



HILLSBOROUGH PRIMARY SCHOOL ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1313

Principal: Mark Lewington

School Address: 18 Belfast Street, Hillsborough, Auckland

School Postal Address: 18 Belfast Street, Hillsborough, Auckland, 1042

School Phone: 09 625 7307

School Email: principal@hillsborough.school.nz

Accountant / Service Provider: Canterbury Education Services (CES)

Hillsborough School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expires
Bobby Bennett	Presiding Member	Elected September 2022	June 2025
Mark Lewington	Principal	ex Officio December 2016	
Shamubeel Equb	Parent Representative	Elected September 2022	June 2025
Christine Cammell	Parent Representative	Elected September 2022	June 2025
Bindya Naran	Parent Representative	Elected September 2022	June 2025
Patricia Carlyle	Staff Representative	Re-elected Sept 2022	June 2025
Luke Jackson	Chairperson	Re-elected May 2019	September 2022
Julia Wong	Parent Representative	Re-elected May 2019	September 2022
Belinda Marshall	Parent Representative	Elected May 2019	September 2022
Gareth Phelps	Parent Representative	Elected May 2019	September 2022
Elizabeth Ryan	Parent Representative	Elected May 2019	September 2022

HILLSBOROUGH SCHOOL

Annual Report - For the year ended 31 December 2022

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Hillsborough School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Bobby Bennet

Full Name of Presiding Member

DocuSigned by:

Bobby Bennet

56319FBB5338441

Signature of Presiding Member

25 May 2023

Date:

Mark Lewington

Full Name of Principal

DocuSigned by:

Mark Lewington

62991E8D15E7469

Signature of Principal

24 May 2023

Date:

Hillsborough School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,610,472	3,847,409	3,674,687
Locally Raised Funds	3	122,134	131,900	95,368
Interest Income		3,213	500	965
Total Revenue		3,735,819	3,979,809	3,771,020
Expenses				
Locally Raised Funds	3	49,772	53,100	23,953
Learning Resources	4	2,318,820	2,318,429	2,463,623
Administration	5	201,160	202,147	189,269
Finance		2,481	2,500	2,897
Property	6	1,194,810	1,403,524	1,204,964
		3,767,043	3,979,700	3,884,706
Net Surplus / (Deficit) for the year		(31,224)	109	(113,686)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(31,224)	109	(113,686)

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

Hillsborough School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		555,194	555,194	668,880
Total comprehensive revenue and expense for the year		(31,224)	109	(113,686)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,613	-	-
Equity at 31 December		533,583	555,303	555,194

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.

Hillsborough School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	68,083	103,282	143,879
Accounts Receivable	8	253,467	167,474	167,474
GST Receivable		11,913	10,283	10,283
Prepayments		8,202	7,736	7,736
Inventories	9	719	1,113	1,113
Investments	10	100,600	-	-
Funds Receivable for Capital Works Projects	17	9,129	-	8,009
		<u>452,113</u>	<u>289,888</u>	<u>338,494</u>
Current Liabilities				
Accounts Payable	12	200,338	181,669	193,527
Revenue Received in Advance	13	-	-	5,093
Provision for Cyclical Maintenance	14	52,563	103,219	-
Painting Contract Liability	15	-	-	13,328
Finance Lease Liability	16	12,530	13,186	12,364
Funds held for Capital Works Projects	17	37,457	-	6,072
		<u>302,888</u>	<u>298,074</u>	<u>230,384</u>
Working Capital Surplus/(Deficit)		149,225	(8,186)	108,110
Non-current Assets				
Property, Plant and Equipment	11	529,944	591,766	576,399
		<u>529,944</u>	<u>591,766</u>	<u>576,399</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	126,236	8,962	112,181
Finance Lease Liability	16	19,350	19,315	17,134
		<u>145,586</u>	<u>28,277</u>	<u>129,315</u>
Net Assets		<u>533,583</u>	<u>555,303</u>	<u>555,194</u>
Equity		<u>533,583</u>	<u>555,303</u>	<u>555,194</u>

