whānau teachers are happy to get nuts and bolts type information via email/ doc rather than going through this in a meeting.
What next?	Change how we have these scheduled - we have gone back to meeting with whānau teachers on a Thursday morning. We are not meeting weekly, but instead are meeting every 3 weeks with whānau teachers.

Target 2: Build whanaungatanga in order to champion all learners to be the best version of themselves	
Deliberate Strategy	3. Staff Whanaungatanga hui that invites and values staff input and contribution, learning support, hauora, sharing
How did we progress?	Staff Whanaungatanga hui are held on a regular basis twice a term These have included starter activities to build whanaungatanga, and hauora, the opportunity to share thinking and ideas in small groups. Each voice is valued through their ability to give individual feedback. Staff have also taken the opportunity to lead staff through professional learning, launching of whole school initiatives or projects. They have had the opportunity to not only learn of the school's direction but have input. Staff contributions to professional learning for staff has included both a whole staff approach and a cycle of smaller professional learning groups that are cross curricula and have the potential for collaboration.
How do we know?	Staff meetings were scheduled on a range of topics; for example Careers & Future Pathways, PB4L Refresh, Maori Achievement Inquiry, Activity Days feedback, NCEA developments etc..
What next?	Continue to value and encourage staff input.

Target 2: Build whanaungatanga in order to champion all learners to be the best version of themselves	
Deliberate Strategy	4. Build an understanding of Assessment for Learning as a pedagogy and the leadership of the influencer group to support all staff to embed deliberate actions to empower our learners
How did we progress?	<ul style="list-style-type: none"> • Relationships of trust have been built amongst the team members. • There are pockets of assessment for learning practice being modeled by this team; this modeling has some impact in their own classrooms. • 60% of the team indicate they are aware of their impact on learning throughout our kura. • A team that is largely aware of what constitutes effective professional learning. • Learning conversations happening in Professional Learning Groups and Learning Areas indicated increased engagement and valuing.
How do we know?	Regular feedback sought post Influencer Team hui.
What next?	<ul style="list-style-type: none"> • Meetings with Senior Leadership Team • Prioritising committing to action and the sharing of practice across the kura. • Observations of leaders conducting team meetings. • Practice analysis conversations. • Coherence between the kura professional growth cycle and Assessment for Learning; documentation and process. • Co-construction of Professional Learning and Development design with the leader group. • Surfacing of and agreeing to a set of beliefs. • Using evidence critically and to improve practice; using student voice, diagnostic data and observations and conversations. • Linking mahi back to conceptual frameworks; Assessment for Learning Capability matrices and the Leadership Capabilities matrix.

Target 3: Support the achievement of all learners	
Deliberate Strategy	1. Tracking the progress of priority learners becomes a focus for Leaders of Learning/Deans/Whānau teachers. These are informed by Yr 9 and 10 PAT raw score stanine data and Year 11 -13 NCEA tracking data
How did we progress?	<p>We appointed a new staff member to have oversight of data/ tracking. This staff member spent some time becoming familiar with data and what had been set up to use. We continued to export data into spreadsheets for staff to use to inform Te Ara Ako learning conversations with students (especially with whānau teachers).</p> <p>Deans/ DP's had oversight of data within their houses.</p> <p>We use PAT data to track the junior students.</p> <p>All priority learners and at risk priority learners are identified across the school using set criteria (found here).</p>
How do we know?	<p>Richard Hendra was appointed to the position of data/ tracking co-ordinator. Data/ tracking spreadsheets were set up to track senior students progress - new data exports were completed fortnightly.</p> <p>Year 11 Final</p> <p>Year 12 Final</p> <p>Data/ tracking for whānau teachers</p> <p>At Risk Priority Learner Spreadsheet</p>
What next?	<p>Move to have achievement team hui where there is a deliberate focus on data/ tracking and having rich conversations around what we are seeing and what will be deliberate strategies we can put in place going forward.</p> <p>Develop a robust system to track our junior students and their progress throughout the year and be able to see clearly what value has been added.</p>

