

SOUTHLAND GIRLS HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	405
Principal:	Yvonne Browning
School Address:	328 Tweed Street, Invercargill 9812
School Postal Address:	328 Tweed Street, Invercargill 9812
School Phone:	03 211 6030
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Members of the Board

Name	Position	How Position Gained	Term Expired/Expires
Aaron McKenzie	Presiding Member, Parent Representative	Elected September 2022	April 2025
Kelly Tagg	Deputy Presiding Member, Parent Representative	Elected September 2022	April 2025
Yvonne Browning	Principal	Appointed March 2003	
Liz Henry	Parent Representative	Elected September 2022	April 2025
Michelle Mitchell	Parent Representative	Elected September 2022	April 2025
Tarl Barnes	Co-opted	Co-opted July 2023	April 2025
Nigel Finnerty	Parent Representative	Casual Vacancy replacement August 2023	April 2025
Marama Davis	Staff Representative	Elected February 2023	April 2025
Ebony Stevenson	Student Representative	Elected October 2022	October 2023
Lucy Sparrow	Student Representative	Elected Sept 2023	September 2024

SOUTHLAND GIRLS HIGH SCHOOL

Annual Financial Statements - For the year ending 31 December 2023

Index

Page	Statement
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Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expenses
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6	Statement of Accounting Policies
13	Notes to the Financial Statements
23	Independent Auditor's Report

Other Information

Statement of Variance

Kiwisport

Southland Girls' High School

Statement of Responsibility

For the year ending 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.

Aaron McKenzie

Full Name of Presiding Member



Signature of Presiding Member

19/6/24

Date

Yvonne Browning

Full Name of Principal



Signature of Principal

19/6/24

Date

Southland Girls' High 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	11,027,408	10,237,437	10,164,962
Locally Raised Funds	3	1,193,688	895,741	1,019,277
Interest		38,810	8,000	8,789
Hostel	4	963,140	876,053	835,657
Total Revenue		13,223,046	12,017,231	12,028,685
Expenses				
Locally Raised Funds	3	805,717	581,513	668,394
Hostel	4	941,261	891,534	906,206
Learning resources	5	8,662,611	8,115,776	8,087,679
Administration	6	752,131	691,163	731,418
Interest		11,947	13,041	13,740
Property	7	2,021,758	1,736,429	1,590,669
Loss on Disposal of Property, Plant and Equipment		9,936	-	4,284
Total Expense		13,205,361	12,029,456	12,002,390
Net Surplus / (Deficit)		17,685	(12,225)	26,295
Other Comprehensive Revenue and Expenses				
Total Comprehensive Revenue and Expense for the Year		17,685	(12,225)	26,295



The above Statement of Comprehensive Revenue and Expenses should be read in conjunction with the accompanying notes.

Southland Girls' High School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January	1,887,550	1,887,550	1,866,372
Total comprehensive revenue and expense for the year	17,685	(12,225)	26,295
Furniture and Equipment Grant Used	(10,605)		(5,117)
Funds Held in Trust Used	(34,863)		
Equity at 31 December	1,859,767	1,875,325	1,887,550
Accumulated comprehensive revenue and expense	1,859,767	1,875,325	1,887,550
Equity at 31 December 2023	1,859,767	1,875,325	1,887,550



The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Southland Girls' High School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and cash equivalents	8	1,122,339	949,667	913,890
Accounts receivable	9	694,883	669,602	669,602
Prepayments		83,652	100,123	100,123
Inventories	10	69,384	56,516	56,516
Investments	11	813,824	484,959	484,959
Funds Receivable for Capital Works Projects	18	50,409	13,344	13,344
Property, plant and equipment			0	
		<u>2,834,491</u>	<u>2,274,211</u>	<u>2,238,434</u>
Current Liabilities				
Accounts payable	13	1,057,479	965,239	965,239
GST Payable		13,045	(43,276)	(43,276)
Income received in advance	14	1,001,426	554,178	554,178
Provision for cyclical maintenance	15	45,342	54,222	54,222
Painting contract liability	16	85,545	85,545	85,545
Finance Lease liability	17	42,035	41,039	41,039
Funds held for Capital Works	18	209,318	70,174	70,174
Funds held on behalf of Refugee Cluster	19	3,100	3,100	3,100
		<u>2,457,290</u>	<u>1,730,221</u>	<u>1,730,221</u>
Working Capital Surplus or (Deficit)		377,201	543,990	508,213
Non-current Assets				
Property, plant and equipment	12	1,738,880	1,595,273	1,643,275
		<u>1,738,880</u>	<u>1,595,273</u>	<u>1,643,275</u>
Non-current Liabilities				
Provision for cyclical maintenance	15	248,303	187,104	187,104
Painting contract liability	16	(16,013)	36,305	36,305
Finance Lease liability	17	24,024	40,529	40,529
		<u>256,314</u>	<u>263,938</u>	<u>263,938</u>
Net Assets		<u>1,859,767</u>	<u>1,875,325</u>	<u>1,887,550</u>
Equity		<u>1,859,767</u>	<u>1,875,325</u>	<u>1,887,550</u>

