

HILLPARK SCHOOL



ANNUAL REPORT

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HILLPARK SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1312

Principal: Gavin Beere

School Address: 57 Grande Vue Road, Manurewa

School Postal Address: 57 Grande Vue Road, Manurewa, Manukau, 2102

School Phone: 09 267 6252

School Email: info@hillpark.school.nz

Accountant / Service Provider:

Education Services.
Dedicated to your school

HILLPARK SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Hillpark School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Tania Johnson

Full Name of Presiding Member

Emma Ritzema-Bain
(Acting Principal)

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

31/5/24

Date:

31/5/24

Date:

Hillpark School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,111,219	3,730,324	3,779,887
Locally Raised Funds	3	64,343	90,850	72,505
Interest		8,646	2,700	2,679
Gain on Sale of Property, Plant and Equipment		242	-	-
Total Revenue		4,184,450	3,823,874	3,855,071
Expense				
Locally Raised Funds	3	12,548	12,500	60,946
Learning Resources	4	2,946,697	2,638,432	2,521,692
Administration	5	263,340	209,373	265,845
Interest		2,336	2,200	3,584
Property	6	1,029,396	961,266	983,347
Loss on Disposal of Property, Plant and Equipment		-	-	605
Total Expense		4,254,317	3,823,771	3,836,019
Net Surplus / (Deficit) for the year		(69,867)	103	19,052
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(69,867)	103	19,052

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

Hillpark School
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		437,573	447,906	418,521
Total comprehensive revenue and expense for the year		(69,867)	103	19,052
Equity at 31 December		367,706	448,009	437,573
Accumulated comprehensive revenue and expense		367,706	448,009	437,573
Equity at 31 December		367,706	448,009	437,573

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.

Hillpark School
Statement of Financial Position
As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	27,204	208,654	155,201
Accounts Receivable	8	223,912	172,421	231,618
GST Receivable		12,037	-	11,822
Prepayments		33,953	29,909	14,432
Inventories	9	1,920	-	665
Investments	10	53,201	50,863	51,361
Funds Receivable for Capital Works Projects	16	63,164	-	-
		415,391	461,847	465,099
Current Liabilities				
GST Payable		-	10,069	-
Accounts Payable	12	293,898	213,785	207,970
Revenue Received in Advance	13	7,618	-	-
Provision for Cyclical Maintenance	14	78,030	84,692	121,674
Finance Lease Liability	15	39,204	44,231	35,242
Funds held for Capital Works Projects	16	32,372	-	38,179
		451,122	352,777	403,065
Working Capital Surplus/(Deficit)		(35,731)	109,070	62,034
Non-current Assets				
Property, Plant and Equipment	11	468,610	382,489	404,142
		468,610	382,489	404,142
Non-current Liabilities				
Provision for Cyclical Maintenance	14	16,000	-	12,500
Finance Lease Liability	15	49,173	43,550	16,103
		65,173	43,550	28,603
Net Assets		367,706	448,009	437,573
Equity		367,706	448,009	437,573

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

Hillpark School
Statement of Cash Flows
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,095,031	1,023,649	1,058,913
Locally Raised Funds		68,050	90,850	60,566
Goods and Services Tax (net)		(215)	-	(21,891)
Payments to Employees		(482,456)	(475,966)	(606,803)
Payments to Suppliers		(623,182)	(586,844)	(496,145)
Interest Paid		(2,336)	(2,200)	(3,584)
Interest Received		8,331	2,700	2,460
Net cash from/(to) Operating Activities		63,223	52,189	(6,484)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(85,506)	(58,490)	(43,990)
Purchase of Investments		(1,840)	-	(51,361)
Net cash from/(to) Investing Activities		(87,346)	(58,490)	(95,351)
Cash flows from Financing Activities				
Finance Lease Payments		(34,903)	(39,469)	(38,726)
Funds Administered on Behalf of Other Parties		(68,971)	-	41,338
Net cash from/(to) Financing Activities		(103,874)	(39,469)	2,612
Net increase/(decrease) in cash and cash equivalents		(127,997)	(45,770)	(99,223)
Cash and cash equivalents at the beginning of the year	7	155,201	254,424	254,424
Cash and cash equivalents at the end of the year	7	27,204	208,654	155,201

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 and other notional items 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.

Hillpark School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Hillpark 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 2023 to 31 December 2023 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 15

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.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) 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.

g) 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.

h) Inventories

Inventories are consumable items held for sale and comprised of hats. 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.

i) 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 material.

j) 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 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:

Building Improvements	10-20 years
Buildings	20-40 years
Furniture and Equipment	5-20 years
Information and Communication Technology	3-15 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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 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 a comparison to recent market transactions.

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.

l) 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.

m) 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.

n) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

p) Funds Held in Trust

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

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

o) 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 Comprehensive Revenue and Expense.

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

p) 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 Schools carries out painting maintenance of the whole school over a 7 to 10 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.

