

HAWERA HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 182

Principal: Rachel Williams

School Address: Camberwell Road, Hawera

School Postal Address: P O Box 437, Hawera, 4640

School Phone: 06 278 4145

School Email: g.greenhough@hawerahs.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Gary Wallis	Chairperson	Elected	Jun 2022
Rachel Williams	Principal	ex Officio	
Anita Scott	Parent Rep	Elected	Jun 2022
Dinah King	Parent Rep	Elected	Jun 2022
Ed Fern	Parent Rep	Elected	Jun 2022
Hamish Tong	Parent Rep	Elected	Jun 2022
Will Edwards	Parent Rep	Elected	Jun 2022
Te Kiri King	Student Rep	Elected	Oct 2020
Krishay Lal	Student Rep	Elected	Sep 2022

Accountant / Service Provider: Education Services Ltd



HAWERA HIGH SCHOOL

Annual Report - For the year ended 31 December 2020

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Hawera High School

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

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

Gary Bruce Wallis

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

3 June 2021

Date:

Rachel Diana Williams

Full Name of Principal

[Signature]

Signature of Principal

3 June 2021

Date:



Hawera High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	8,749,940	7,388,157	7,555,541
Locally Raised Funds	3	487,180	375,680	882,930
Interest income		1,987	9,000	4,029
Gain on Sale of Property, Plant and Equipment		130	-	474
International Students	4	11,061	11,060	22,122
		<u>9,250,298</u>	<u>7,783,897</u>	<u>8,465,096</u>
Expenses				
Locally Raised Funds	3	321,400	224,230	615,996
International Students	4	4,985	3,500	2,778
Learning Resources	5	6,242,959	5,411,501	5,671,339
Administration	6	645,950	624,638	628,098
Finance		8,779	2,450	3,109
Property	7	1,513,377	1,318,045	1,379,585
Depreciation	8	282,288	238,072	256,076
Loss on Disposal of Property, Plant and Equipment		60	-	1,121
		<u>9,019,798</u>	<u>7,822,436</u>	<u>8,558,102</u>
Net Surplus / (Deficit) for the year		<u>230,500</u>	<u>(38,539)</u>	<u>(93,006)</u>
Total Comprehensive Revenue and Expense for the Year		<u><u>230,500</u></u>	<u><u>(38,539)</u></u>	<u><u>(93,006)</u></u>

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

Hawera High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>955,637</u>	<u>1,075,986</u>	<u>1,047,812</u>
Total comprehensive revenue and expense for the year		230,500	(38,539)	(93,006)
Capital Contributions from the Ministry of Education				
Net Movement in Trusts		900	-	831
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	25	<u>1,187,037</u>	<u>1,037,447</u>	<u>955,637</u>
 Retained Earnings		 1,187,037	 1,037,447	 955,637
Equity at 31 December		<u>1,187,037</u>	<u>1,037,447</u>	<u>955,637</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.

Hawera High School
Statement of Financial Position
As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	395,831	663	4,147
Accounts Receivable	10	437,469	328,527	355,634
GST Receivable		29,434	28,295	25,629
Prepayments		8,589	91,446	42,696
Inventories	11	25,137	35,825	31,414
Investments	12	123,965	90,933	100,803
Funds owed for Capital Works Projects	18	13,320	-	2,022
		<u>1,033,745</u>	<u>575,689</u>	<u>562,345</u>
Current Liabilities				
Accounts Payable	14	562,989	461,670	502,949
Revenue Received in Advance	15	43,328	169,355	70,562
Provision for Cyclical Maintenance	16	7,500	35,302	50,000
Finance Lease Liability - Current Portion	17	35,258	17,873	18,276
Funds held on behalf of COL - Kahui Ako Cluster	19	256,296	-	-
		<u>905,371</u>	<u>684,200</u>	<u>641,787</u>
Working Capital Surplus/(Deficit)		<u>128,374</u>	<u>(108,511)</u>	<u>(79,442)</u>
Non-current Assets				
Property, Plant and Equipment	13	1,311,474	1,164,318	1,192,958
Work in Progress		5,239	-	-
		<u>1,316,713</u>	<u>1,164,318</u>	<u>1,192,958</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	179,701	-	142,661
Finance Lease Liability	17	78,349	18,360	15,218
		<u>258,050</u>	<u>18,360</u>	<u>157,879</u>
Net Assets		<u><u>1,187,037</u></u>	<u><u>1,037,447</u></u>	<u><u>955,637</u></u>
Equity		<u><u>1,187,037</u></u>	<u><u>1,037,447</u></u>	<u><u>955,637</u></u>

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

Hawera High School
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		2,579,277	2,414,991	2,228,703
Locally Raised Funds		452,460	239,299	802,405
International Students		11,061	11,060	22,122
Goods and Services Tax (net)		(3,805)	-	2,666
Funds Administered on Behalf of Third Parties		258,136	-	-
Payments to Employees		(1,479,157)	(1,384,903)	(1,425,885)
Payments to Suppliers		(1,111,561)	(1,179,314)	(1,483,102)
Cyclical Maintenance Payments in the year		(13,381)	-	-
Interest Paid		(8,779)	(2,450)	(3,109)
Interest Received		3,264	9,000	3,802
Net cash from/(to) Operating Activities		687,515	107,683	147,602
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,870	-	474
Purchase of Property Plant & Equipment (and Intangibles)		(236,040)	(164,833)	(213,654)
Purchase of Investments		(23,162)	-	(2,871)
Net cash from/(to) Investing Activities		(257,332)	(164,833)	(216,051)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	18,700	-
Owners Contributions		900	-	831
Finance Lease Payments		(25,502)	(27,638)	(7,335)
Funds Held for Capital Works Projects		(13,897)	-	12,349
Net cash from/(to) Financing Activities		(38,499)	(8,938)	5,845
Net increase/(decrease) in cash and cash equivalents		391,684	(66,088)	(62,604)
Cash and cash equivalents at the beginning of the year	9	4,147	66,751	66,751
Cash and cash equivalents at the end of the year	9	395,831	663	4,147

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.

Hawera High School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Hawera High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) 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.

i) Inventories

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

j) 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.

k) Property, Plant and Equipment

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

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

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

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	18-40 years
Building Improvements	50 Years
Furniture and Equipment	5-15 years
Information and Communication	4-5 years
Motor Vehicles	5 years
Textbooks	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

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

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

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Instruments

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

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

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

u) Borrowings

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

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

v) 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.

w) Budget Figures

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

x) 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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	2,052,452	1,940,989	1,808,504
Teachers' Salaries Grants	5,142,716	4,218,589	4,528,165
Use of Land and Buildings Grants	933,075	754,577	754,577
Resource Teachers Learning and Behaviour Grants	19,711	20,812	16,262
Other MoE Grants	569,093	433,717	412,673
Other Government Grants	32,893	19,473	35,360
	8,749,940	7,388,157	7,555,541

The school has opted in to the donations scheme for this year. Total amount received was \$108,150.

Other MOE Grants total includes additional COVID-19 funding totalling \$137,271 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	29,173	8,000	43,758
Bequests & Grants	31,866	5,700	88,057
Activities	224,978	53,599	415,739
Trading	134,013	172,000	172,063
Fundraising	-	-	420
Other Revenue	67,150	136,381	162,893
	487,180	375,680	882,930
Expenses			
Activities	161,426	46,150	451,994
Trading	159,504	178,080	162,187
Fundraising (Costs of Raising Funds)	-	-	501
Other Locally Raised Funds Expenditure	470	-	1,314
	321,400	224,230	615,996
Surplus for the year Locally raised funds	165,780	151,450	266,934

4. International Student Revenue and Expenses

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	1	1	2
	2020	2020	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
International Student Fees	11,061	11,060	22,122
Expenses			
International student levy	485	-	612
Other Expenses	4,500	3,500	2,166
	4,985	3,500	2,778
Surplus for the year International Students'	6,076	7,560	19,344

5. Learning Resources

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	220,853	346,627	264,514
Library Resources	3,907	4,921	3,972
Employee Benefits - Salaries	5,890,002	4,911,840	5,264,511
Staff Development	22,092	35,300	25,301
Computer Maintenance	56,317	62,780	69,270
Star	32,287	40,783	32,167
Extra Curricular Activities	17,501	9,250	11,604
	<u>6,242,959</u>	<u>5,411,501</u>	<u>5,671,339</u>

6. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	7,654	7,654	5,856
Board of Trustees Fees	4,055	6,100	4,000
Board of Trustees Expenses	13,016	15,000	16,796
Communication	24,402	25,050	26,651
Consumables	47,583	44,500	58,762
Other	92,810	75,850	79,356
Employee Benefits - Salaries	416,972	415,984	400,198
Insurance	13,543	12,000	13,323
Service Providers, Contractors and Consultancy	25,915	22,500	23,156
	<u>645,950</u>	<u>624,638</u>	<u>628,098</u>

7. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	60,196	40,500	48,479
Cyclical Maintenance Expense	7,921	10,000	30,380
Grounds	41,236	41,300	44,637
Heat, Light and Water	92,013	100,000	120,725
Rates	4,087	3,900	3,881
Repairs and Maintenance	106,142	84,100	130,743
Use of Land and Buildings	933,075	754,577	754,577
Security	7,775	8,000	14,323
Employee Benefits - Salaries	260,932	275,668	231,840
	<u>1,513,377</u>	<u>1,318,045</u>	<u>1,379,585</u>