The above Balance Sheet should be read in conjunction with the accompanying notes.



Southland Girls High School

Cash Flow Statement

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		2,855,347	2,728,225	2,584,895
Locally Raised Funds		1,061,238	696,997	976,432
Hostel		974,626	876,053	827,079
International Students		384,706	198,744	184,742
Goods and Services Tax (net)		56,321	-	(50,096)
Payments to Employees		(2,268,443)	(2,133,300)	(1,979,429)
Payments to Suppliers		(2,289,560)	(2,032,047)	(2,085,273)
Interest Paid		(11,947)	(13,041)	(13,740)
Interest Received		36,260	8,000	7,702
Net cash from / (to) the Operating Activities		798,548	329,631	452,312
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(3,544)	-	3,211
Purchase of PPE (and Intangibles)		(353,285)	(208,309)	(222,102)
Change in Investments		(328,865)	-	(6,626)
Net cash from / (to) the Investing Activities		(685,694)	(208,309)	(225,517)
Cash flows from Financing Activities				
Furniture and Equipment Grant		(10,605)	-	(11,650)
Funds held in Trust		(34,863)	-	-
Finance Lease Payments		(15,509)	-	(17,457)
Painting contract payments		(85,544)	(85,545)	(85,545)
Funds Administered on Behalf of Other Parties		242,116	-	24,257
Net cash from Financing Activities		95,595	(85,545)	(90,395)
Net increase/(decrease) in cash and cash equivalents		208,449	35,777	136,400
Cash and cash equivalents at the beginning of the year	10	913,890	913,890	777,490
Cash and cash equivalents at the end of the year	10	1,122,339	949,667	913,890

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.



Southland Girls High School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Southland Girls' High 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 publically accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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



Critical Accounting Estimates And Assumptions

The preparation of consolidated 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.

Note - The following disclosures are examples of critical accounting estimates. The school should consider disclosing information about key assumptions concerning the future and other key sources of estimation uncertainty at reporting date, that have a significant risk of causing material adjustment to the carrying amounts of assets and liabilities within the next financial year. Information should be disclosed that helps users of the financial statements understand the judgments management makes about the future and about other key sources of estimation uncertainty.

Examples of the types of disclosures made are:

- The nature of the assumption and other estimation uncertainty
- The sensitivity of carrying amounts to the methods, assumptions, and estimates underlying their calculation, including the reasons for the sensitivity;
- The expected resolution of an uncertainty and the range of reasonably possible outcomes within the next financial year in respect of the carrying amounts of the assets and liabilities affected; and
- An explanation of changes made to past assumptions concerning those assets and liabilities, if the uncertainty remains unresolved.

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 15.

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 14.

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 17. Future operating lease commitments are disclosed in note 31b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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 Schools

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

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.

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 three months 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 comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Thus the fair value of the inventory is determined based on the cost at time of purchase. The 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 not trivial.

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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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	20–50 years
Board Owned Buildings	20–50 years
Furniture and equipment	10–20 years
Information and communication technology	4–10 years
Motor vehicles	10 years
Plant and equipment	5 -20 years
Sports equipment	5–10 years
Library resources	12.5% Diminishing value
Leased assets held under a Finance Lease	Term of Lease



k) 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.