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, 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 and finance lease 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.

r) 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.

s) Budget Figures

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

t) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,054,820	1,031,169	1,074,011
Teachers' Salaries Grants	2,341,505	2,052,739	1,995,965
Use of Land and Buildings Grants	714,894	646,416	709,911
	4,111,219	3,730,324	3,779,887

The school has opted in to the donations scheme for this year. Total amount received was \$71,358.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	8,817	10,000	26,549
Fees for Extra Curricular Activities	58,207	44,150	34,963
Trading	1,369	3,500	220
Fundraising & Community Grants	(4,050)	33,200	10,557
Childcare	-	-	216
	64,343	90,850	72,505
Expense			
Extra Curricular Activities Costs	5,114	10,500	26,021
Trading	1,436	2,000	171
Fundraising & Community Grant Costs	1,867	-	-
Childcare	4,131	-	34,754
	12,548	12,500	60,946
<i>Surplus for the year Locally raised funds</i>	51,795	78,350	11,559

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	88,007	108,368	85,196
Library Resources	3,981	4,385	2,772
Employee Benefits - Salaries	2,697,303	2,359,827	2,299,296
Staff Development	49,047	69,800	24,871
Depreciation	108,359	96,052	109,557
	2,946,697	2,638,432	2,521,692

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	8,461	8,461	8,058
Board Fees	3,200	5,600	3,295
Board Expenses	20,197	12,850	16,886
Communication	10,385	11,200	9,645
Consumables	29,846	27,784	30,006
Operating Leases	414	-	836
Legal Fees	-	500	-
Other	24,050	19,700	16,623
Employee Benefits - Salaries	135,755	108,778	152,222
Insurance	10,140	10,500	9,374
Service Providers, Contractors and Consultancy	20,892	4,000	18,900
	263,340	209,373	265,845

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	25,163	18,150	19,980
Consultancy and Contract Services	60,891	54,000	56,305
Cyclical Maintenance Provision	21,180	60,000	9,550
Grounds	75,355	17,250	11,469
Heat, Light and Water	39,953	35,000	40,735
Repairs and Maintenance	65,673	58,650	68,825
Use of Land and Buildings	714,894	646,416	709,911
Security	14,244	14,000	15,061
Employee Benefits - Salaries	12,043	57,800	51,511
	1,029,396	961,266	983,347

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	27,204	208,654	155,201
Cash and cash equivalents for Statement of Cash Flows	27,204	208,654	155,201

Of the \$27,204 Cash and Cash Equivalents and \$53,201 of Investments \$32,372 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 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	9,540	1,638	11,820
Receivables from the Ministry of Education	8,115	-	29,189
Interest Receivable	597	63	282
Banking Staffing Underuse	-	-	22,000
Teacher Salaries Grant Receivable	205,660	170,720	168,327
	<u>223,912</u>	<u>172,421</u>	<u>231,618</u>
Receivables from Exchange Transactions	10,137	1,701	41,291
Receivables from Non-Exchange Transactions	213,775	170,720	190,327
	<u>223,912</u>	<u>172,421</u>	<u>231,618</u>

9. Inventories

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Hats	1,920	-	665
	<u>1,920</u>	<u>-</u>	<u>665</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	53,201	50,863	51,361
Total Investments	<u>53,201</u>	<u>50,863</u>	<u>51,361</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	20,928	-	-	-	(2,433)	18,495
Building Improvements	22,105	-	-	-	(3,502)	18,603
Furniture and Equipment	261,440	67,288	-	-	(41,542)	287,186
Information and Communication Technology	39,322	25,490	-	-	(15,230)	49,582
Leased Assets	54,572	79,102	(771)	-	(44,335)	88,568
Library Resources	5,775	1,718	-	-	(1,317)	6,176
Balance at 31 December 2023	404,142	173,598	(771)	-	(108,359)	468,610

The net carrying value of equipment held under a finance lease is \$88,568 (2022: \$54,572)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	144,001	(125,506)	18,495	144,001	(123,073)	20,928
Building Improvements	132,437	(113,834)	18,603	132,437	(110,332)	22,105
Furniture and Equipment	1,046,501	(759,315)	287,186	984,063	(722,623)	261,440
Information and Communication Technology	344,015	(294,433)	49,582	321,488	(282,166)	39,322
Leased Assets	142,772	(54,204)	88,568	134,530	(79,958)	54,572
Library Resources	16,841	(10,665)	6,176	15,123	(9,348)	5,775
Balance at 31 December	1,826,567	(1,357,957)	468,610	1,731,642	(1,327,500)	404,142

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	76,561	19,651	27,986
Accruals	5,923	5,756	6,446
Employee Entitlements - Salaries	205,660	170,720	168,327
Employee Entitlements - Leave Accrual	5,754	17,658	5,211
	293,898	213,785	207,970
Payables for Exchange Transactions	293,898	213,785	207,970
	293,898	213,785	207,970