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

8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	990	920	990
Building Improvements	10,980	10,078	10,840
Furniture and Equipment	76,245	63,460	68,257
Information and Communication Technology	124,370	112,525	121,035
Motor Vehicles	20,490	17,808	19,155
Textbooks	2,609	1,713	1,843
Leased Assets	33,297	19,248	20,704
Library Resources	13,307	12,320	13,252
	<u>282,288</u>	<u>238,072</u>	<u>256,076</u>

9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	539	-	539
Bank Current Account	44,242	(361,186)	(9,108)
Bank Call Account	351,050	361,849	12,716
Cash and cash equivalents for Statement of Cash Flows	<u>395,831</u>	<u>663</u>	<u>4,147</u>

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

10. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	5,185	24,927	16,965
Interest Receivable	-	1,050	1,277
Teacher Salaries Grant Receivable	432,284	302,550	337,392
	<u>437,469</u>	<u>328,527</u>	<u>355,634</u>
Receivables from Exchange Transactions	5,185	25,977	18,242
Receivables from Non-Exchange Transactions	432,284	302,550	337,392
	<u>437,469</u>	<u>328,527</u>	<u>355,634</u>

11. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Canteen	3,073	2,189	2,171
Uniforms	22,064	33,636	29,243
	<u>25,137</u>	<u>35,825</u>	<u>31,414</u>

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset Short-term Bank Deposits	123,965	90,933	100,803
Total Investments	123,965	90,933	100,803

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Land	44,770	-	-	-	-	44,770
Buildings	34,775	-	-	-	(990)	33,785
Building Improvements	383,485	555	-	-	(10,980)	373,060
Furniture and Equipment	368,861	130,780	(1,799)	-	(76,245)	421,597
Information and Communication Tech	216,084	163,698	-	-	(124,370)	255,412
Motor Vehicles	57,503	1,975	-	-	(20,490)	38,988
Textbooks	6,465	8,401	-	-	(2,609)	12,257
Leased Assets	30,572	87,239	-	-	(33,297)	84,514
Library Resources	50,443	9,955	-	-	(13,307)	47,091
Balance at 31 December 2020	1,192,958	402,603	(1,799)	-	(282,288)	1,311,474

The net carrying value of equipment held under a finance lease is \$84,514 (2019: \$30,572)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Land	44,770	-	44,770
Buildings	49,500	(15,715)	33,785
Building Improvements	484,494	(111,434)	373,060
Furniture and Equipment	1,297,313	(875,716)	421,597
Information and Communication	893,884	(638,472)	255,412
Motor Vehicles	173,010	(134,022)	38,988
Textbooks	41,880	(29,623)	12,257
Leased Assets	167,526	(83,012)	84,514
Library Resources	296,065	(248,974)	47,091
Balance at 31 December 2020	3,448,442	(2,136,968)	1,311,474

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Land	44,770	-	-	-	-	44,770
Buildings	35,765	-	-	-	(990)	34,775
Building Improvements	376,712	17,613	-	-	(10,840)	383,485
Furniture and Equipment	394,351	42,767	-	-	(68,257)	368,861
Information and Communication Technology	218,419	119,821	(1,121)	-	(121,035)	216,084
Motor Vehicles	55,179	21,478	-	-	(19,155)	57,503
Textbooks	6,629	1,679	-	-	(1,843)	6,465
Leased Assets	33,730	17,546	-	-	(20,704)	30,572
Library Resources	50,833	12,862	-	-	(13,252)	50,443
Balance at 31 December 2019	1,216,388	233,766	(1,121)	-	(256,076)	1,192,958

The net carrying value of equipment held under a finance lease is \$30,572 (2018: \$33,730)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Land	44,770	-	44,770
Buildings	49,500	(14,725)	34,775
Building Improvements	483,938	(100,453)	383,485
Furniture and Equipment	1,173,285	(804,424)	368,861
Information and Communication Technology	730,186	(514,102)	216,084
Motor Vehicles	171,035	(113,532)	57,503
Textbooks	33,479	(27,014)	6,465
Leased Assets	80,287	(49,715)	30,572
Library Resources	286,110	(235,667)	50,443
Balance at 31 December 2019	3,052,590	(1,859,632)	1,192,958

14. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating Creditors	70,098	100,009	115,509
Accruals	10,626	8,790	6,316
Capital Accruals for PPE items	18,053	-	2,640
Employee Entitlements - Salaries	432,284	302,550	337,392
Employee Entitlements - Leave Accrual	31,928	50,321	41,092
	562,989	461,670	502,949
Payables for Exchange Transactions	562,989	461,670	502,949
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	562,989	461,670	502,949

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income in Advance	2,956	4,878	24,603
Student Credit Balance	34,212	20,613	6,803
Grants in Advance - Ministry of Education	6,160	-	-
Field Trips/student Activities	-	143,864	39,156
	<u>43,328</u>	<u>169,355</u>	<u>70,562</u>

16. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	192,661	25,302	162,281
Increase to the Provision During the Year	57,498	10,000	30,380
Adjustment to the Provision	(49,577)	-	-
Use of the Provision During the Year	(13,381)	-	-
Provision at the End of the Year	<u>187,201</u>	<u>35,302</u>	<u>192,661</u>
Cyclical Maintenance - Current	7,500	35,302	50,000
Cyclical Maintenance - Term	179,701	-	142,661
	<u>187,201</u>	<u>35,302</u>	<u>192,661</u>

17. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	42,458	17,873	18,276
Later than One Year and no Later than Five Years	86,556	18,360	15,218
	<u>129,014</u>	<u>36,233</u>	<u>33,494</u>

18. Funds Owed (Held) for Capital Works Projects

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

2020		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Caretakers House	<i>completed</i>	(1,678)	-	(1,678)	-	-
Special Needs Toilet Modification	<i>in progress</i>	3,700	-	(9,620)	-	13,320
Caretakers House Bathroom Repairs	<i>completed</i>	-	9,243	(9,243)	-	-
Security Work for Demolition	<i>completed</i>	-	7,255	(7,255)	-	-
Totals		2,022	16,498	(27,796)	-	13,320

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

13,320

13,320

2019		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Special Needs Magnetic Lock Mod	<i>completed</i>	(13,309)	6,449	(19,758)	-	-
Modifications 3 Disabled Toilet	<i>completed</i>	49,068	(6,450)	55,518	-	-
Classroom Ventilation	<i>completed</i>	13,865	-	13,865	-	-
Access & Fire Control Special Needs	<i>completed</i>	(35,760)	-	(35,760)	-	-
Caretakers House	<i>in progress</i>	(1,678)	-	-	-	(1,678)
Rationalisation	<i>completed</i>	-	11,477	(11,477)	-	-
Special Needs Toilet Modification	<i>in progress</i>	-	-	(3,700)	-	3,700
Totals		12,186	11,476	(1,312)	-	2,022

19. Funds held on behalf of COL - Kahui Ako Cluster

Hawera High School is the lead school and holds funds on behalf of the Kahui Ako cluster, a group of schools funded by the Ministry of Education to share expertise in teaching, learning and supporting each other.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	-	-	-
Funds Received from Cluster Members	282,000	-	-
Funds Spent on Behalf of the Cluster	25,704	-	-
Funds Held at Year End	256,296	-	-

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

20. Related Party Transactions

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

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

21. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,055	4,000
Full-time equivalent members	0.41	0.45
<i>Leadership Team</i>		
Remuneration	526,859	484,591
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	530,914	488,591
Total full-time equivalent personnel	4.41	4.45

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	8.00	4.00
110 - 120	2.00	1.00
120 - 130	1.00	-
	11.00	5.00

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

22. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

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

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

24. Commitments

(a) Capital Commitments

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

\$101,567 contract for the Special Needs Toilet Modification as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$13,320 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$113,645 contract for the Roof Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$23,118 contract for the Gym Cladding & B Block Doors as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.

Capital commitments as at 31 December 2019: A new photocopier lease was entered into with the term starting March 2020 for \$1,957.26 per month).

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

25. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

26. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	395,831	663	4,147
Receivables	437,469	328,527	355,634
Investments - Term Deposits	123,965	90,933	100,803

Total Financial assets measured at amortised cost

957,265	420,123	460,584
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Financial liabilities measured at amortised cost

Payables	562,989	461,670	502,949
Borrowings - Loans	-	-	-
Finance Leases	113,607	36,233	33,494
Painting Contract Liability	-	-	-

Total Financial Liabilities Measured at Amortised Cost

676,596	497,903	536,443
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27. Events After Balance Date

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

28. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HAWERA HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Hawera High School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants 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 22, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 3 June 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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



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Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.



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- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included under the School Directory page and the Analysis of Variance and Kiwisport statement included as an appendices, 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.



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SILKS AUDIT
Chartered Accountants Ltd



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

David Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
Whanganui, New Zealand

Date: 3 June 2021



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2020 Goal 1: *Provide all students with meaningful pathways into further study or employment.*

Annual Goals

Together with the wider Hawera community provide accessible and relevant adult education.

Explore a variety of ways to achieve wider community engagement and ownership.

Year 9 and 10 learning programmes are coherent and build on students' prior knowledge and lead to success in NCEA qualifications.

Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.

Annual Targets

Re-establish adult education at Hawera High School by the end of 2020.

To engage a greater number of community members in school life.

To provide meaningful pathways for students in Year 9 and 10.

80% pass rate for Year 11 students in Level 1.

85% pass rate for Year 12 students in Level 2.

75% pass rate for Year 13 students in Level 3.

All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.

Specific actions

- Continue to hire rooms to ECT and other providers.
- Offer a small number of adult education courses.
- Appoint a suitable person in charge of administration of adult education.
- Review adult education courses provided at the end of the year.
- Continue with the Year 9 and 13 (include invites to other new students) combined start of year BBQ.
- All Year 9 and 10 learning classes to host a function for their parents during term 1.
- Communicate effectively with the 800+ people on the alumni database.
- Appoint an administrative staff member to coordinate the alumni database

- Explore opportunities to connect with the community throughout the year.
- Rebrand and reform Whanau Teitiei
- Explore hosting a cultural event to celebrate diversity in our wider Hawera community
- Use baseline data from feeder schools to inform teaching practice.
- All Year 9 students tested by ENCO.
- All Year 9 students to undergo the HEEADSSS assessment.
- Investigate funding options for learning support.
- Implement Te Wera in year 10.
- Maintain and improve existing Year 9 and 10 learning programmes so they lead to students gaining qualifications in Year 11.
- Distribute digital skills to each department to teach Year 9 students in Term 1.
- Prepare for changes to NCEA Level 1
- Continue to support and monitor 3+2 and Gateways programmes.
- Continue interaction with Chamber of Commerce, BizLink and other business connections.
- Continue to utilise the 75% forms to review standards.
- Continued development of Dreamcatcher implementation into the school.
- ENCO to test identified students.
- Investigate funding options for learning support.
- GATE students will be identified and individual programmes will be developed.
- Monitor and review senior courses to ensure they are meeting the needs of the school community.
- Explore options for students coming into Year 11 from Te Wera programme in 2021.

Results and discussion

In the area of adult community education, we did not make the progress we expected to in 2020, part of this was due to the ongoing implications of COVID-19. Information on community education was sent to all schools towards the end of 2020, this information will be looked at in 2021 to see what might suit our community.

In 2020 we continued our relationship with ECT where they hired facilities from us for use for their night school classes. All appropriate precautions were put in place throughout the year as Alert Levels changed due to COVID-19. This relationship will continue in 2021.

Traditionally we start the year with the Year 9 and 13 BBQ in mid-February, in 2020 this was extended to the whole school. We also extended what was on offer to students and families and tried to make it more of a carnival occasion in the hope that we would get an increase in the number of community members attending. Numbers, however, remained at a similar level to previous years.

We aimed to have all Year 9 and 10 classes host an event for their families to meet their teachers. All Year 9 classes except one managed to host their families. The remaining Year 9 and the Year 10 classes have been postponed due to COVID-19. Due to COVID-19 and other competing demands when we returned to school, we were unable to run the remainder of these evenings.

Little progress was made in 2020 on the school alumni database, the database has 800+ members thanks to the registrations taken at the school centennial in 2019. Money raised from the Hawera High School charitable Trust has been transferred to Te Karaka Trust, who will continue to manage this money for the school. Money raised from the school centennial has been transferred into the school account and is in term deposit.

The community engagement sub-committee of the board looked at ways throughout the year to engage the community. This work will continue into 2021. Initial meetings have been had with community engagement sub-committee members and whanau members of the school to address the rebranding of whanau teitei, its purpose and role within the school. Ideas from these meetings have already influenced decision making in the school such as the newly formed whanau support worker for 2021.

Open evening and Te Wera evenings were well attended and had the best turn out we have had for a number of years. In complete contrast to 2019 we had 170 Year 9 enrolments before we departed for our Christmas break in 2020. Throughout the year we needed to be extremely careful that we managed the number of visitors we had in the school at any given time due to COVID-19 restrictions. Our staff, students and community were very versatile to ensure events throughout the year could still happen.

We continue to use information from our feeder schools as baseline data. This year we worked far closer with our feeder schools than what we have previously done so. This information has informed has allowed us to identify students who need further support and as a result we have done several referrals to RTLB, MOE and external agencies.

Visits to our feeder school were all completed in Term 2 with our open evenings happening in Term 3. Term 4 saw our prospective Year 8 students attend HHS for a whole day so they could experience what a day in the life of a Year 9 student is like. Transition meetings were also held in Term 4 with the RTLB service as planning continued for the arrival of the current Year 8 students into HHS as Year 9's in 2021. Students who were identified as having high anxiety or behavioral concerns had extra transition visits in Term 4. These visits were a great opportunity for these students to meet key staff before the start of 2021. Individual family meetings for identified students were also held to enable a more successful transition. We received some Interim Response Funding to help with students to transition into Year 9. We also had RTLB funding to help with selected students. We made use of Interim response Funding throughout the year to help students transition back to school.

Our ENCO tested Year 9 /New students who were identified by staff. Testing was often focused around reading and numeracy levels and further referrals were made as necessary. We also extra staffing allocated from the MOE to run a Year 9 Reading programme in 2020 which proved successful as it seemed to increase student's confidence across all subject areas. In class support applications were sent in for 5 students for 2021. This is a very rigorous process which involves an enormous amount of teacher and ENCO time. We have been successful for 3 of these students.

All Year 9 students underwent the HEEADSSS assessments, we did not have any students opt out of this testing. Following this testing a number of referrals were made for our students to outside agencies. Feedback from the nurses is that they enjoyed working with our students as they found them incredibly respectful.

Throughout the year quite several funding applications were sent through to MOE and RTLB, these included intensive wrap around, ORS funded students and in class support. These applications are quite intensive, and throughout we sought advice from MOE, RTLB and LSC's to complete these to increase our chances of gaining this contestable funding.

Post COVID-19 Level 4 lockdown, a joint application from our Kahui Ako was sent to the MOE Urgent Response Fund. The Kahui Ako was granted \$282,000 for the wellbeing of our students. This money was for extra counsellors and social workers to work across the South Taranaki Kahui Ako. These additional workers are employed by HHS and work across all 18 schools.

In preparation for the changes to NCEA, accord dates were allocated in the calendar, due to COVID-19 this schedule was revised, however, all teaching staff participated in the first NCEA accord day in November.

Once again, we had great numbers of students in our WITT 3 + 2 and Gateway programmes. These programmes were interrupted by COVID-19 as it was difficult to get placements for students in local businesses. WITT transferred to distance learning so students could continue their learning. As always, the majority of students taking these courses were extremely successful.

Each department throughout the school continues to make use of the 75% review form, these forms need to be completed for any standard that does not have a pass rate of 75% or greater.

Our senior students continued with their careers research in 2020 making use of dreamcatcher and my mahi. All senior students had an hour a week to focus on goal setting, career research and developing other employability skills. Surveys were completed at the end of the year by teachers and students and this information was used to adjust the programme for 2021.

This year saw an increased number of SAC applications, this means more students will have assistance during their external exams.

Te Wera was implemented in Year 10 this year, students in this class enjoyed their learning this year and had overall asTTle results as a class that were similar to students in other classes. An alternative programme at Year 11 has been developed for the students who need further learning support, the majority are in the Te Wera class but a few more are sprinkled across the other learning classes.

Distance learning was a steep learning curve for both staff and junior students in 2020, most students transitioned to distance learning well and then back into the physical classroom. We surveyed both students, parents and staff following the distance learning period and this information was used to inform our next steps. Like all schools throughout the country frustrations arose with delivery of hardpacks, devices and modems. It became apparent that not all Year 9 students were that well equipped for Distance Learning in terms of knowing how to use teams and onenote etc. Extra support was put in place during Distance Learning and this remains a focus for teachers now that we are physically back at school. All junior students by the halfway through the year either had their own device, a short term or a long-term school device for use in the classroom.

Changes to criteria for student subject selection were made in preparation for 2021. Students in Year 11 were able to select any range of subjects they like as long as they have 20 Literacy and 20 Numeracy credits in their programme.

Monitoring of individual senior courses continues to be done at the department level, these reviews will be shared with the BoT as part of the Annual Department Board Report.

We set ourselves the following ambitious targets.

80% pass rate for Year 11 students in Level 1.

85% pass rate for Year 12 students in Level 2.

75% pass rate for Year 13 students in Level 3.

All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.

HHS Actual results

Level 1 = 71.3%

Level 2 = 74.4%

Level 3 = 71.6%

Year 13 Numeracy 99.1%

Year 13 Literacy 100%.

The only students who left without Numeracy was an Endeavour Centre student.

Next steps

Continue to look into adult education options.

Host a class evening for each Year 9 junior learning class in Term 1 2021.

Continue to run whole school assemblies at 12.30pm so that families can attend during their lunch break.

Look at ways to engage an increased number of parents attending parent evenings.

Review and refine the Te Wera, Hauora and Te reo me ona tikanga programmes.

80% of Year 9 students improve ½ curriculum in literacy and numeracy.

80% of Year 10 students improve ½ curriculum in literacy and numeracy.

Set the following NCEA goals for 2021.

80% pass rate for Year 11 students in Level 1.

85% pass rate for Year 12 students in Level 2.