Target 3: Support the achievement of all learners	
Deliberate Strategy	2. Reduce disparities in learning for our Year 9 and 10 priority learners and between Māori and NZ European in NCEA by embedding Assessment for Learning
How did we progress?	<p>Disparity between Māori and NZ European Results 2020 to 2021</p> <p>Across NCEA Levels:</p> <p>The disparity between the NCEA for Māori and NZ European has increased from 2020 to 2021 across all NCEA levels.</p> <p>NCEA L1 - the disparity has increased from 10.6% in 2020 to 19% in 2021</p> <p>NCEA L2 - the disparity has increased from +4.8% (Māori achievement was higher than NZ European) in 2020 to 4.4% in 2021</p> <p>NCEA L3 - the disparity has increased from 6.5% in 2020 to 15.5% in 2021</p> <p>UE - the disparity has increased from 20.7% in 2020 to 28.7% in 2021</p> <p>Across Cohorts:</p> <p>For the 2020 Year 11 cohort the disparity in L1 NCEA results between Māori and NZ European was 10.6%. For this same cohort the NCEA L2 results in 2021 showed a disparity of 4.4%.</p> <p>For the 2020 Year 12 cohort the disparity in L2 NCEA results between Māori and NZ European was +4.8%(Māori achievement was higher than NZ European). For this same cohort the NCEA L3 results in 2021 showed a disparity of 15.5%.</p>
How do we know?	The disparity data was obtained from the NCEA Enrolment Based Cumulative Results
What next?	<ul style="list-style-type: none"> - Identify what caused an increase in disparity between Māori and NZ European results. - The Learning Area's analysis of NCEA results to include a report on equity for Māori students in the Learning Area. - Assessment for Learning practices are embedded across Learning Areas.

Target 3: Support the achievement of all learners																								
Deliberate Strategy	3. Support increased success in Level 1 Literacy/Numeracy by tracking students and having Te Ara Ako conversations to keep students and whānau informed																							
How did we progress?	<div>Literacy and Numeracy Cumulative results at Year 11</div> <table><tr><td></td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>Literacy</td><td>94.0</td><td>91.4</td><td>89.0</td><td>91.0</td><td>91.8</td></tr><tr><td>Numeracy</td><td>91.8</td><td>94.3</td><td>92.2</td><td>91.4</td><td>89.5</td></tr></table> <p>There has been a 0.8% increase in the achievement of L1 Literacy at Year 11 in 2021. There has been a 1.9% decrease in the achievement of Numeracy at Year 11 in 2021.</p>							2017	2018	2019	2020	2021	Literacy	94.0	91.4	89.0	91.0	91.8	Numeracy	91.8	94.3	92.2	91.4	89.5
	2017	2018	2019	2020	2021																			
Literacy	94.0	91.4	89.0	91.0	91.8																			
Numeracy	91.8	94.3	92.2	91.4	89.5																			
How do we know?	The Literacy and Numeracy data was obtained from the NCEA Enrolment Based Cumulative Results .																							
What next?	<div><div></div><div><ul style="list-style-type: none">- Literacy and Numeracy coordinator to facilitate a Literacy and Numeracy focus across Learning Areas.- Te Ara Ako conversations with Whānau teachers have a Literacy and Numeracy focus.</div></div>																							

Target 3: Support the achievement of all learners																		
Deliberate Strategy	4. Track students eligibility for University Entrance and use data to inform Te Ara Ako																	
How did we progress?	<p>There was not a consistent and co-ordinated approach to Deans and Whānau Teachers using UE data to inform learning conversations. There was a decrease of 12.3% in Year 13 students gaining University Entrance in 2021 compared to 2022.</p> <table><tr><td></td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>University Entrance</td><td>56.7</td><td>57.9</td><td>48.8</td><td>67.5</td><td>55.2</td></tr></table>							2017	2018	2019	2020	2021	University Entrance	56.7	57.9	48.8	67.5	55.2
	2017	2018	2019	2020	2021													
University Entrance	56.7	57.9	48.8	67.5	55.2													
How do we know?	<p>The University Entrance data was obtained from the NCEA Enrolment Based Cumulative Results. Records of Te Ara Ako conversations recorded on KAMAR.</p>																	
What next?	<p>Deliberate use of data to support Te Ara Ako conversations by Deans and Whānau teachers.</p>																	