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance	5,818	-	-
Other Revenue In Advance	1,800	-	-
	7,618	-	-

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	134,174	24,692	184,508
Increase to the Provision During the Year	22,705	60,000	19,958
Use of the Provision During the Year	(61,324)	-	(59,884)
Other Adjustments	(1,525)	-	(10,408)
Provision at the End of the Year	94,030	84,692	134,174
Cyclical Maintenance - Current	78,030	84,692	121,674
Cyclical Maintenance - Non current	16,000	-	12,500
	94,030	84,692	134,174

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	41,596	44,231	36,946
Later than One Year and no Later than Five Years	50,707	43,550	16,652
Future Finance Charges	(3,926)	-	(2,253)
	88,377	87,781	51,345
Represented by			
Finance lease liability - Current	39,204	44,231	35,242
Finance lease liability - Non current	49,173	43,550	16,103
	88,377	87,781	51,345

16. 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 projects is included under cash and cash equivalents in note 7.

	2023	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
SIP Blocks New Shade Structure		227832	38,179	-	(5,807)	-	32,372
Led Light Fitting Blocks IA,1B,2,3,4,5,6,8		233792	-	53,029	(55,900)	6,581	(9,452)
2,4,5 Install New Hot Water Cylinder		233793	-	-	(2,118)	-	(2,118)
Block 2 AMS Refurbishment		233795	-	-	(1,633)	-	(1,633)
Blocks 5&6 AMS Refurbishment		233796	-	-	(3,192)	-	(3,192)
1A,3 Roofing Replacement		233791	-	-	(46,769)	-	(46,769)
Totals			38,179	53,029	(115,419)	6,581	(30,792)

Represented by:

Funds Held on Behalf of the Ministry of Education	32,372
Funds Receivable from the Ministry of Education	(63,164)

	2022	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
SIP Blocks New Shade Structure		227832	(3,159)	172,641	(131,303)	-	38,179
Totals			(3,159)	172,641	(131,303)	-	38,179

Represented by:

Funds Held on Behalf of the Ministry of Education	38,179
Funds Receivable from the Ministry of Education	-

17. 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 conditions 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.

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principal and Associate Principal.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,200	3,295
<i>Leadership Team</i>		
Remuneration	441,158	422,730
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	444,358	426,025

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (1 member) and Property (8 members) committees that met 7 and 8 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	25 - 26	26 - 27
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	3.00	1.00
110 - 120	1.00	-
120 - 130	1.00	1.00
	5.00	2.00

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

19. 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:

	2023 Actual	2022 Actual
Total	-	\$0
Number of People	-	0

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

In 2023 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 employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

21. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$442,098 (2022:\$57,362) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
SIP Blocks New Shade Structure	191,824	140,269	51,555
Led Light Fitting Blocks 1A,1B,2,3,4,5,6,8 Distributio	72,686	62,481	10,205
2,4,5 Install New Hot Water Cylinder	13,709	2,118	11,591
Block 2 AMS Refurbishment	150,840	1,633	149,207
Blocks 5&6 AMS Refurbishment	218,267	3,192	215,075
1A,3 Roofing Replacement	51,234	46,769	4,465
Total	698,560	256,462	442,098

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

Hillpark School

Members of the Board

Name	Position	How Position Gained	Term Expired/Expires
Tania Johnson	Presiding Member	Elected	Sep 2025
Gavin Beere	Principal	ex Officio	
Sarah Crestanello	Parent Representative	Elected	Sep 2025
Sam Malaesilia	Parent Representative	Elected	Sep 2025
Pita Matangi	Parent Representative	Elected	Sep 2025
Dion Keating	Parent Representative	Elected	Sep 2025
Emma Ritzema-Bain	Staff Representative	Elected	Sep 2025
Tracey Turu	Staff Representative	Elected	Sep 2025

Hillpark School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$7,340 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Hillpark School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

STATEMENT ON GIVING EFFECT TO TE TIRITI O WAITANGI

The school employs a Māori cultural advisor who has written customised karakia and waiata that the school uses regularly. All students are welcomed to the school through a mihi whakatau process, twice per term. The school allocates the cultural leadership allowance to the Kapa Haka / Te Ao / Te Reo leader at the school. All staff work on their pepeha as do students. A school wide Te Reo Māori programme will be launched in 2024 as a result of research undertaken in 2023. Te Ao Māori is integrated into curriculum inquiries regularly. Separate achievement targets are set for Māori students to highlight the intent of equitable access and striving for equitable achievement outcomes.