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

Hillsborough School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		763,594	554,473	708,718
Locally Raised Funds		80,609	137,570	102,231
Goods and Services Tax (net)		(1,630)	15,625	15,625
Payments to Employees		(368,013)	(355,858)	(402,273)
Payments to Suppliers		(356,163)	(409,963)	(464,820)
Interest Paid		(2,481)	(2,500)	(2,897)
Interest Received		3,213	500	-
Net cash from/(to) Operating Activities		119,129	(60,153)	(43,416)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	965
Purchase of Property Plant & Equipment (and Intangibles)		(68,781)	(204,789)	(196,901)
Purchase of Investments		(100,600)	-	-
Proceeds from Sale of Investments		-	229,970	229,970
Net cash from/(to) Investing Activities		(169,381)	25,181	34,034
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,613	-	-
Finance Lease Payments		(11,831)	15,220	(9,480)
Painting contract payments		(3,089)	(12,095)	(10,153)
Funds Administered on Behalf of Third Parties		(20,237)	-	(120,149)
Net cash from/(to) Financing Activities		(25,544)	3,125	(139,782)
Net increase/(decrease) in cash and cash equivalents		(75,796)	(31,847)	(149,164)
Cash and cash equivalents at the beginning of the year	7	143,879	135,129	293,043
Cash and cash equivalents at the end of the year	7	68,083	103,282	143,879

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.

Hillsborough School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16.

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.

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

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) 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.

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	25-40 years
Furniture and equipment	10–33 years
Information and communication technology	3–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

k) 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.

l) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

n) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such 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.

o) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The school carries out painting maintenance of the whole school over a 7 to 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	639,582	580,280	617,025
Teachers' Salaries Grants	1,915,620	1,944,145	2,051,976
Use of Land and Buildings Grants	932,732	1,234,900	899,740
Other Government Grants	122,538	88,084	105,946
	<u>3,610,472</u>	<u>3,847,409</u>	<u>3,674,687</u>

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	48,455	65,600	59,047
Fees for Extra Curricular Activities	53,517	62,300	28,892
Fundraising & Community Grants	20,162	4,000	7,429
	<u>122,134</u>	<u>131,900</u>	<u>95,368</u>
Expenses			
Extra Curricular Activities Costs	44,141	52,100	20,293
Fundraising and Community Grant Costs	5,631	1,000	3,660
	<u>49,772</u>	<u>53,100</u>	<u>23,953</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>72,362</u>	<u>78,800</u>	<u>71,415</u>

4. Learning Resources

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	40,979	38,446	43,310
Equipment Repairs	11,633	12,000	23,526
Information and Communication Technology	1,714	2,000	1,783
Library Resources	1,511	750	445
Employee Benefits - Salaries	2,107,260	2,124,233	2,251,653
Staff Development	24,551	26,000	23,097
Depreciation	131,172	115,000	119,809
	<u>2,318,820</u>	<u>2,318,429</u>	<u>2,463,623</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,340	6,190	7,120
Board Fees	3,525	5,800	3,680
Board Expenses	4,709	5,850	1,659
Communication	2,483	3,500	3,337
Consumables	13,090	13,350	12,857
Other	31,349	31,750	28,962
Employee Benefits - Salaries	121,888	118,607	115,764
Insurance	7,736	8,000	8,007
Service Providers, Contractors and Consultancy	9,040	9,100	7,883
	<u>201,160</u>	<u>202,147</u>	<u>189,269</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,291	12,000	16,496
Consultancy and Contract Services	40,628	42,000	6,015
Cyclical Maintenance Provision	66,618	-	27,298
Grounds	10,937	8,500	26,700
Heat, Light and Water	29,161	20,000	29,253
Repairs and Maintenance	34,250	24,000	95,288
Use of Land and Buildings	932,732	1,234,900	899,740
Security	11,766	10,000	11,392
Employee Benefits - Salaries	53,427	52,124	92,782
	<u>1,194,810</u>	<u>1,403,524</u>	<u>1,204,964</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	68,083	103,282	143,879
Cash and cash equivalents for Statement of Cash Flows	<u>68,083</u>	<u>103,282</u>	<u>143,879</u>