Target 3: Support the achievement of all learners	
Deliberate Strategy	5. Develop a system to understand leavers' data
How did we progress?	We did not develop a system in 2021
What next?	Senior Leadership Team portfolio assigned to Alice Cade ("respond to" rather than "understand" in 2022)

Target 3: Support the achievement of all learners	
Deliberate Strategy	6. Target attendance below 80% through an attendance officer
How did we progress?	Attendance has become a concern across the kura. What we realised is that Deans and Senior Leadership Team are spending a large amount of their time checking and chasing student attendance. Some whānau teachers are not very good at chasing attendance so this became an even bigger task. We are contacting whānau around poor attendance but we are not making a difference in getting students to school and engaging in learning.
How do we know?	Attendance sheets were created for each house. These were updated every 2 weeks by administration support for the Dean/ Senior Leadership Team to follow up.
What next?	We have employed an attendance officer at kura with the position commencing at the start of 2022.

Strategic Intent 2: Active Commitment to the principles of the Treaty of Waitangi

Target 1: Build staff confidence of cultural knowledge	
Deliberate Strategy	1. Deliberate professional learning in mātauranga Maori~with an emphasis on whanaungatanga <ul style="list-style-type: none"> - Learning from and with our students familiar with Te Ao Māori - Learning from and with mana whenua
How did we progress?	All staff had the opportunity to engage with professional learning about Mātauranga Māori in 2021. During an Accord Teacher Only Day, we were fortunate to have Toni Heke-Ririnui of Ngāti Ranginui share with us around Mātauranga Māori. As mana whenua it is important we take our leads from Ngāti Ranginui, but also ensure we are considering and learning from all iwi in our rohe. At the Kāhui Ako day in Term 3, staff had the opportunity to attend workshops on Mātauranag Māori, hosted by MOE - 5 TGC staff attended. We are yet to see staff wide knowledge building from our students familiar with Te Ao Māori.
How do we know?	Attendance at Pofessional Development and Kāhui Ako days. Reflections and conversations in Professional Learning groups.
What next?	Further PD opportunities on Mātauranga Māori and building cultural knowledge from mana whenua and TGC students. Colleague only day with a focus on Mātauranga Māori.

Target 1: Build staff confidence of cultural knowledge	
Deliberate Strategy	2. Weave the principles of Culturally Relational & Responsive Pedagogy in the Professional Growth Cycle

How did we progress?	<p>The principles of Culturally Relational & Responsive Pedagogy are listed in the Professional Growth Cycle document for staff to reflect on. The strategic intentions, standards of the teaching profession and Tātaiako are also listed. This is a high trust model and many staff self selected their foci and linked them to the relevant intents/standards/principles etc.</p> <p>Most Staff reflected well on the Standards of the Teaching Profession, but did not always specify Culturally Relational & Responsive Pedagogy principles. General reflections did cover elements. This may be due to lack of understanding of the Culturally Relational & Responsive Pedagogy principles listed and where they could lie within teaching practice.</p> <p>Having the principles listed in the growth cycle has been an excellent opportunity to make these principals visible to all. As confidence grows in the understanding of these, Professional Growth summaries will reflect this in teacher evaluations.</p>
How do we know?	<p>Link Professional Growth Reflection Sheet Template</p> <p>“Culturally relational and responsive pedagogy</p> <p>Whanaungatanga relationships of care and connectedness are fundamental</p> <p>Mahi tahi, kotahitanga power is shared and learners have the right to equity and self determination</p> <p>Whakapapa culture counts, learners' understandings form the basis of their identity and learning</p> <p>Ako sense-making is dialogic, interactive and ongoing</p> <p>Wānanga decision-making and practice is responsive to relevant evidence</p> <p>Kaupapa our common vision and interdependent roles and responsibilities focus on the potential of learners - Māori students achieving and enjoying educational success as Māori”</p> <p>Staff Hui - (slides link) with instructions to whole staff on Professional Growth Cycle template.</p>