Annual Strategic Targets: Statement of Variance 2023

Strategic Targets		Month & Status	Progress/Variance
Strategic Goal: 1 Ensure Teaching and Learning Excellence	<p>Target 1: Assemble Schoolwide Achievement data and set targets by the end of Term 1. Monitor and report throughout year as per schedule.</p> <p>Special Focus: Maori and Pasifika Targets</p> <p>Personnel : All teachers and ELT and Leadership Team to analyse and respond</p> <p>Targets / Baseline Data (EOY 2022)</p> <p>Reading: 58% at or above IMSACT: 46% at or above</p> <p>IPSACT: 51% at or above</p> <p>Writing: 56% at or above IMSACT: 31% at or above</p> <p>IPSACT: 52% at or above</p> <p>Maths: 65% at or above IMSACT: 49% at or above</p> <p>IPSACT: 62% at or above</p>	Jan/Feb	<ul style="list-style-type: none"> Design Days: refocussed on Assessment for Learning principles and practice Discussed the likely lag in achievement due to COVID and urgency required to accelerate achievement Setting of lower class sizes for Year 3/4 due to above Several interruptions / school closure due to flooding / Cyclone Gabrielle across first three weeks Instructional grouping in core areas up and running Largely school holiday period (7 school days only) Presentation to board on Longitudinal Data Collation of Mid Year Data Analysis of data by school leaders and teachers Focussed teaching based on new data – group fluidity Presentation of mid-year data (reading, writing, maths) to Board As above Mid Year Data 2023.pdf Staff PL session with Nicole Brown UTB on reflection on Teaching As Inquiry goal. Successful Scholastic Bookfair involving community and PTA – with Book Character Week and focussing on reading PCTs continue to focus on the curriculum specificities professional practice Planning begins and class placement with one component being student achievement Achievement testing continues
		Mar	
		April	
		May	
		June	
		July	
		August	
		Sep	
		October	
		Nov	

Targets 2023

Reading: 73% at or above
IMSACT: 66% at or above
IPSACT: 66% at or above

Writing: 71% at or above
IMSACT: 62% at or above
IPSACT: 68% at or above

Maths: 78% at or above
IMSACT: 65% at or above
IPSACT: 78% at or above

Special Focus: Year 2 and 3 cohort
- Structured literacy initiatives below (Y2)
- Net gain of 20% at or above in core areas

Year 3 Specific

- Lower class numbers in 2023
- Trial of structured literacy in some Year 3 classes with RTLB support
- Case Study model to be implemented in team meetings in Term 2
- TAI foci supported by Nicole (facilitator)

Dec

EOY Achievement Target Results 2023

Reading: 64% at or above (Year 6: 81%)
IMSACT: 54% at or above
IPSACT: 53% at or above

Writing: 66% at or above (Year 6: 70%)
IMSACT: 61% at or above
IPSACT: 59% at or above

Maths: 68% at or above (Year 6: 74%)
IMSACT: 58% at or above
IPSACT: 62% at or above

Progress Post Covid

Progress over Time – Curriculum Level

% at or above	Reading	Writing	Maths
2023 End	64%	66%	68%
2023 Mid	58%	57%	68%
2022 End	58%	56%	65%
2022 Mid	50%	48%	62%
2021	Covid	Covid	Covid
2020 End	52%	47%	54%

2021 – Our children weren't at school long enough for teachers to collect reliable data

Students At or Above Curriculum Expectation

2023	Reading		Writing		Maths	
	Mid	All%				
	58%	64%	57%	66%	68%	68%
Year 1	80%	51%	100%	56%	100%	71%
Year 2	22%	47%	63%	66%	77%	71%
Year 3	67%	64%	20%	59%	73%	55%
Year 4	73%	77%	57%	86%	58%	70%
Year 5	48%	74%	28%	59%	35%	59%
Year 6	60%	81%	53%	70%	53%	74%

SUMMARY

- Our gains are most notable year 4- 6 – this continues our longitudinal progress for Year 6 historically.
- While there is progress with Maori and Pasifika learners overall they are still on masse' below in areas below the mean achievement levels.

Reading Comment: We are still aligning HERO goals and Structured Literacy (SL)Information – this work will be completed in 2024

- We have had an increase in ELL children arriving with little English
- Improvements are attributable to SL, Heggerty Programme (structure of language), there is greater linking of spelling, reading and writing with SL
- Better use of modelling books is having an impact
- Less interruptions via COVID and floods has helped with continuity of learning
- This is against a backdrop of greatly increased learning and behavioural needs
- Tuio have experienced a strong focus on good literature, novels, and online resources that motivate students.

Writing Comment: Piwakawaka (0-1) There were high levels of absences affecting achievement. There has been an embedding process with SL linking reading and writing performance.

: Pukeko (2) This group have just begun SL programming. Heggerty and decoding is improving and transferring to comprehension.