Of the \$68,083 Cash and Cash Equivalents, \$28,328 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	50,525	7,680	7,131
Receivables from the Ministry of Education	15,890	-	-
Interest Receivable	754	-	550
Banking Staffing Underuse	24,247	-	-
Teacher Salaries Grant Receivable	162,050	159,794	159,794
	<u>253,466</u>	<u>167,474</u>	<u>167,475</u>
Receivables from Exchange Transactions	51,279	7,680	7,681
Receivables from Non-Exchange Transactions	202,187	159,794	159,794
	<u>253,466</u>	<u>167,474</u>	<u>167,475</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	719	1,113	1,113
	<u>719</u>	<u>1,113</u>	<u>1,113</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	100,600	-	-
Total Investments	<u>100,600</u>	<u>-</u>	<u>-</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	74,196				(4,014)	70,182
Furniture and Equipment	387,101	6,697			(61,986)	331,812
Information and Communication Technology	66,829	59,695			(48,515)	78,009
Leased Assets	26,835	15,937			(13,679)	29,093
Library Resources	21,438	3,058	(670)		(2,978)	20,848
Balance at 31 December 2022	576,399	85,387	(670)	-	(131,172)	529,944

The net carrying value of ICT equipment held under a finance lease is **\$29,093 (2021: \$26,835)**

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	268,324	(198,142)	70,182	268,324	(194,128)	74,196
Furniture and Equipment	826,622	(494,810)	331,812	824,238	(437,137)	387,101
Information and Communication T	333,680	(255,671)	78,009	338,254	(271,425)	66,829
Leased Assets	49,679	(20,586)	29,093	48,886	(22,051)	26,835
Library Resources	101,729	(80,881)	20,848	101,864	(80,426)	21,438
Balance at 31 December	1,580,034	(1,050,090)	529,944	1,581,566	(1,005,167)	576,399

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	25,101	7,851	7,851
Accruals	7,340	7,120	7,120
Banking Staffing Overuse	-	-	11,858
Employee Entitlements - Salaries	162,050	160,484	160,484
Employee Entitlements - Leave Accrual	5,847	6,214	6,214
	200,338	181,669	193,527
Payables for Exchange Transactions	200,338	181,669	193,527
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	200,338	181,669	193,527

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	3,900
Other revenue in Advance	-	-	1,193
	<u>-</u>	<u>-</u>	<u>5,093</u>

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	112,181	112,181	98,211
Increase to the Provision During the Year	66,618	-	13,970
Provision at the End of the Year	<u>178,799</u>	<u>112,181</u>	<u>112,181</u>
Cyclical Maintenance - Current	52,563	103,219	-
Cyclical Maintenance - Non current	126,236	8,962	112,181
	<u>178,799</u>	<u>112,181</u>	<u>112,181</u>

15. Painting Contract Liability

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Due within one year	-	-	13,328
Due after one year	-	-	-
	<u>-</u>	<u>-</u>	<u>13,328</u>

16. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	14,891	13,186	14,430
Later than One Year and no Later than Five Years	21,041	19,315	19,331
Future Finance Charges	(4,052)	-	(4,263)
	<u>31,880</u>	<u>32,501</u>	<u>29,498</u>
Represented by			
Finance lease liability - Current	12,530	13,186	12,364
Finance lease liability - Non current	19,350	19,315	17,134
	<u>31,880</u>	<u>32,501</u>	<u>29,498</u>