75% pass rate for Year 13 students in Level 3.

2020 Goal 2: *Provide high quality teaching and learning experiences that are engaging, relevant and innovative.*

Annual Goals

Use departmental reporting systems to ensure the BoT has accurate information to make informed decisions.

Develop staff capability to work in a modern learning environment.

Increased levels of student achievement are evident through the implementation of RbL strategies.

Increased levels of Māori student achievement are evident through the implementation of RbL strategies.

Consistent good teaching practice is achieved through effective review and appraisal, supported by PLD that promotes.

Annual Targets

To have all departments complete a department report and present it in written form to the BOT.

To increase staff knowledge of MLE's.

To increase the use of pedagogy throughout the school that supports MLE's.

80% passrate for Year 11 students in Level 1.

85% passrate for Year 12 students in Level 2.

75% passrate for Year 13 students in Level 3.

All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.

80% of Year 9 students improve ½ curriculum in literacy and numeracy.

80% of Year 10 students improve ½ curriculum in literacy and numeracy.

Māori achievement

80% passrate for Year 11 students in Level 1.

85% passrate for Year 12 students in Level 2.

75% passrate for Year 13 students in Level 3.

All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.

80% of Year 9 students improve ½ curriculum level in literacy and numeracy.

80% of Year 10 students improve ½ curriculum level in literacy and numeracy.

All members of the teaching staff to complete a meaningful inquiry.

All management holders to be appraised against their job description.

All departments to complete a meaningful annual review.

Specific Actions

- HOD's to meet with Principal to discuss department reports.
- Evaluation of department reports.
- HODs in conjunction with appropriate senior leader to develop 2020 department Action Plan.
All department reports collated and presented to BOT.
- Staff to read appropriate professional readings on MLE's.
- Trial concepts of MLE's.
- Visits to MLE's by selected staff.
- Whole School PLD on MLE's and pedagogy that suits MLE's.
- Staff to continue to develop their digital competency.
- Staff to develop their capabilities with electronic workbooks.
- PLD for Maori and PE department to ensure successful implementation of junior courses.
- PLD of teachers involved in the Te Wera programme.
- PE department to continue to liaise with subject advisor, iwi and community groups to develop the Hāuora programme.
- Increase the number of staff who are accredited Impact Coaches.
- Impact Coaches to work with all teachers to develop their practice.
- WST's to provide whole school PLD on relationship based learning.
- Develop WST so that they have the capability of accrediting impact coaches.
- **Māori achievement**
 - PLD for Maori and PE department to ensure successful implementation of revised courses.
 - Evaluate the effectiveness of mentoring and explore other delivery models for male and female programmes.
 - Year 9 students to learn school haka and appropriate school Tikanga.
 - Increase the number of staff who are accredited Impact Coaches.
 - Impact Coaches to work with all teachers to develop their practice.
 - WST's to provide whole school PLD on relationship-based learning.
 - Develop WST so that they have the capability of accrediting impact coaches.
- SLT to provide guidance to staff to complete their teaching inquiry.
- Staff to share inquiry during Term 4.
- Management unit holders to be appraised against job description as well as the educational leadership framework.

- PLD identified and organised to meet school objectives and goals.
- Continue to review departments and individuals against the educational leadership capability framework including the expert Teacher criteria.

Results and discussion

Due to COVID-19 Principal/HoD meetings to discuss departmental reports did not happen, however, all department reports were available to the BoT. Five departments were able to present to the BoT in person in 2020, those that were unable to due to COVID-19 are due to present at the beginning of 2021. All departments had appropriate action plans in place for 2020, although many needed adjusting throughout the year due to COVID-19.

A staff member was appointed and allocated a management unit to investigate modern learning environments. Pre and post COVID-19 lockdown a few visits to schools that had new builds were managed. Staff that attended these schools reported back to the whole staff throughout the year. Research was also completed into modern learning environments and fed back to key staff.

Due to distance learning staff needed to develop their digital competency. Sessions were run remotely as well as in person when appropriate. Additional PLD was offered to staff as soon as we were aware that we would all be engaged in distance learning. We were also lucky enough to apply and gain extra PLD hours during the nationwide lockdown. Cyclone provided this support to our staff during the nationwide lockdown, this support was vital for our staff to enable them to cope with distance learning. This PLD was tailored specifically for HHS staff. The nationwide lockdown forced our hand with digital learning, however, staff and students both adapted quickly to a new normal to learning.

We continued our relationship with Otago University with the PE, Technology and Maori Departments. This support started prior to distance learning and became invaluable during and after distance learning. The facilitators helped each one of these departments with distance learning and electronic resources. Later in the year this relationship was put on hold but the hours of PLD remaining in the journal will be carried over to 2021.

Teachers in the Te Wera and Social Studies programme have been involved in PLD offered by the MOE on local curriculum. The other school that we were to be partnered with pulled out which meant that this PLD could be tailored to meet the needs of our school.

RbL continued in 2020 with high expectations of where we would be in our journey by the end of 2020, however, due to COVID-19 this needed to be amended. We allocated all Monday afternoon PLD sessions to RbL in Term 3 to kick start our journey. These sessions were run by the WST team and were well planned and enjoyed by staff. The expectation at the start of year was to ensure all teaching staff was impact twice throughout the year we only managed to get each teaching staff member impact coached once.

NCEA results in 2020 remained steady, except for at Level 3 NCEA we saw a significant increase in the pass rate from 60.7% in 2019 to 71.6%. Level 3 is now at national average. Year 11 and 12 results remain at the national and decile averages. A significant rise in the UE pass rate was also seen.

Literacy and Numeracy pass rates for Year 12 and 13 are above national average, however, the level 1 literacy pass rate has dropped below the national average.

Our endorsements stayed consistent with the previous year; however, this is still below the national average.

The Mentoa programme was in place for part of 2020, however, there were changes to mentors throughout the year and consistency was a problem. In term 4 we were advised that Mentoa would no longer be offering their services to schools. We were also lucky enough to have a previous student who is a member of the sevens squad home due to COVID-19 mentor some of our female students. Our students responded well but this was only a short-term option. In 2021 we will be looking internally for a more sustainable option to fill this void.

Our Maori achievement in 2020 saw our Level 3 students have a pass rate of 51.5% which was consistent with 2019. Our Level 2 saw a slight drop to 57.1% but most concerning was our Level 1 students who dropped to 54.2%. Extra staffing was put in place to monitor and track all students in 2020 with the intention of increasing these pass rates and reducing the disparity between Maori and Non-Maori. Obviously, this resource did not have the desired effect with our Maori students so this will need to be reviewed in 2021.

PLD was delivered to staff by the SLT at the beginning of the year to guide staff through the teaching as inquiry cycle. A revised inquiry cycle was developed mid-year to account for the interruption of COVID-19.

PLD programme has been a moveable feast this year as we endeavored to meet the needs of the staff as our environment was rapidly changing. An alternate plan was developed in response to COVID-19. The majority of PLD offered in 2020 was small group, opt in sessions around the use of technology in the classroom.

We set the following targets for our junior students.

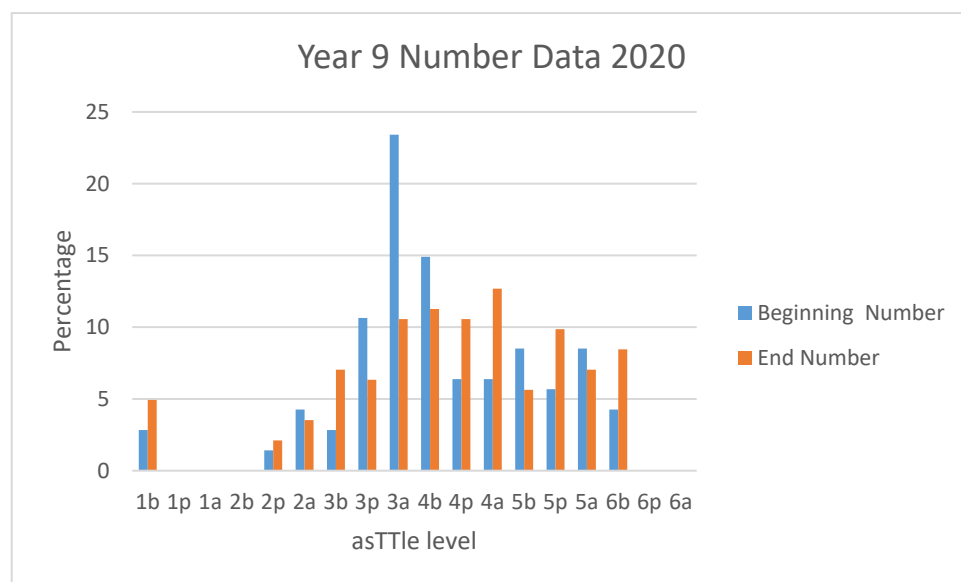
80% of Year 9 students improve ½ curriculum in literacy and numeracy.

80% of Year 10 students improve ½ curriculum in literacy and numeracy.

Most students showed good improvement in their asTTle levels. However, the asTTle results show that we have not met the above goals we set. This will continue to be an area of focus in 2021. See results below.