		<p>: Kereru (3-4) Progress has consolidated and we look forward to greater progress because of this in 2024</p> <p>: Tui (5-6) The biggest impact, as all of the above factors apply to Tui – is the student led aspect of learning which has motivated students to understand what they are reading for a purpose. A strong focus on surface features has shown dividends as well.</p> <p><i>Maths Comment: Piwakawaka (0-1)</i> This always an estimate as the expectation goes very quickly from base knowledge to the Stage $\frac{3}{4}$ levels.</p> <p>Pukeko (2) PLD has been more around SL. Goals greening needs reviewing with moving to sliders on HERO next year. 22 children with significant learning needs. Looking into structured maths for next year.</p> <p>Keruru (3-4) Most pronounced increase in learning needs here. This is similar in the attendance area. Focus for next year will be on retaining and generalising concepts – overall need.</p> <p>Tui (5-6) There has been a focus on lifting expectations in student performance. Real world problems have motivated students. The gamifying of learning has addressed basic fact and problem solving skills.</p>
	<p>Target 2: Structured Literacy Approach Trial to improve and accelerate the progress of Year 1,2 and 3 children</p> <p>Cost: Nil – provided from RTLB</p> <p>Personnel: All Piwakawaka / Pukeko teachers</p> <p>Specific Initiatives</p>	<ul style="list-style-type: none"> ● Set plan for implementation ● RTLB continued SL PLD for Year $\frac{1}{2}$ teams ● Significant SL texts, puppets, visual resources purchased ● RTLB funding allowed for release for all Piwakawaka / Pukeko teachers to assess children in SL ● Junior Tls and AP visit Robertson Road school to observe SL in practice ● PLD from RTLB continues ● Purchase of books for SL instructional reading ● Junior Tls and AP have attended SL course ● Feedback observation lessons start ● Purchase of remaining text resources for SL ● Regular SL professional learning session at Team Meetings

<ul style="list-style-type: none"> - Compilation of structured literacy progressions for HERO – visit Kaurilands School to observe - Release of teachers for SL assessment - SL PLD continues with RTL B - Purchase of Little Learners Love Literacy resources for teachers and children - Creation of sound walls - RTL B personnel have been allocated to specific teachers as ongoing mentors 	<p>Sep</p> <ul style="list-style-type: none"> • RTL B working with teachers on SL presented pre and post data showing significant progress across Year 1 and 2 <p>October</p> <ul style="list-style-type: none"> • Presented above achievement at October board meeting <p>Nov</p> <ul style="list-style-type: none"> • Development of structured literacy apparches embedded across Piwaka Pukeko Teams <p>Dec</p> <ul style="list-style-type: none"> • Purchase of remaining resources and purpose for each established.
<p>Target 3: To continue to establish foundations to implement the Incubator Stage of becoming a Microsoft Showcase School and develop Digital Curriculum</p> <p>Initiatives</p> <p>1./ Appointing Luisa Longone as Digital Technology Specialist</p> <ul style="list-style-type: none"> - Resourcing includes released from regular classroom teacher designation - Responsible for programmes centred around the Innovation Station for children and PLD for teachers in digital curriculum - Renovation of physical environment of Innovation Station – (\$6000) - Continuing to maintain excellence through mentoring, coaching and delivering PLD - Microsoft Fellow – responsible for for MIEE programme / national hui for Microsoft / providing national PLD / Coordination of Minimeets 	<p>Jan / Feb</p> <ul style="list-style-type: none"> • Recommencement of MIEE online meetings for 7 accredited staff • UTB Certified Leader online course starts for 6 leaders • Developed a workable timetable centring around CRT time. • Accessed 300 hours of UTB MOE funded PLD time • Nicole Brown assigned as UTB Learning mentor who facilitates PLD and initiatives • Teacher and school leader 'Teacher as Inquiry' goals focussed on digital curriculum • Innovation Station programmes programme requirement – teachers are present for majority of time to observe Luisa's practice for later integration into classroom programmes <p>Mar</p> <ul style="list-style-type: none"> • Refinement and property upgrade begins in Innovation Station • Three teachers – Rennattia, Steph and Zak presented at Minimeets <p>April</p> <ul style="list-style-type: none"> • Leadership Team minus Emma and Tania (at NPDL Conference) attend UTB Future Now Summit at Boom Rock, Clevedon in Term 1 Holidays <p>May</p> <ul style="list-style-type: none"> • Two minimeets with Hillpark hosting one • 1:1 coaching for staff who requested this PL with UTB facilitator <p>June</p> <ul style="list-style-type: none"> • 9 applications for MIEEs completed • First milestone report completed for UTB PLD • Application to become Microsoft Incubator School completed • Two Mini-meets since last board meeting – high number of Hillpark teachers presenting