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Admin Extension #223347	-	43,915	(12,530)	-	31,385
Block 1-8 Electrical	(1,542)	-	-	-	(1,542)
Classrooms & Toilets	5,108	-	-	-	5,108
Drainage	964	-	-	-	964
Learning Hub	(6,467)	-	(1,120)	-	(7,587)
Swimming Pool Remediation	-	17,480	(17,480)	-	-
Totals	(1,937)	61,395	(31,130)	-	28,328

Represented by:

Funds Held on Behalf of the Ministry of Education	37,457
Funds Receivable from the Ministry of Education	(9,129)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Admin Extension #223347	127,554	-	(187,212)	59,658	-
Block 1-8 Electrical	(1,542)	-	-	-	(1,542)
Classrooms & Toilets	(9,647)	28,762	(14,007)	-	5,108
Drainage	1,387	-	(423)	-	964
Learning Hub	460	-	(6,927)	-	(6,467)
Totals	118,212	28,762	(208,569)	59,658	(1,937)

Represented by:

Funds Held on Behalf of the Ministry of Education	6,072
Funds Receivable from the Ministry of Education	(8,009)

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2022 Actual	2021 Actual
<i>Board Members</i> Remuneration	3,525	3,680
<i>Leadership Team</i> Remuneration	264,998	261,314
Full-time equivalent members	2	2
Total key management personnel remuneration	<u>268,523</u>	<u>264,994</u>

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	-	0-5

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	1.00	3.00
110-120	1.00	1.00
	<u>2.00</u>	<u>4.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total Number of People		

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

Additional funding wash up payment:

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has no capital commitments.

(Capital commitments at 31 December 2021: \$Nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	68,083	103,282	143,879
Receivables	253,466	167,474	167,475
Investments - Term Deposits	100,600	-	-
Total Financial assets measured at amortised cost	<u>422,149</u>	<u>270,756</u>	<u>311,354</u>

Financial liabilities measured at amortised cost

Payables	200,338	181,669	193,527
Finance Leases	31,880	32,501	29,498
Painting Contract Liability	-	-	13,328
Total Financial Liabilities Measured at Amortised Cost	<u>232,218</u>	<u>214,170</u>	<u>236,353</u>

24. Events After Balance Date

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

**RSM Hayes Audit**

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Independent Auditor's Report

To the readers of Hillsborough School's Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Hillsborough School (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 23 May 2023. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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



Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, compliance with good employer requirements, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink, appearing to read 'Elaine Yong'.

Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	Hillsborough Primary School	School Number:	1313
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Strategic Aim	Redefining Mathematics pedagogy at HPS		
Annual Aim:	Have a positive impact for learners through improved student achievement in mathematics		
Target:	Schoolwide - shifting well below/below to at		
Baseline Data:		Below/Well Below	At/Above
	Term 1 - 2022 - Whole School	74.8%	25.2%
	Term 2 - 2022 - Whole School	43%	57%
	Term 4 - 2022 - Whole School	13.2%	86.8%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><i>What we put in place</i></p> <p><i>Goal:</i></p> <ul style="list-style-type: none"> • To move students from well below/below to at <ul style="list-style-type: none"> - 20% shift by the end of Term 2 - Another 20% by the end of Term 4 • Track and monitor priority learners • Class profile used to track, monitor and plan for interventions to support maths achievement <ul style="list-style-type: none"> - Each term + PLG discussion around class profile, twice each term. (also tied into PGC discussion with professional leader) • Classroom obs of maths teaching and a summary of goals/focus for each syndicate for Terms 2 & 3 • Summary of Term 2 progress data • Summary of Term 4 Achievement data 	<ul style="list-style-type: none"> • Term 2 Maths PLD plan put in place. Goal setting chats, observations and feedback sessions with further goal review and setting took place within the 10 week term. • Beginning of Term 2, Class profile was reviewed and the summary for maths developed. Next steps for maths learning was discussed within cohort PLG's and written up in the Next Steps box of the class profile. • The class profile was the centre of the conversation for PGC chats in week 10. • School wide maths progress data shows an overall shift of 31% from well below/below to at/above. <p>Term 3 Update: 29 September, 2022</p> <ul style="list-style-type: none"> • Workshops with a facilitator continued through the term with a focus on Communication in maths. This was a combination of input from Heather + sharing of knowledge within the teaching team • Mid term 3 saw a review 	<p>There was overwhelming positive feedback around seeing much more maths happening in the classroom, and students talking more/taking risks, with their maths learning</p> <p>There was a big increase in the teaching of strand 3 key areas for further development came out of the survey</p> <p>The overall AT/Above for 2022 was 87% which mirrors pre-covid assessment results</p>	<ul style="list-style-type: none"> • Next steps: we will continue to consolidate and refine our teaching practice in maths, using a PLD facilitator and a collaborative planning and support model, to maximize the gains made.