What next?	Continue ensuring these principles are visible. Where else can they sit in our school? Links to A4L, Maori Achievement Inquiry, PB4L
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Target 1: Build staff confidence of cultural knowledge	
Deliberate Strategy	3. Get a team together to develop an action plan in response to the Maori Achievement Inquiry
How did we progress?	See Target 2 - Strategy 3 (below)
What next?	Begin the targeted actions sitting within the action plan - Emma Talbot and Donella Wright to lead. Focus on school wide commitment.

Target 2: Build staff confidence to deliver a culturally responsive curriculum	
Deliberate Strategy	1. Kahui Ako resources and whanau and iwi partnership are utilised to build on Te Ao Māori~in the school and across the curriculum to support Priority Learners and all learners
How did we progress?	<p>The Iwi resources were shared in 2019 with all staff with some Professional Learning Development. Shared but not explained.</p> <p>In Term 2 on the Accord Day with whole staff, we had Toni Heke-Ririnui of Ngāti Ranginui share with us around Mātauranga Māori and the Te Tai Whanake mahi and the Iwi resource with aspirations for tauira uri.</p> <p>Te Pūtiki resource was shared with us as a reminder that these documents are available. A short clip by the Tauranga Peninsula Kahui Ako outlining the partnership with the 3 local iwi - Ngāti Ranginui, Ngāi Te Rangi and Ngāti Pūkenga was shown.</p>

	All Staff attended the Tauranga Peninsula Kāhui Ako day in Term 3. With guest speakers Mr G Hoete (art, Mōtiti Island lens), Graham Bidois (mana whenua, Hauora lens) and a variety of workshops for self selection to build staff capacity.
How do we know?	Reflections in Professional Growth Cycle and in Professional Learning groups.
What next?	2022 - review and consolidate knowledge. Tie in with Maori Achievement Inquiry and the action plan. Key role for Kāhui Ako - localised curriculum group. Kirimatao Ahomiro has joined the Kāhui Ako to support this mahi. Colleague Only Day - potential Marae visit in 2022.

Target 2: Build staff confidence to deliver a culturally responsive curriculum Notes and examples	
Deliberate Strategy	2. Building staff capacity to source Mātauranga Māori for specific learning areas with a particular emphasis on Kahui Ako iwi resources
How did we progress?	<ul style="list-style-type: none"> Many departments have signed up for Education Perfect or encouraged staff to engage (although many staff did not engage nor complete this online mahi). Different levels of confidence and understanding of Mātauranga Māori. A focus on content, without mention of pedagogy and even only mention of key themes without unpacking how or what they teach. Description 80% - reflection 20%. Some departments summarised what Mātauranga Māori was but not how it drives their curriculum. There maybe some confusion around culturally responsive, localised curriculum and Mātauranga Māori. Some departments did not give enough detail to understand if they have reached this target. Could this reflect a lack of understanding in general or a lack of output in this area? Little mention of actively seeking Pprofessional Learning/support in this area.
How do we know?	<ul style="list-style-type: none"> <i>Various staff have enrolled for Education Perfect.</i> <i>60% of our department are actively learning Te Reo Maori and our confidence and capacity in this area is growing to be inclusive in our classrooms.</i>