<p>- Liaison support schools on Showcase School pathway</p> <p>- Coordination of parent afternoons showcasing digital learning</p> <p>2./ Continue to satisfy and fulfil the requirements of a Microsoft incubator School – complb in 2023</p> <p>3./ Liaise with Linewise and Kids Online personnel to strengthen community cybersafety</p> <p>4./ Explore optional BYOD implementation</p> <p>5./ Explore relationship with Rocket Lab to enhance Innovation Station – poace Station – Gavin to contact</p> <p>6./ Completion of School's Digital Vision in collaboration with Nicole</p>	<p>Aug</p> <ul style="list-style-type: none"> • Successful application for Microsoft Incubator status • Luisa Longone attending EduTech Conference in Melbourne – 3 days <p>Sep</p> <ul style="list-style-type: none"> • Group of students participated in a minecraft day at Microsoft North Wharf • Nicole (UTB) continues 1:1 digital differentiated PLD with teachers • Nicole upskilled office staff with Microsoft Tools in individual sessions • Microsoft Minimeet here with Hillpark Staff presenting <p>October</p> <ul style="list-style-type: none"> • Microsoft Minimeet at Opaheke with Hillpark Staff presenting • 6 staff members applied as MIEEs for 2024 • Self nominated just in time coaching from Nicole (UTB) on digital skills • Prepared MOE PLD application for this area <p>Nov</p> <ul style="list-style-type: none"> • Acceptance for principal to share digital journey at 2024 18th Annual Learning Conference New York. <p>Dec</p> <ul style="list-style-type: none"> • Nos 4 and 5 deferred to 2024
<p>Target 4: Develop the Local Curriculum, Aotearoa NZ Histories, and Participate in Social Science Curriculum Refresh aligned with NPDL</p> <p>Initiatives</p> <ul style="list-style-type: none"> - Attendance at NPDL Global Learning Lab - Emma and Tania presenting at above conference - Deep Learning regional workshop with leadership team attending - Team Leaders to lead PL around Aotearoa NZ Histories at Design Days 	<p>Jan / Feb</p> <ul style="list-style-type: none"> • Team Leaders to lead PL around Aotearoa NZ Histories at Design Days • Inquiry launch of 'We Start Where Our Feet Are' • Tania and Emma attend NPLD webinar – learning partnerships • BIG Ideas – <p>Mar / Apr</p> <ul style="list-style-type: none"> • Staff workshop vocabulary building around inquiry • MOE TOD: collected teacher voice for inquiry planning – and explored draft on 40 min webinar re: Te Mātaiaho • Whole school inquiry – Social Sciences We Start Where Our Feet Are Big Ideas <p><i>Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival.</i></p> <p><i>People in our area have come from a variety of places and some retain connections to those places. (Years 1-3)</i></p> <p><i>The stories of groups of people from different periods in our history convey their reasons for and experiences of migration. These stories have shaped their culture and identity in Aotearoa New Zealand. (Years 4-6)</i></p>

<p>Strategic Goal 2.</p> <p>Be Inclusive and Encourage Participation</p>	<p>Target 1: To have parents more authentically involved in children's school life, learning and assessment</p> <ul style="list-style-type: none"> - Open parent portal on Hero - Reconstitute Learning Conferences - Consultation on Local 	<table border="1"> <tr> <td data-bbox="1185 1265 1281 1406"> <p>Jan /Feb</p> </td> <td data-bbox="1185 91 1281 1265"> <ul style="list-style-type: none"> ● Whānau picnic to meet parents and build connections in collaboration with PTA ● Powhiri for new entrants </td> </tr> <tr> <td data-bbox="1281 1265 1474 1406"> <p>Mar</p> </td> <td data-bbox="1281 91 1474 1265"> <ul style="list-style-type: none"> ● Mihi whakatau for new entrants and whānau in Week 6 ● Surveyed parents to elicit family history and stories for use in inquiry ● Some parents invited to present stories and artefacts relate dto above ● Water Festival and Tui Triathlon ● Student Leadership Group selected and badges awarded in assembly </td> </tr> </table>	<p>Jan /Feb</p>	<ul style="list-style-type: none"> ● Whānau picnic to meet parents and build connections in collaboration with PTA ● Powhiri for new entrants 	<p>Mar</p>	<ul style="list-style-type: none"> ● Mihi whakatau for new entrants and whānau in Week 6 ● Surveyed parents to elicit family history and stories for use in inquiry ● Some parents invited to present stories and artefacts relate dto above ● Water Festival and Tui Triathlon ● Student Leadership Group selected and badges awarded in assembly 											
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<p>Strategic Goal: 3</p> <p>Be Culturally Responsive</p>	<p>Target 1: To re-engage with Hillpark School's Maori community to develop a shared focus of policy , plans and targets for Maori Student Achievement and Identity</p> <p>- Integrate with Local curriculum Strategic Goal</p>	<p>Jan / Feb</p> <p>March</p> <p>April /May/ June</p> <p>Sep</p> <p>October</p> <p>Nov</p> <p>Dec</p>	<ul style="list-style-type: none"> • Collated Maori parent voice collected at end of 2022 • Consult re translation of signage in Te Reo Maori at open classroom day • Discussion with Haare Williams – prominent local koroua recently knighted – requested assistance with next terms whānau meeting • Whānau night for consultation this term – Sir Haare Williams and Whaea Erana consultants for identifying local iwi – held and input to be collated • Te Wiki o te reo Māori – planned and implemented heightened programme in Te Ao and reo • New haka designed by Whaea Erana performed at above assembly • Questions resent to Māori whānau for wider harvesting of views for strategic plan • Mihi Whakatau held for new pupils • Feedback annotated from consultation • Specific feedback recorded for inclusion in strategic direction in whānau meetings • Strategic Plan summarises the aims for 2024.
	<p>Target 2: To re-engage with Hillpark School's Pasifika community to</p>	<p>Feb</p>	<ul style="list-style-type: none"> • Gavin meets with Helem Varney of Tautai o le Moana – a Pasifika initiative similar to the Maori Achievement Collaborative (MAC)