point with a survey developed around: planning and programming, lesson sequence, teaching skills and knowledge, use of the maths learning tools (blocks) and formative assessment

Findings from the surveys:
Reflection and Feedback - how to encourage student-teacher, student-student feedback and reflection sessions
Planning and timing of lessons - progressions of learning and allowing enough time to get through content + reflection sessions vs covering everything that's required
Assessment on the run - how to identify learner needs in the moment, outside of summative testing points

Planning for next year:

Aim: Next steps: we will continue to consolidate and refine our teaching practice in maths, using a PLD facilitator and a collaborative planning and support model, to maximize the gains made.

School Name:	Hillsborough Primary School	School Number:	1313
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Strategic Aim	Use the HPS Road Map to make learning visible and re-engage akonga		
Annual Aim:	Students are taught how to reflect on learning and set next steps in Writing		
Target:	10 randomly selected learners from each cohort in Years 1, 2, 3, 4, 5, 6, Maori, Pasifika & Learning Support (90 students total)		
Baseline Data:	Student voice survey of target group & Term 1 progress data		
		Below/Well Below	At/Above
	Term 1, 2022 - whole school writing data	90.7%	9.3%
	Term 2, 2022 - whole school writing data	60%	40%
	Term 4, 2022 - whole school writing data	23%	77%

<p style="text-align: center;">Actions <i>What did we do?</i></p>	<p style="text-align: center;">Outcomes <i>What happened?</i></p>	<p style="text-align: center;">Reasons for the variance <i>Why did it happen?</i></p>	<p style="text-align: center;">Evaluation <i>Where to next?</i></p>
<p><i>What we put in place</i></p> <p>Survey target group beginning of Term 2 and middle of Term 4.</p> <p>Term 2 survey - sharing and analysis of findings - discussion as leadership team around next steps for teachers and learners - PLD opportunities as needed</p> <p>Track and monitor the progress and achievement data for the target group.</p>	<p>Term 2 Update: 7th July, 2022</p> <ul style="list-style-type: none"> ● A student voice survey developed and interviews carried out during Term 2. Delays with sharing findings and analysis are due to sickness and absentees ● Meeting with SLT, Senco and COL WSL scheduled for early Term 3 to discuss findings and form a plan for Term 3 & 4 <p>Term 3 Update: 29 September, 2022</p> <ul style="list-style-type: none"> ● Through discussion we found that <p>There was a variance in the use of the writing learning tools with students. As a result we reviewed the use of the tools for writing and shared systems and practices across syndicates.</p> <p>Teachers identified timing and structural issues around delivery, which meant reflection and feedback (using the learning tools) was often missed off the end of a lesson. We talked with staff around solutions and have engaged a facilitator to lead workshops early in Term 3 around MLV best practice</p> <ul style="list-style-type: none"> ● We will be re-interviewing all students early/mid term 4 to look for shifts 	<ul style="list-style-type: none"> ● We wanted to see a correlation between students knowing what they are learning in writing and their next steps with progress and achievement data <p>We saw big shifts in students knowledge of the writing learnings tools; when and how they are used Teachers were more familiar with the writing progressions, had established systems around the use of the writing pencils Students were proud that their writing was “better” and “longer” and they could explain the features of their writing using language from the writing learning tools</p>	<ul style="list-style-type: none"> ● Next steps from student feedback <ul style="list-style-type: none"> - General themes that came through was students wanting more ‘free writing’ as a means to engaging writing - Teachers using the writing pencil as a reflection tool to feedback to students on their writing - General note: the feedback from student voice was very powerful in that it gave insight into what students understood and saw as key features to their role as learners