Junior easTTle results

Year 9 e-asTTle results 2020



Number of sub levels increased	Number of students
4	4
3	12
2	21

1	23
0	29
-1	20
-2	12
-3	2
-4	1

Only 125 students had results at the start and end of the year for comparison. On the expectation is that students increase by 0.5 curriculum levels per year. Any student who increases by more than 2 sub levels per year is exceeding expectations. This equates to 30% of the Year 9 cohort who have improved their Maths more than the expectation.

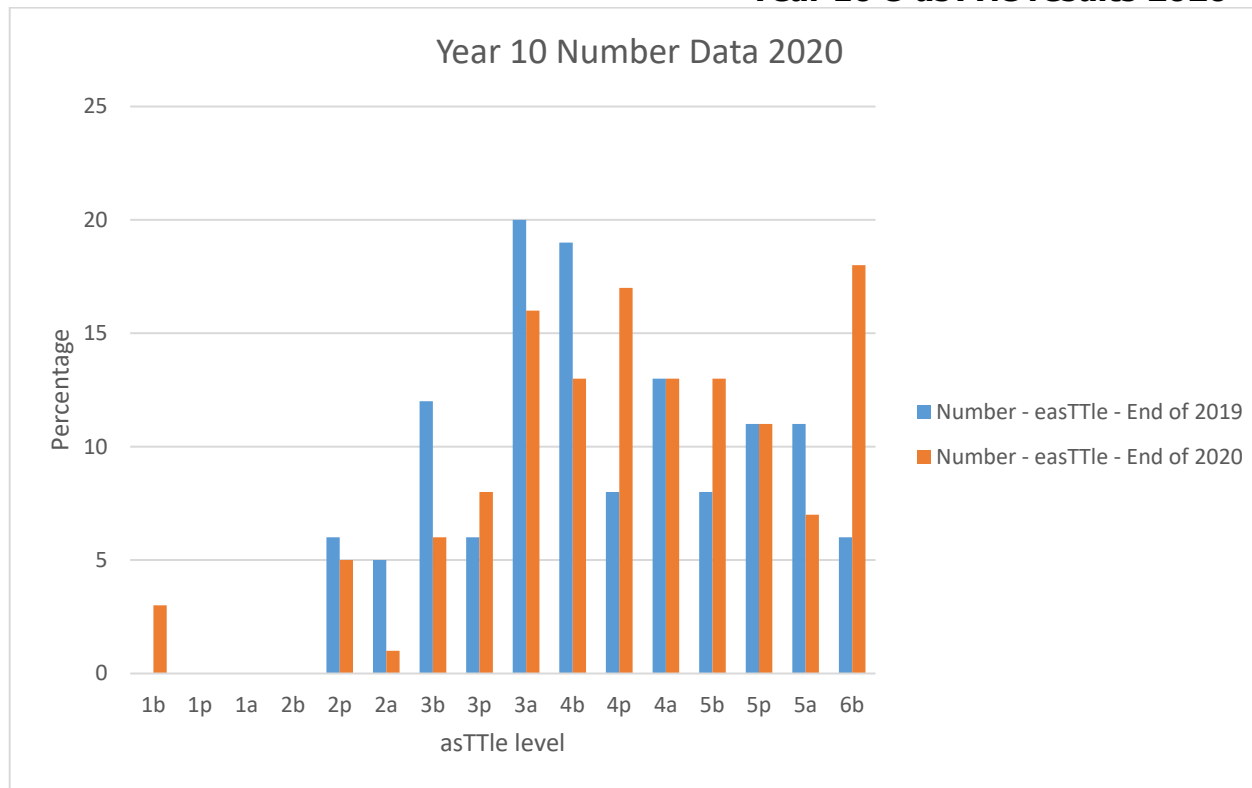


Only 125 students had results at the start and end of the year for comparison. On the expectation is that students increase by 0.5 curriculum levels per year. Any student who increases by more than 2 sub levels per year is exceeding expectations. This equates to 18% of the Year 9 cohort who have improved their Reading more than the expectation.

Number of sub levels increased Reading	Number of students
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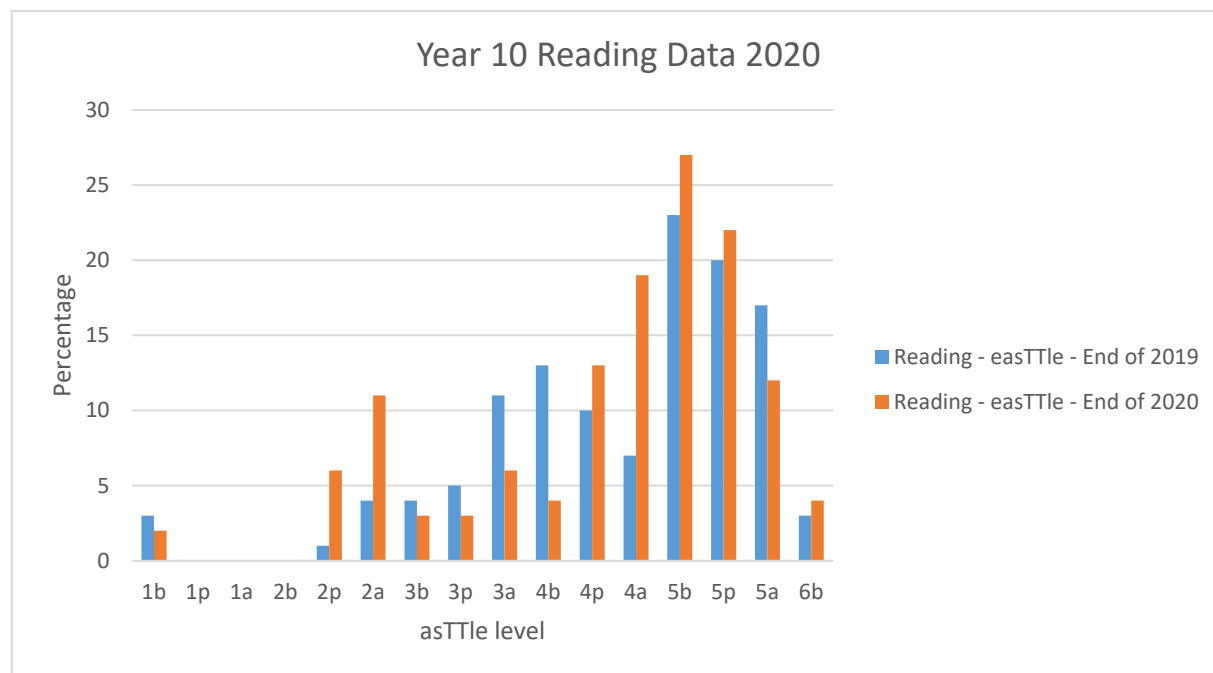
6	1
5	1
4	2
3	6
2	13
1	31
0	34
-1	21
-2	7
-3	5
-4	4

Year 10 e-asTTle results 2020



Number of sub levels increased	Number of students
4	8
3	12
2	21
1	32
0	22
-1	10
-2	6
-3	3
-4	1

Only 133 students had results at the start and end of the year for comparison. On the expectation is that students increase by 0.5 curriculum levels per year. Any student who increases by more than 2 sub levels per year is exceeding expectations. This equates to 31% of the Year 10 cohort who have improved their Maths more than the expectation.



Only 109 students had results at the start and end of the year for comparison. On the expectation is that students increase by 0.5 curriculum levels per year. Any student who increases by more than 2 sub levels per year is exceeding expectations. This equates to 22% of the Year 10 cohort who have improved their Reading more than the expectation.

Number of sub levels increased Reading	Number of students
6	1
5	1
4	1
3	6

2	15
1	19
0	21
-1	18
-2	16
-3	5
-4	1
-5	5

Pass rates for Maori students

We set ourselves the following ambitious targets.

80% pass rate for Year 11 students in Level 1.

85% pass rate for Year 12 students in Level 2.

75% pass rate for Year 13 students in Level 3.

All students leaving HHS in Year 12 and 13 gaining Level 1 literacy and numeracy.

HHS Actual Maori students results

Level 1 = 54.2%

Level 2 = 57.1%

Level 3 = 51.5%

Year 13 Numeracy 100%

Year 13 Literacy 100%.

We set the following targets for our Maori junior students.