	develop a shared focus of policy , plans and targets for Pasifika Student Achievement and Identity	<ul style="list-style-type: none"> ● Collated Pasifika parent voice collected at end of 2022 ● ● Consult re translation of signage in Pasifika languages at open classroom day ● Discussions with Pasifika principals about local curriculum and ideas for engaging further with Pasifika Community ● Principal enrolling in Tautai o le Moana an initiative to upskill mainstream principals in improving outcomes for pasifika children ● This also includes a refresher PLD module in Tapasa ● Whānau night for consultation this term deferred ● Tongan Language Week planned and celebrated ● Pasifika Talanoa rescheduled to Wednesday 08 Novemebr ● Specific feedback recorded for inclusion in strategic direction in whānau meetings ● Focus on parent involvement in Language Weeks prominent ● Strategic aims summarised in strategic plan.
	Strategic Targets	Progress/Variance
October Strategic Goal:4 Promote Learner and Staff Wellbeing	Target 1: To streamline the staff appraisal process and integrate with HERO to make system more efficient and effective . - Reflect Teachers Council directions to reduce complexity in appraisal	<ul style="list-style-type: none"> ● Utilised Principal Conversation time allocation for30 minutes ● New Principal Conversation format trialled ● Teaching As Inquiry questions confirmed with teachers at PLD session ● Tania and Emma invited to present webinar on their conference focus to engage whānau

		<ul style="list-style-type: none"> • Migrated from School Interviews to HERO for whānau booking for learning conferences • Analysis of achievement data • Visit to Kauri Flats to discuss innovation using HERO – prompting a move to sliders • Implementation of new attendance features • Inform Team Leaders moving to sliders – ie making HERO more responsive to children’s learning and linked easier for curriculum planning • Rennatta has designed and trialling Power Automate – to check in with teamRe: teaching as inquiry • Principal Conversations with all teachers • Attestations completed
	<p>Target 2: Monitor and Review Staff and Student Wellbeing regularly</p> <ul style="list-style-type: none"> - Administer and collate and analyse NZCER Staff Climate Survey - Discuss outcomes with staff - Develop targeted support where needed for individual staff - Taking care to schedule staff PLD taking into consideration workload issues - Design Day and TOD team building experiences - Promoting EAP for all staff and as needed - Modify induction process for teachers 	<ul style="list-style-type: none"> • Team Building activities as part of Design Days – whole staff breakfast and dinner out for teachers • Review of assessment overview and HERO post deadlines extended to reflect lost teaching and learning time in Term 1 • Ongoing discussion and monitoring at leadership meetings • Induction process enriched and meetings extended for all Term 1 • Staff Climate Survey not available • Revisiting the frequency of staff PL in response to teacher wellbeing • Staff Climate Survey to be issued early Term 3 • Investigate setting up a new ‘wellness and wellbeing’ plan • Liaise with Synergy Health • Teacher Workplace Survey conducted with cross-referencing to take place with two other student surveys. • BBQ lunch for staff planned

		<p>Sep</p> <ul style="list-style-type: none"> • Trainee counsellors continuing to work with students under the guidance of AP / DP 	
		<p>October</p> <ul style="list-style-type: none"> • Consulting team leader around CRT policy allowing for choice of a work from home day 	
		<p>Nov</p> <ul style="list-style-type: none"> • Information presented to board and plans underway to address weaknesses 	
		<p>Dec</p> <ul style="list-style-type: none"> • Wellbeing Plan and section in strategic plan completed 	
	<p>NAG: 3 - Personnel</p> <p>Initiatives</p> <p>1./ To review job descriptions for;</p> <ul style="list-style-type: none"> - School Leaders - Teachers - Support Staff: Administration - Support Staff: Learning Support - Property Staff <p>2./</p> <p>PLD Initiatives</p> <p>3./ Incredible Years Autism Course for teachers and Learning support team.</p>	<p>Feb</p> <ul style="list-style-type: none"> • Responsibilities confirmed 	
		<p>Mar</p> <ul style="list-style-type: none"> • Team Leader and teacher start Incredible Years Autism Course (6 sessions) 	
		<p>April</p> <ul style="list-style-type: none"> • Incredible Years training in progress 	
		<p>May</p> <ul style="list-style-type: none"> • Incredible years Training completed 	
		<p>June</p> <ul style="list-style-type: none"> • Review to begin 	
		<p>Aug</p> <ul style="list-style-type: none"> • New teacher Haseena Abdulla starting Year 0 class in Room 6 	