Term 4 Update: 6th December,
2022

- Target groups were re-interviewed by Leaders and results shared at an SLT meeting

Planning for next year:

Aim: We will continue to implement changes to writing teaching and monitor progress for 2023

School Name:	Hillsborough Primary School	School Number:	1313
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Strategic Aim	Promote respectful partnerships through inclusion and knowledge of all akonga
Annual Aim:	To create a positive classroom environment which supports the re engagement of learners, teachers and whanau. This will provide a safe and secure learning space for risk taking to build the confidence of all akonga
Target:	Whole School
Baseline Data:	Students returned to school after stop/start learning due to lockdowns, largely having forgotten how to monitor their own learning and set goals for next steps

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><i>What we put in place</i></p> <p>A callback day in the April holidays had a focus on how to re-engage learners and re-energise staff. We focussed on how to:</p> <ul style="list-style-type: none"> • Revamp the values • How to share the Learner Actions in Action • How to use the Learning Tools in the classroom <p>The Culture and Diversity team lead learning and activities for Samoan Language week</p> <p>The Language and Identity team rolled out the Wai ako resource - how to use it + guidelines around</p>	<ul style="list-style-type: none"> • A collective schoolwide statement of what makes a positive inclusive classroom environment • A WAGOLL as part of our Roadmap with a definition and examples of the statement • Learner agreements for each class will have been reviewed • Students can tell us what a good learner looks like in each class (observed during Walk-Through's as part of the PGC) • Each class has a 	<ul style="list-style-type: none"> • The HPS MLV Roadmap was further developed so there is a consistency in teaching and learning across the school • Steve Saville, Cognition - led PLD • the Culture and Diversity CAT organised opportunities for acknowledgement and celebration of all cultures across the school • The language and Identity CAT - supported the teaching, learning and resourcing of Te Reo school 	<ul style="list-style-type: none"> - to continue to build on a balanced and varied learning programme to engage and motivate learners - To continue to follow up absences and support families to get students to school, as we see this school attendance as a key factor in learner progress and achievement

<p>expectations for integration We began a review of re-engagement at the end of the term in 2 Staff meetings with Steve Saville from Cognition. This will continue into Term 3 with the development of What a Good Learner looks like statement and the creation of a shared whakatauki</p> <p>Term 3 Update: 29 September, 2022</p> <ul style="list-style-type: none"> • We continued with an emphasis on re-engagement and a focus on a positive classroom environment • We had Learning Conversations in Week 5, with families choosing to either come into school in person or connect with the teacher through zoom. This was very successful; 88.6% of families came to the Learning Conversations and students were able to share and talk about their learning. • Syndicates ran 'arts' workshops as part of the schoolwide inquiry, and students enjoyed working with different teachers on various aspects of the arts curriculum • We had an art show and talent showcase in the last week of term. That was 	<p>whakatauki that encapsulates what their learning environment means to them</p>	<p>wide</p>	
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very successful from both a sharing of learning perspective and a re-engagement of whanau back into school

Term 4 update: 6th December, 2022

- 87% attendance during Term 4. We worked closely with families to support the return to school learning and this will be a continuing focus in 2023.
- We had a school disco and family picnic in early December, which was hugely successful and illustrated the need our whanau have/want for reconnecting
- Teachers worked hard to create motivating interesting learning programmes which supported engagement.