Achievement in NCEA and UE: Hawera High School

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PR2 - Enrolment Based Cumulative Overall Results

Hawera High School

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	71.7	76.8	50.0	34.2
2017	73.8	75.6	39.5	26.3
2018	68.0	83.1	48.5	24.8
2019	74.2	77.3	60.7	29.9
2020	71.3	74.4	71.6	35.8

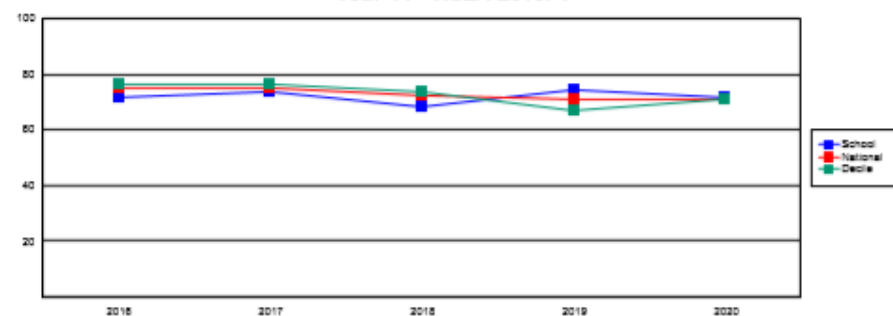
National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
75.3	78.4	64.2	48.8
75.0	78.5	65.5	48.9
72.4	77.6	66.1	48.9
70.6	77.5	67.3	49.3
70.9	79.5	71.7	52.4

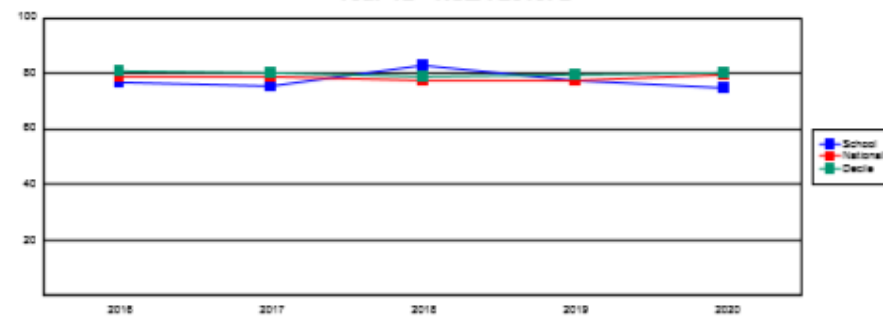
Decile 5

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
76.3	80.7	60.8	42.1
76.1	80.1	63.4	43.5
73.4	78.6	62.8	42.6
66.9	79.6	65.1	41.3
70.7	80.0	69.4	45.2

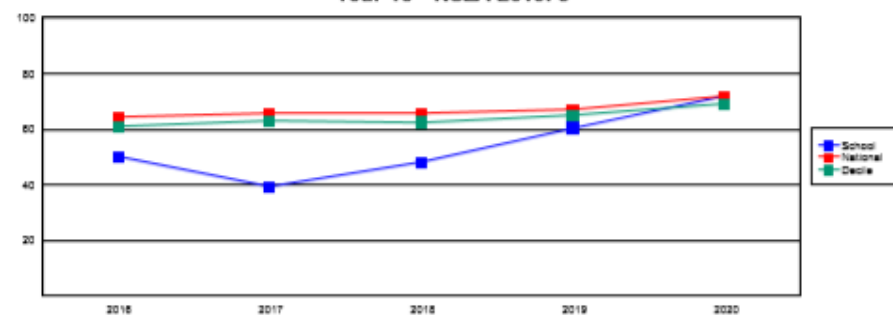
Year 11 - NCEA Level 1



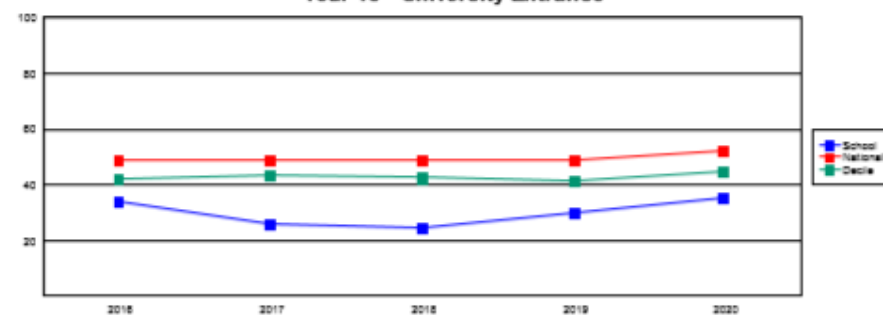
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



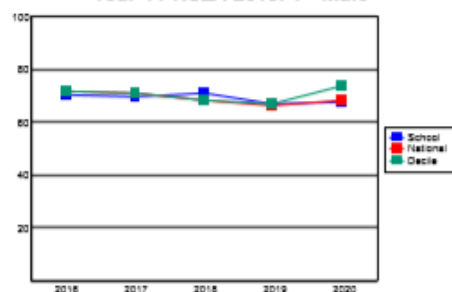
Achievement in NCEA and UE: Hawera High School

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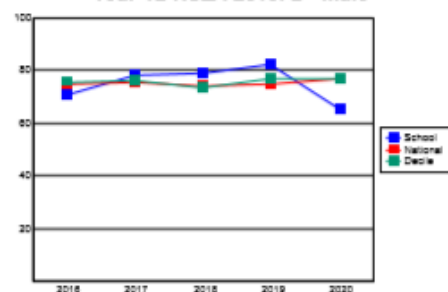
PR2 - Enrolment Based Cumulative Results by Gender

Hawera High School					National				Decile 5			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2016	70.1	71.1	30.9	20.0	71.6	75.2	58.7	42.2	71.7	75.9	51.7	32.1
2017	69.7	78.4	23.2	16.1	71.0	75.5	60.1	42.1	71.0	76.2	55.0	33.3
2018	71.3	79.0	43.4	30.2	68.2	74.2	61.0	42.4	68.4	73.7	52.5	31.2
2019	67.1	82.4	48.8	20.9	66.5	74.7	62.3	42.2	67.1	76.8	56.9	31.4
2020	68.0	65.2	67.3	28.6	68.7	77.1	67.9	45.6	73.5	77.1	63.2	35.3
Female												
2016	73.5	83.3	67.8	47.5	79.1	81.8	69.2	54.9	80.0	84.7	68.3	50.4
2017	77.4	72.1	55.2	36.2	79.2	81.5	70.5	55.2	80.6	83.2	69.5	51.0
2018	65.2	86.5	54.2	18.8	76.8	81.0	70.7	54.8	78.1	82.8	70.2	50.8
2019	82.2	73.2	68.8	35.9	74.9	80.2	71.9	55.8	66.7	82.1	71.7	49.2
2020	77.8	83.6	75.0	41.7	73.2	81.9	75.3	58.8	68.2	82.5	74.5	53.2