	<p>PCT courses for Beginning Teachers</p> <p>UTB Professional Learning workshops schoolwide</p> <p>Certified Leaders Course for Senior Leadership Team</p> <p>Mentor Teacher course for 2 new Mentors</p>	<p>Sep</p> <p>October</p> <p>Nov</p> <p>Dec</p>	<ul style="list-style-type: none"> • MOE, SENCO and DP involved in a trial with several Manurewa Schools to triage cases addressing wellbeing, behaviour and learning. Designing bespoke approaches for teachers bypassing the need for bureaucracy that wastes time • Employed four teachers to replace those going. • Certified Leaders Course completed • Job Descriptions review forwarded to 2024
<p>NAG: 4: Finance</p>		<p>Feb</p> <p>Mar</p> <p>May</p> <p>June</p> <p>Aug</p> <p>Sep</p> <p>October</p> <p>Nov</p> <p>Dec</p>	<ul style="list-style-type: none"> • • • • • • q • q • q • q

<p>NAG: 4 – Property</p> <p>5 Year Property Plan (\$MOE)</p> <p>1./ Small scale scope roofing improvements - Blocks 1A and 3: (\$35 500)</p> <p>2./ Electrical distribution board upgrade and LED light replacement – entire School: (\$83 000)</p> <p>3./ Replacement hot water cylinders – Blocks 2,4 and 5: (\$17 700)</p> <p>4./ R22/23: Replacement of hessian walls with Autex and replacement carpets (\$22 000)</p> <p>5./Innovation Station: replacement carpets (\$\$4 708)</p> <p>6./ Music and Resource Room: replacement carpets (\$18 800)</p> <p>7./ Library and Childcare: replacement carpets and Autex wall coverings (\$52 700)</p> <p>8./ Rooms 5-7 – 8-11: Total refurbishment / modernisation (\$350 000)</p> <p>9./ SIP funded canopy over Rooms 21/22</p> <p>School Funded Projects</p> <p>10./ Innovation Station: Autex wall coverings and powerpoints (\$5 500)</p> <p>11./ Garden Boxes All Areas (\$3 500)</p>	<p>Feb</p> <ul style="list-style-type: none"> Meeting with watershed and MOE to confirm the 10YPP and scoping by project manager <p>Apr/Mar</p> <ul style="list-style-type: none"> Tenders for 5YPP projects sought (11) Garden box work half completed <p>May</p> <ul style="list-style-type: none"> MOE and Watershed meet with school to confirm final scope and programme of works <p>June</p> <ul style="list-style-type: none"> (2) Work to begin on electrical upgrade <p>Aug</p> <ul style="list-style-type: none"> (2)Work completed on electrical upgrade (8)Procurement for Rooms 8 -11 modernisation started (8) <p>Sep</p> <ul style="list-style-type: none"> (1) Roofing procurement underway <p>October</p> <ul style="list-style-type: none"> (3)Procurement for Hot Water Cylinder replacement begins (2) Electrical upgrade completed <p>Nov</p> <ul style="list-style-type: none"> (9) Construction of canopy over Rooms 21/22 underway (12) Concreting of Grande Vue entrance complete <p>Dec</p> <ul style="list-style-type: none"> (14) This project now funded by MOE – replacement not remediation

	<p>12./ Re- concrete Grande Vue entrance (\$ 1 000)</p> <p>13./ Replanting garden boxes (\$3 500)</p> <p>14./ Repair and repaint horizontal rooves in Block 1A and Block 4 (\$4 500)</p> <p>15./ Upgrade signage to reflect Pasifika and Maori languages (\$3 500)</p>		
	<p>NAG: 5 Health and Safety</p> <ul style="list-style-type: none"> - Review lockdown and evacuation procedures with Harrison Tew - Staff training and exercise with updated procedures - Physical Restraint certification and training - Continuation of MIT counsellor practicums for children <p>Further implementation of Safe 365 Health and Safety App</p>	<p>Feb</p> <p>March / April</p> <p>May/June / Aug</p> <p>Sep</p> <p>October</p> <p>Nov</p> <p>Dec</p>	<ul style="list-style-type: none"> • Term Health and Safety check of site • Two counsellors began practicums • Further identification of specific hazards and their remediation • Harrison Tew provides Lockdown and Evacuation Training • Modifications made to siting of bell switch • Actions on extending fire alarm coverage • Meeting with monitoring and alarm company for the upgrade of fire alarms • Issue of master keys to team leaders as result of alarm while ELT away. • Consultation with SureCom to extend fire alarm capability and remote access to the alarm • Review of alarm system by office staff – all codes and key allocation reviewed and accurate. • Uploading of video control to principal • New Lockdown procedures actioned and drill held • Review of Safe 365 deferred until 2024