Planning for next year:

Aim: to continue to build on a balanced and varied learning programme to engage and motivate learners

- To continue to follow up absences and support families to get students to school, as we see this school attendance as a key factor in learner progress and achievement

School Name:	Hillsborough Primary School	School Number:	1313
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Strategic Aim	Strengthen Collaborative relationships to support and improve student learning outcomes
Annual Aim:	through collaborative relationships, all stakeholders will have a shared understanding of our students, learning programmes and the curriculum. This will impact positively on teaching and learning at HPS to engage akonga and meet their learning needs
Target:	
Baseline Data:	<p>We have instigated the below processes into HPS, but want to consolidate systems to ensure they are meaningful</p> <ul style="list-style-type: none"> • PLG meetings for teachers to share and discuss class profiles • Learning conversations set up with learners and families • Sharing Annual plan goals + reflective questions for feedback, through the newsletter and targeted sharing with the Maori whanau group

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><i>What we put in place</i> Term 2 Update: 4 July, 2022 Teachers had at least 2 meetings with their PLG to share their class profiles and the goals/focus for learners in their class + collectively across the PLG. A summary of next steps was written up into the class profile and discussed at the PGC chats in Week 10</p> <p>Questions for the Board exit interviews have been shared with the facilitator and will be framed up into an online survey</p>	<p>Term 2 data was analysed and shared with the board and SLT 2022 Annual plan has not yet been shared with families. We plan to do that at the beginning of Term 3 and then have a survey (both electronic and handwritten) for families to engage in during the Learning Conversation meetings with teachers in week 2, term 3.</p> <ul style="list-style-type: none"> • Andy, from Evaluation Associates, designed and carried out a Board Exit survey, which provided 	<ul style="list-style-type: none"> • PLG meetings twice per term + reflection notes in class profile • Learning conversations, Term 3 • 2022 Annual plan shared with families through newsletter - term 2 • Survey of whanau feedback - term 3 • Updates from WSL's to SLT each term, on their inquiries and the direct impact on HPS learners • Data shared with Board as part of the reporting cycle - term 2 & term 4 	<p>We see our vision principle - Learning Partnerships, as an area of focus that needs to be unpacked and made made specific to our school community</p>

Term 3 Update: 29 September, 2022

- PLG's around profile sharing and discussion in weeks 2 & 8.
 - We have identified that there is a need within the leadership team to further develop skills around leading PLG's effectively to promote deep analysis and discussion

- Walk-throughs by syndicate leaders identified great MLV systems across syndicates and embedded PB4L practice

- Annual plan is on the website for families to read. We decided against surveying whanau in term 3 as we were sending out regular correspondence around the Covid changes + feedback from our ERO Evaluation partner was that our current Strategic and Annual plan systems are robust and fit for purpose

Term 4 Update: 6th December, 2022

good information for the new board to aid a smooth transition. Survey findings shared with board.

Survey was carried out and results shared with both the exiting and new board

- Class profile reviews - we had individualised chats with each teacher around their profile; the needs of learners, putting appropriate resourcing and learning support in place, restructuring programming and assessment to meet needs and target specific areas

- Facilitator carried out exit interviews with the current Board and then worked with the new in-coming Board for a successful transition

- Assessment and reporting to families - term 4 report written and shared with whanau
- End of year assessment data shared with staff and the Board

Planning for next year:

Aim: we will form a similar goal in the 2023 Annual plan to build on the work we started and success we saw, in 2022



Hillsborough Primary School

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13 March 2023

KiwiSport

Kiwisport is a Government funded initiative that supports Schools to provide sporting opportunities for their students. This funding allows us to use outside sporting agencies to provide coaches and trainers with the required skills and knowledge to support teachers and students.

It has developed into a valuable funding resource used by us to bring greater levels of physical activity in our school.