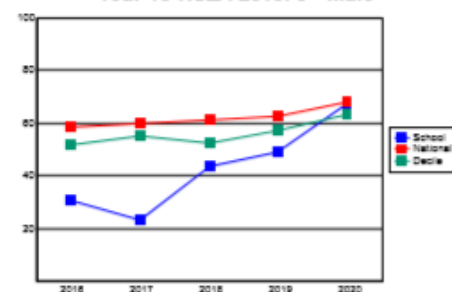
Year 11 NCEA Level 1 - Male



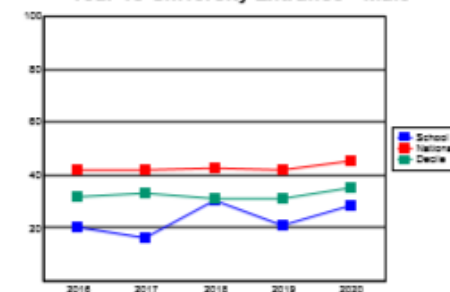
Year 12 NCEA Level 2 - Male



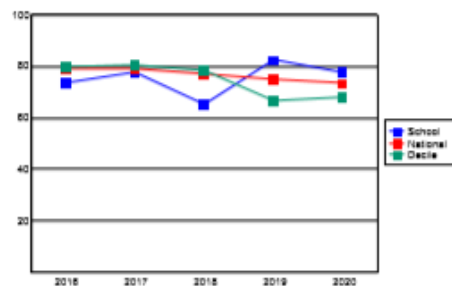
Year 13 NCEA Level 3 - Male



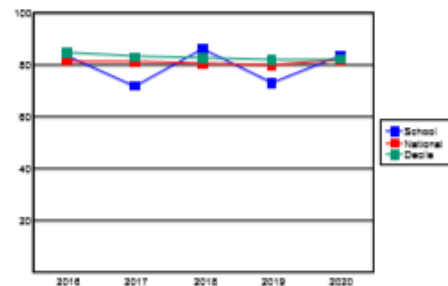
Year 13 University Entrance - Male



Year 11 NCEA Level 1 - Female



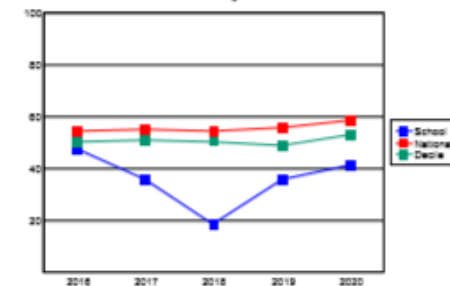
Year 12 NCEA Level 2 - Female



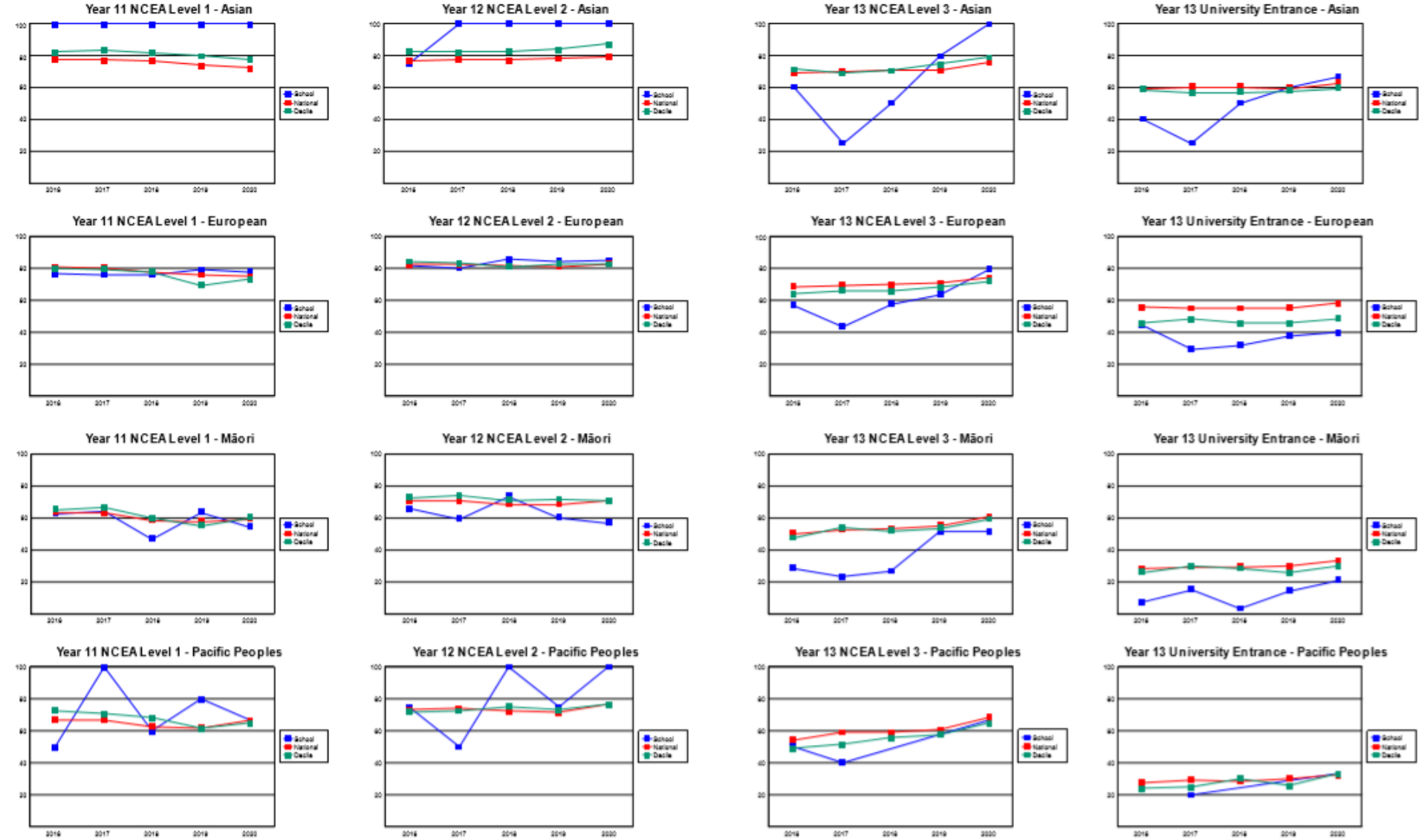
Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Hawera High School



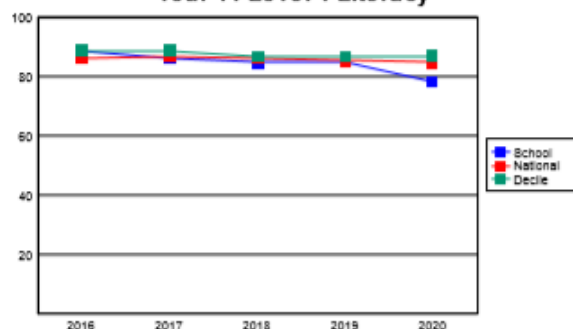
Level 1 Literacy and Numeracy: Hawera High School

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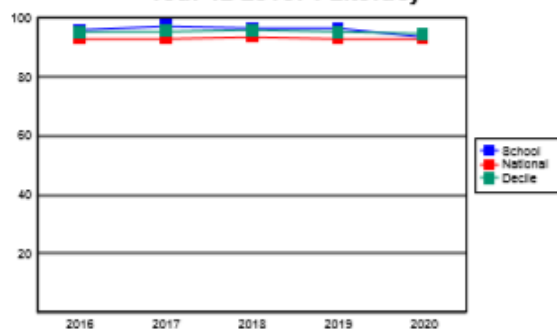
PR 3 - Cumulative Results by Percentage

		Hawera High School			National			Decile 5		
Academic	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2016	Literacy	89.0	95.5	98.2	86.5	92.6	93.9	88.8	94.9	96.4
2017	Literacy	86.3	97.0	96.5	87.1	92.8	94.2	89.0	95.2	96.3
2018	Literacy	84.9	96.3	97.0	86.2	93.3	94.4	86.8	95.3	96.1
2019	Literacy	85.2	96.0	98.1	85.5	92.8	94.6	86.9	94.7	96.2
2020	Literacy	78.3	93.2	100.0	84.9	92.6	94.5	87.0	94.3	96.6
2016	Numeracy	83.4	94.8	95.6	85.1	91.8	93.1	88.9	94.7	96.2
2017	Numeracy	81.9	94.8	95.6	85.5	92.0	93.7	88.3	94.9	96.5
2018	Numeracy	83.7	97.1	96.0	84.4	92.4	93.8	87.2	95.2	96.1
2019	Numeracy	80.6	94.7	98.1	83.4	91.8	94.0	85.8	95.3	96.3
2020	Numeracy	79.0	94.0	99.1	83.2	91.5	93.8	86.6	93.8	96.8