	<ul style="list-style-type: none"> • <i>Participation in school based Professional Learning and the opportunities to learn Te reo through Education Perfect as offered by the school were encouraged.</i> • <i>This will require upskilling and we will be actively looking for opportunities to do this.</i> • <i>Understanding it is about a Maori way of being and engaging in the world.</i> • <i>In Year 9, Term 2 was an entire Mātauranga Maori focus, combining with astronomy and world views.</i> • <i>We are building capacity in our staff around our new Level 1 standards which have a strong Mātauranga Maori focus. I am hoping that this will involve external opportunities for upskilling.</i> • <i>Continue to collaborate with our local iwi in mentorship and sharing of resources. Both in and out of our kura..</i> • <i>The fundamental concepts of Rangatiratanga, Putake, Tikanga, Kaitiakitanga and Turanga are regularly talked about and embedded in our programs.</i> • <i>ESOL classes used Maori legends to study the English language. Students learnt in a unit designed around the legends in Aotearoa new vocabulary.</i> <p>Description 80% - reflection 20% (or 0%)</p> <p>Brief reports, lacking detail. Inconsistency of what was provided as evidence.</p> <p>46 staff enrolled, limited engagement, and none completed at last check in.</p>
What next?	<ul style="list-style-type: none"> • Steps have been made to address this more closely with Kahui Ako role - Mātauranga Māori and Cultural Capacity. Planning for supporting staff development has begun using Maori Achievement Inquiry. • Differentiated Professional Learning could address and/or department sharing of practice and highlighting best practice in the kura. • Guidance over how to write these reflective reports. Senior Leadership Team to guide. • School wide Professional Development and definition on Mātauranga Māori. • Venn diagram showing Mātauranga Maori, Localised curriculum and the crossover of local Mātauranga Maori etc. • More guidance around each area as at number 3. See Kahui Ako localised curriculum stocktake for further understanding of what might be happening in the culturally responsive curriculum space. • Senior Leadership Team to help connect staff to opportunities/Professional Learning and provide opportunity to share and develop internally and externally to the kura.

Target 2: Build staff confidence to deliver a culturally responsive curriculum	
Deliberate Strategy	3. Get a team together to develop an action plan in response to the Māori Achievement task force
How did we progress??	<p>In Term 1 a team of staff were recruited and we met each term to address the mahi of the Māori Achievement Inquiry. We called this team Māori Achievement Inquiry Staff Roopu. These staff members attended whānau hui, workshops feeding into the Action Plan drafting and were consulted in Term 4 after the appointment of Donella Wright was made in Term 2 to support this mahi with 3 hours release time each week and was given an MU to achieve this mahi alongside of Ngawai Hooker.</p> <p>At the first whānau hui in Term 1, we invited whānau members attending to join the Māori Achievement Whānau Roopu. 11 Whānau members joined us. As we have over 450 Māori students at TGC, we kept the door open for whānau and invited all whānau to join the relevant hui, for draft action plan workshopping and consultation.</p>
How do we know?	<p>Teacher Roopu sign up: Ngawai Hooker, Donella Wright, Leigh Summerville, Te Rangimarie Hamiora, Kirimatao Ahomiro, Chantal Stopford, Jane Finnimore, Jeanna Cooney and Sam Paki</p> <p>Term 1 Whānau Hui <u>March 11 Hui outline</u> Register of names Whānau Roopu</p> <p>Term 2 Whānau Hui NCEA focus/Careers kōrero</p> <p>Term 3 Māori Achievement Inquiry drafting workshopping - <u>Staff</u> (x3), students (x3), Whānau/Iwi/Kaumātua/Māori BOT Rep (x1) <u>Wider Roopu workshop Slides</u> Aug 10</p> <p>Term 3 Māori Whānau Hui (cancelled due to lockdown)</p> <p>Term 3 BOT update 23 Sept <u>Hui slides</u></p> <p>Term 4 Sensemaking drafting workshop - Donella and Ngawai Hooker</p> <p>Term 4 Consultation hui - Staff Roopu (x1), Whānau/Iwi Roopu (x2), Student Roopu (x1), <u>Senior Leadership Team</u> x2</p>

What next?	<p>The Action Plan has been through the drafting process and will now be shared with the Board of Trustees/Senior Leadership Team for finalisation. Implementation has already begun in Year 1 (2021) and 2022 will be lead by the Year 2 actions. Handover between Deputy Principals has been completed and Donella Wright will continue her role in supporting the Māori Achievement Inquiry, meeting with the key Māori Achievement Inquiry Roopu to checkpoint progress and seek support/skills relevant to the actions.</p> <p>Deputy Principal Emma Talbot will recruit staff in Term 1 again to join (including the current team). She will work alongside Donella to continue to contact whānau/Iwi/students to recruit for each checkpoint.</p>
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Strategic Intent 3: Positive connections with our community