The Kiwisport funding received in 2022 was \$5946. This amount was spent on supporting the Sport Auckland Programme that is administered by the Mt Roskill cluster of schools. An excellent variety of sporting activities are offered as part of the programme throughout the year.

Each child had the opportunity to receive training in these various sports every week for the school year.

A handwritten signature in blue ink, appearing to read 'M. Lewington', is written in a cursive style.

Mark Lewington

Principal

Hillsborough Primary School

28th March, 2023

Hillsborough Primary School - Compliance with Education and Training Act 2020 requirements to be a good employer

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Hillsborough School has and is compliant with the following policies and procedures:</p> <ul style="list-style-type: none"> ● Health and Safety including digital safety ● Up to date emergency procedures and plans and evacuation procedures ● Specific planning and processes for EOTC activities ● Duty of Care - see Policy and Registers ● Risk management procedure ● Hazard and injury register ● Fully trained first aid officers, and a cycle of training/upskilling ● Job descriptions and a robust Professional Growth Cycle ● Student behaviour management policy ● Complaints Policy <p>Wellbeing</p> <ul style="list-style-type: none"> ● Supportive and collegial work environment ● Access to EAP <p>Ongoing conversation with all staff and support form leadership where needed</p> <p>Induction procedures for new staff</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>We adhere to our EEO Policy and a range of procedures for employment.</p> <p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:</p> <ul style="list-style-type: none"> ● to maintain, and comply with their school's Equal Employment Opportunities policy, and

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	<p>to include in the annual report a summary of the year's compliance.</p> <p>When advertising a new appointment</p> <ul style="list-style-type: none"> ● We advertise through the Ed Gazette permanent teaching position and encourage all applicants for a pre visit ● We use a compliant application form and process for all appointments and carry out verification of all documentation and follow up references ● We shortlist using appointment criteria <p>Annual check carried out by Leadership and Board to ensure Health and Safety and property is fit for purpose and all areas accessible</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>When advertising a new appointment</p> <ul style="list-style-type: none"> ● We advertise through the Ed Gazette permanent teaching position and encourage all applicants for a pre visit ● We use a compliant application form and process for all appointments and carry out verification of all documentation and follow up references ● We shortlist using appointment criteria <p>Appointment panels are selected to ensure suitability of the person and no conflicts of interest</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<ul style="list-style-type: none"> ● We aim to give effect to Te Tiriti o Waitangi in all processes ● We follow EEO principles ● We provide families the opportunity of school visits and a parent information meeting to build relationships and korero about school and opportunities for tamariki ● we offer the opportunity for whānau to have support at interviews ● We support with appropriate professional learning and culturally responsive development ● Maori learners are identified as priority learners and their progress and achievement monitored closely

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How have you enhanced the abilities of individual employees?	<ul style="list-style-type: none"> • Professional Growth Cycle - individual development and coaching opportunities • Professional Development and Learning - Coaching and Mentoring within a school based system • Connection with development through the Kāhui Ako, including Within School Leader opportunities • Varied professional development programmes • Distributed leadership - leadership roles and opportunities available across the school
How are you recognising the employment requirements of women?	<p>Following the principles of EEO</p> <ul style="list-style-type: none"> • Return to work protocols and conversations around flexible working hours/team teaching arrangements • Awareness of family / whānau needs
How are you recognising the employment requirements of persons with disabilities?	<ul style="list-style-type: none"> • Through Health and Safety - ensuring that the school gives access to meet all staff and student needs • Being open to adaptation as needed • Physical support and access to all areas • Assistive technology to support those students who require additional adaptation, e.g. ipad, hearing aid, Roger systems • Gradual transitions to or back to school • Whanau meetings to plan support • MOE applications to access external support, e.g. speech language, high health needs - diabetes

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	

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Does your EEO programme/policy have a review cycle to raise awareness of issues?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	