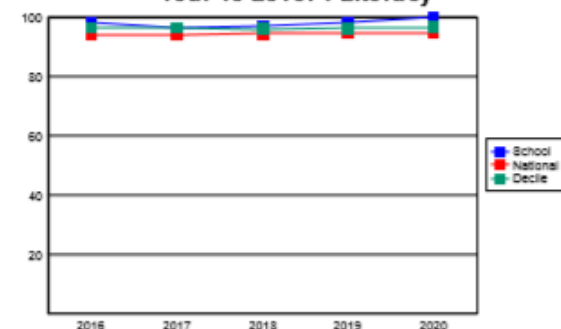
Year 11 Level 1 Literacy



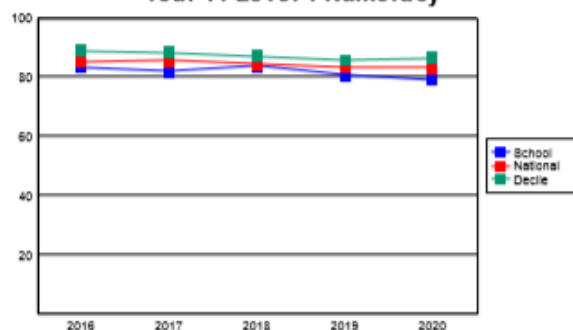
Year 12 Level 1 Literacy



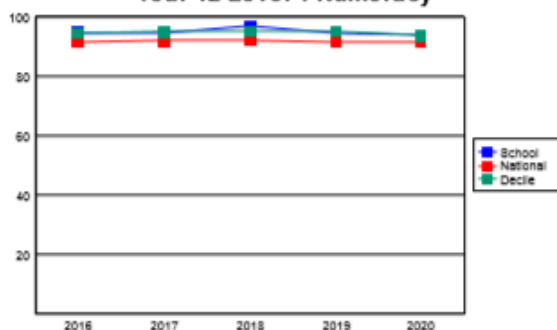
Year 13 Level 1 Literacy



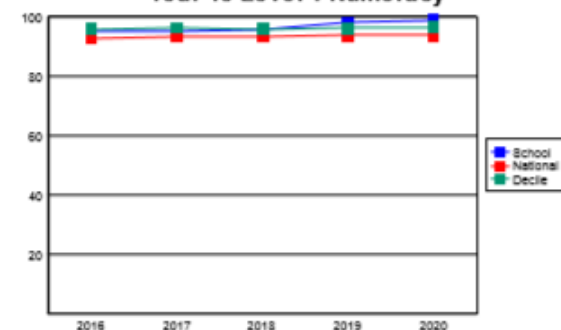
Year 11 Level 1 Numeracy



Year 12 Level 1 Numeracy



Year 13 Level 1 Numeracy

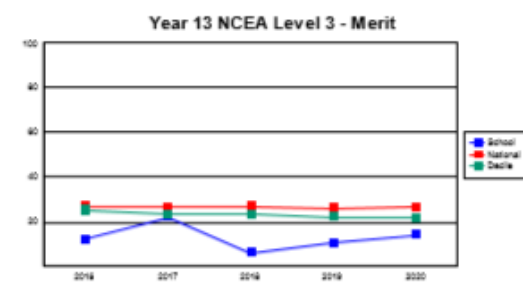
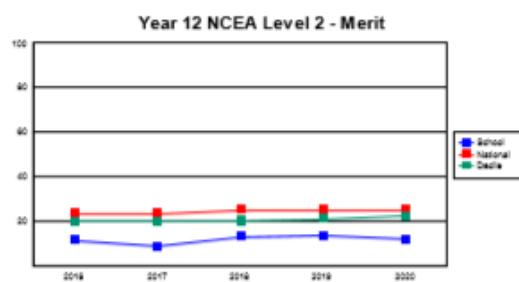
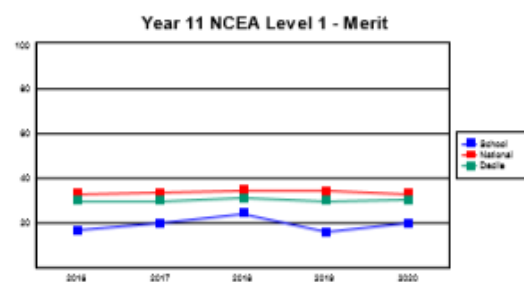
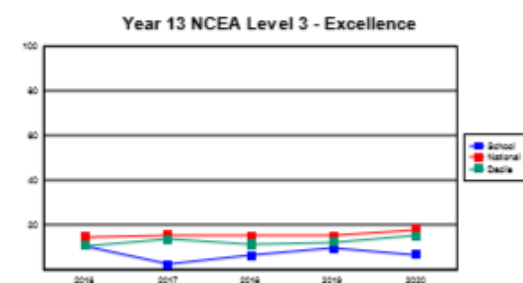
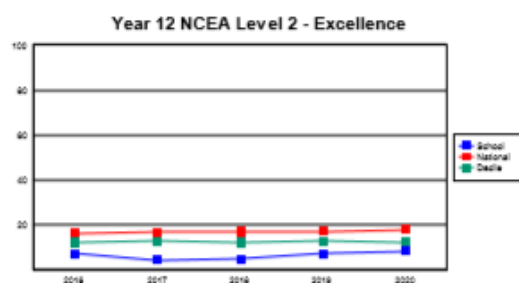
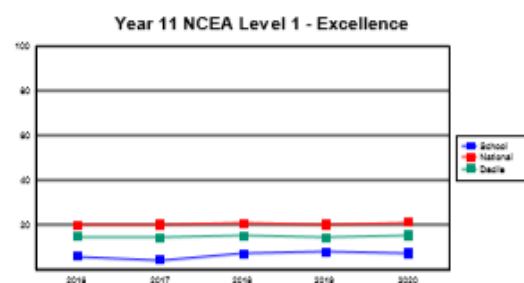


NCEA Certificate Endorsement: Hawera High School

Generated 11-Feb-2021

PR4 - Cumulative Results by Percentage

Academic Year	Hawera High School			National			Decile 5		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>									
2016	5.8	6.7	10.5	19.7	16.0	14.5	14.5	11.8	10.7
2017	4.2	3.9	2.2	20.0	16.4	15.5	14.2	12.3	13.4
2018	6.8	4.4	6.1	20.5	16.5	15.0	14.9	11.7	11.2
2019	7.8	6.9	9.2	19.9	16.7	14.8	14.3	12.5	12.3
2020	7.1	8.1	6.4	20.8	17.7	17.6	15.2	12.1	14.8
<u>Achieved with Merit</u>									
2016	16.3	11.8	12.3	32.8	23.7	27.2	29.6	20.0	25.2
2017	19.5	8.8	22.2	33.0	23.5	26.7	29.6	19.9	23.4
2018	23.9	13.3	6.1	34.3	25.2	27.0	30.7	20.3	23.4
2019	15.7	13.8	10.8	33.9	25.1	26.2	29.6	21.4	22.4
2020	19.6	12.1	14.1	32.7	25.3	26.5	30.0	22.5	21.7



Next steps

Continue external PLD for Maori, PE and Technology Departments.

Use student voice collect from the Hāuora, Te Wera and Te reo me ona tikanga learning programmes.

Implement RbL school wide – this includes having every teacher observed through the RbL observation tool.

Continue to investigate MLE's.

Tailor the PLD programme to have RbL as the main focus area.

Implement an in-house Maori mentoring programme.

Continue to review learning programmes throughout the school.

Continue to offer a comprehensive professional development programme for staff.

Continue to strengthen relationships with feeder schools.

Strengthen procedures around identification and intervention of students with educational needs.

Continue to track students and implement appropriate interventions both pastoral and academic.

Continue to offer mentoring programmes.

Set the following for 2021 for Maori students.

80% of Year 9 students improve ½ curriculum in literacy and numeracy.

80% of Year 10 students improve ½ curriculum in literacy and numeracy.

Set the following NCEA goals for 2021 for Maori students.

80% pass rate for Year 11 students in Level 1.

85% pass rate for Year 12 students in Level 2.

75% pass rate for Year 13 students in Level 3.

2020 Goal 3: *Provide an environment where high expectations are maintained*

Annual Goals

Board of Trustees to engage in appropriate PLD.

Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.

Develop leadership capacity at all levels of the school.

Maintain a focus on school wide PB4L practices and develop processes for Tier 2 interventions.

Review appraisal process for non-teaching staff.

Annual Targets

All BOT members engage in professional development in 2020.

School culture is strengthened throughout 2020.

Leadership developed across all members of the HHS staff.

To embed PB4L practices school wide.

To embed RbL practices school wide.

To align RbL and PB4L practices school wide.

Key Improvement Strategies

- BOT members to engage with (NZSTA) knowledge hub.
- BOT members to attend appropriate NZSTA courses.
- Induction of new student trustee in September.
- RbL strategies implemented across the school.
- Year 9 and 13 to combine form classes to develop tuakana teina relationships.
- Year level assemblies once a week.
- Tikanga to be modelled at whole school and year level assemblies.
- School tikanga to be explicitly taught in the Year 9 Te reo me ona tikanga programme.
- Consistent implementation of PB4L values within the classroom and wider school setting.
- Induction programme for new staff to teach school tikanga.
- Consistent implementation of staff school wide expectations.
- Explore middle leadership models at other schools.

- Explore PLD opportunities for senior and middle leaders.
- Continue to review against educational leadership capability framework.
- Provide opportunities for distributed leadership.
- Establish clear lines of communication at all levels of the school for effective school management.
- Annual review of Deans Manual.
- Allocate teachers to PB4L Tier 1 and Tier 2 teams.
- Recruit appropriate staff onto PB4L teams.
- Provide appropriate PLD opportunities for members of PB4L teams.
- Provide appropriate PLD opportunities for Deans.

Results and discussion

The BoT can engage with the NZSTA knowledge hub. Despite some NZSTA workshops being postponed in 2020 the BoT were able to attend these sessions which were hosted at HHS. Some BoT member engaged in other PLD through there other governance roles, eg wheelhouse etc. The student representative on the BoT was successfully inducted onto the BoT in September, he also attended the student NZSTA induction training.

RbL practices are starting to become imbedded throughout the school. 2020 saw the Year 9 and 13 students in the same form classes for the first time, this decision was made to further develop tuakana teina relationships throughout the school. This decision was successful in allowing Year 9 students to transition into HHS particularly in such an unusual year with so many interruptions. This model will continue into 2021.

The plan was always to have year level assemblies on a weekly basis, this was not always possible due to COVID-19 restrictions but was invaluable in developing school tikanga when we were able to have them. We are seeing an increase in tikanga being displayed across the school in classes as well as larger gatherings eg assemblies. Once again, our assemblies were attended by 40+ parents on average each time.

The PB4L team developed new posters in 2020. These posters sat alongside a set of new PB4L procedures, that became imbedded across the school. The PB4L values needed a refocus part way through the year when students returned from distance learning as it felt as though we were starting the year again in terms of routines. This year we could not do our usual monthly comparisons to last years data for pastoral counts as it was affected by COVID-19 as well as the changes made to the PB4L reporting system. The PB4L team also spent much of Term 4 investigating an app to use for a rewards system for students, this will be available for use in Term 1, 2021.

At the start of the year the intent was to explore middle leadership models at other schools, due to COVID-19 and the uncertainty of HHS and HIS restructure no progress has been made in this area.

We had two middle leaders complete the middle leader's twilight series through in New Plymouth run by Waikato University. Our three Senior Leaders have been part of the PLD leadership sessions run through the Kahui Ako by Evaluation Associates.

All staff underwent an induction programme when they started HHS in 2020, however, with staff that started midway through the year this looked slightly different, particularly the staff member who started their employment partway through lockdown.

Throughout the year our staff displayed a great deal of professionalism and resilience to ensure that they modelled high expectations of themselves and their students.

We have encouraged and had a number of teachers and middle leaders wanting to learn and take on other roles throughout 2020, this has been great to see their interest in wanting to further themselves.

The dean's manual was due this year for a complete review and this was completed. We had a highly functioning PB4L team throughout the year who ran several initiatives school wide.

The PB4L team attended PLD throughout the year and this knowledge has been brought back into the school. The whole staff also had a revision day for restorative practices.

There was limited professional development on offer for deans in 2020, this needs to be a priority in 2021.

Next steps

Continue to implement a responsive and cohesive PLD programme for staff.

Continue to seek feedback from the community to ensure the school continues to meet the needs of the community.

Continue to have a school presence at community events.

Continue to build leadership capability within the school, both with staff and students.

Rachel Williams

Principal

February 2021



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KIWISPORT STATEMENT 2020

Hawera High School Received \$16,601.41 general Kiwisport funding in 2020

This funding contributed to:

- Sports Co-ordinator
- House Activities
- Lunchtime recreational activity
- Minor sports (such as Rogaine)
- School Cross Country
- School sports exchanges

The balance of the cost of these activities was paid through fundraising and from Ops Grant.

R Williams, Principal

Date