Target 1: To create opportunities for whanaungatanga in our local community	
Deliberate Strategy	1. Students give back through service e.g. work day, daffodil day, Anzac day
How did we progress??	There has been some shift from students participating in fundraising opportunities towards giving back to the community through hands on and genuine service.
How do we know?	<p>Year 9 students and staff participated in a Service Day to replace Work Day. Students and staff participated in 27 service opportunities in the community in addition to the opportunities students sourced themselves. A student lead service committee was established to promote and celebrate service. The school has 43 students registered as volunteers with the Student Volunteer Army. Service opportunities have been promoted in the He Karere Tūi newsletter and on Social Media platforms.</p> <p>Students have signed up for and participated in community events such as:</p> <ul style="list-style-type: none"> - Poppy collection - ANZAC Day commemorations - Blood Drive - Community Service through Dune Care Bay of Plenty and Students 4 the Environment
What next?	<ul style="list-style-type: none"> - Continue to build community connections for service. - Student leaders plan for activities to promote service during 'Service Week.' - Establish a Service work team for staff to support a culture of service in the kura. - To hold a service expo at school in collaboration with community providers.

Target 1: To create opportunities for whanaungatanga in our local community	
Deliberate Strategy	2. Students leaders are encouraged to use evidence to support community connections e.g. Gate Pa Primary & Pukehinahina in the Park
How did we progress??	Student leaders have supported community connections through the committees that they lead, by giving voice to and supporting community focused groups within the school and wider community. All student leaders have supported the Tauranga Peninsula Kahui Ako as hosts on the Colleague Only Day and by visiting participating schools.
How do we know?	<p>The Head and Deputy Head Prefects have planned for and discussed the support of community organisations and events during their weekly hui. <u>T7 Meeting Agenda</u>.</p> <p>Student led community events are communicated on the school calendar and on social media. Examples of these are:</p> <ul style="list-style-type: none"> - SADD committee activities - Reading support programme at Gate Pa Primary - Pukehinahina in the Park for Gate Pa Primary - Fundraising events to support Mental Health Awareness, Shakti Women's refuge
What next?	<ul style="list-style-type: none"> - Continue to build community connections. - To extend leadership opportunities to provide community connections beyond Year 13.

Target 1: To create opportunities for whanaungatanga in our local community	
Deliberate Strategy	3. Students being engaged in social action/justice - climate/Black Lives matter
How did we progress?	Student committees have discussed, planned and engaged in a small number of student lead activities that promote social good and benefit others.
How do we know?	<p>Student led social action events are communicated on the school calendar and on social media. Examples of these are:</p> <ul style="list-style-type: none"> - Pink shirt Day to support Rainbow Pride. - Pancake breakfast to support women's refuge. - Art club to paint the steps down to the pool in Rainbow Pride colours to support the LGBTQ community.
What next?	<ul style="list-style-type: none"> - Promotion by students of National or International events/ activities to promote social good. - Deliberate planning by student led committees to engage students in social action.

Target 1: To create opportunities for whanaungatanga in our local community	
Deliberate Strategy	4. Priority learners are provided with personalised learning opportunities within our community
How did we progress?	While all 13 Learning Area reports identified connections with the local community there is little evidence to support a shift across Learning Areas from learning opportunities provided for all to personalised authentic learning opportunities for priority learners.
How do we know?	<p>Leaders of Learning were asked to contribute to a '<u>Positive connections within our community</u>' document.</p> <p>Of the 13 Learning Area reports only three identified providing flexible learning opportunities in the community that targeted and supported priority learners.</p>

	<p>The remaining Learning Area reports identified connections in the community that enhanced or supplemented curriculum content and learning for all learners.</p> <p>Some learning were in a better position to provide opportunities targeted for priority learners than others.</p> <p>Personalised learning opportunities that were provided for priority learners included:</p> <ul style="list-style-type: none"> - Offsite community based activities. - Short workplace based experiences and taster courses.. - Engaging in external support agencies. - Engaging with outside providers for targeted pathway programmes.
What next?	<ul style="list-style-type: none"> - Continue to build connections to provide learning opportunities in the community. - Students who would benefit from personalised learning opportunities are identified early in the year. - Opportunities to support learning of priority learners within the community form part of an IEP. - Where appropriate students work alongside the Pathway Coordinator to access experiences that are tailored to their interests or pathway.

Strategic Intent 4: Strength through diversity

Target 1: Diversity is understood and valued to support whanaungatanga	
Deliberate Strategy	1. To establish a shared understanding of diversity
How did we progress??	A start was made by raising awareness of aspects of diversity through professional learning with the whole staff. E.g Nathan Wallis neuroscience; Karen Gilby learning differences; Kirsti Farrant gender diversity.
How do we know?	We have examples of what constituted diversity but were not explicit in our planning of them.
What next?	Types of diversity are shared and more visible.

Target 1: Diversity is understood and valued to support whanaungatanga	
Deliberate Strategy	2. The use of the diversity lens is demonstrated in all that we do e.g. appointments, systems, processes, procedures
How did we progress??	The languaging in our communications has been modified with a diversity lens eg EOTC letters; enrolment documents Revisiting our enrolment/transition documents to support diversity e.g identifying gender and use of pronouns Clinical Psychologist from Gender Dynamix (Diana Prizgintas) supported our LGBTQI community through providing advice to Alice Cade (DP) Tara Kanji (Principal) plus inclusive lens for enrolment document
How do we know?	Communication to whanau was modified to reflect a diversity lens Enrolment documents were modified to reflect a diversity lens
What next?	Build the capacity of all to understand and respond to diversity

Target 1: Diversity is understood and valued to support whanaungatanga	
Deliberate Strategy	3. Appreciating, celebrating and respecting the similarities and differences that build positive and inclusive relationships for the hauora of all
How did we progress??	<ul style="list-style-type: none"> - The renaming of mufti day to non-uniform day. - An inaugural Be yourself/pride march led by the TGC QSA. - Pyjama Day to acknowledge Mental health Awareness. - Two Chinese cultural events with activities and food stalls. - Participation in the community based Multi Cultural Festival with at least 5 countries represented with Pasifika group/ Chinese Dance / Indian Dance. - Matariki Celebration, including guest speaker at a whole school assembly sharing his knowledge of early navigation methods plus House Ki o Rahi competition, whānau time kahoots on the understanding of Te Reo and Tikanga. - Acknowledgement and celebration of a diverse range of co-curricular activities.
How do we know?	<p>Calendar of School Events; Reports written for newsletter and school magazine.</p> <p>Students commented</p> <ul style="list-style-type: none"> - <i>I am accepted for me, and know I have support should I need it</i> - <i>The accepting environment and kindness of all teachers which make you feel valued for who you are.</i> - <i>Because Māori and other nationalities/cultures are celebrated equally</i> <p>Staff shared</p> <ul style="list-style-type: none"> - <i>Diversity is valued by encouraging students to be proud of their uniqueness and to be independent in their thinking and to encourage tolerance and acceptance of others within the learning community</i> - <i>We actively support initiatives to raise achievement and engagement of Māori, and Pacifica students, we have an LGBTQ group who are supported by staff, we hold marches to recognise our Rainbow community, we have special lessons on Gender and sexual diversity in PE/Health.</i>
What next?	Deliberate planning of events to acknowledge and celebrate diversity, which will support our shared understanding and valuing of diversity

Tauranga Girls' College

Kiwisport Funding 2021

Tauranga Girls College received \$33,721 for Kiwisport funding in 2021.

This funding was used to support:

The Sports Coordinator and Sports Administrator salaries to

- coordinate publicity
- sports enrolments and increased student participation rate

Equipment and support of existing and new sports in 2021

Lunchtime sports programme:

- training sports leaders;
- support of daily sports activities

Netball coordinator hours to coordinate netball teams