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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned 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. The school has paid retirement leave after balance date. There may be other staff in a similar situation.



n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) 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.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 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.

s) 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.

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



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

t) 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.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

v) 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	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	2,650,835	2,601,225	2,424,033
Teachers salaries grant	6,922,072	6,449,336	6,449,336
Use of land and buildings grant	1,300,209	1,059,876	1,059,876
Other Government Grants	154,292	127,000	231,717
	<u>11,027,408</u>	<u>10,237,437</u>	<u>10,164,962</u>

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<i>Revenue</i>			
Donations	46,548	45,411	86,936
Activities	580,570	329,086	546,457
Trading	299,760	316,000	315,937
Other revenue	4,700	6,500	7,488
International Student Fees	262,110	198,744	62,459
	<u>1,193,688</u>	<u>895,741</u>	<u>1,019,277</u>
<i>Expenses</i>			
Activities	261,330	97,982	246,160
Trading	295,969	309,750	330,540
International Student - Recruitment	51,774	39,600	13,840
International Student - Employee Benefit - Salaries	77,855	71,000	36,359
International Student - Overseas Travel	91,561	50,000	32,799
International Student - Other	27,228	13,180	8,696
	<u>805,717</u>	<u>581,513</u>	<u>668,394</u>
<i>Surplus for the year Locally raised funds</i>	<u>387,971</u>	<u>314,228</u>	<u>350,883</u>

International students

During the year the School hosted 15.14 full year equivalent international students (2022: 3.75 full year equivalent) and 16 short stay students.

During the year ended December 2023 the Principal & Director of International Students travelled to Thailand, Vietnam, China and Japan at a cost of \$91,561 for the purpose of recruiting new students for the school. The travel was funded from international student fees revenue and International Student Department cash reserves.



4. Hostel Revenue and Expenses

	2023 Actual Number	2023 Budget (Unaudited) Number	2022 Actual Number
Hostel Financial Performance			
Hostel Full Boarders	17	11	9
Hostel Weekly Boarders	62	59	62
	2023 Actual \$	2023 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Boarding Fees	880,316	858,098	731,920
Hostel Letting	21,713	6,500	70,269
Interest	16,902	4,150	6,095
Other	44,209	7,305	27,373
	963,140	876,053	835,657
Expenses			
Provisions	151,747	129,300	101,717
Bad debts	-	-	-
Administration	36,719	32,560	62,408
Property	155,346	142,374	163,588
Hostel Letting	2,513	1,300	10,059
Employee Benefit - Salaries	542,399	530,000	516,215
Depreciation	52,537	56,000	52,219
	941,261	891,534	906,206
<i>Net surplus/(deficit) for the year Hostel</i>	21,879	(15,481)	(70,549)

5. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	411,063	403,280	418,467
Information and communication technology	64,539	57,000	52,920
Library resources	5,595	6,546	5,213
Resource/attached teacher costs	7,925,459	7,393,636	7,364,634
Staff development	57,202	55,000	55,645
Depreciation	198,753	200,314	190,800
	8,662,611	8,115,776	8,087,679

6. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit fees	11,239	11,089	9,641
Board of Trustees fees	2,285	3,500	2,615
Board of Trustees expenses	9,986	5,500	21,213
Communication	8,440	10,700	11,366
Consumables	8,332	4,800	4,987
Other	158,235	145,615	136,382
Employee benefits - salaries	530,153	486,000	523,208
Insurance	17,661	18,959	15,763
ACC	5,800	5,000	6,243
	752,131	691,163	731,418



7. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and cleaning consumables	20,230	23,000	23,797
Consultancy and contract services	169,847	166,538	157,424
Cyclical maintenance provision - School	85,545	85,545	-17,161
Grounds	22,389	18,700	21,081
Heat, light and water	219,383	193,500	151,101
Rates	5,401	5,200	4,981
Repairs and maintenance	68,594	59,950	66,623
Use of land and buildings	1,300,209	1,059,876	1,059,876
Security	16,434	14,500	12,141
Employee benefits - salaries	104,935	102,000	98,428
Vehicle Expenses	8,791	7,620	12,378
	<u>2,021,758</u>	<u>1,736,429</u>	<u>1,590,669</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.

8. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on hand	888	956	956
ASB - SGHS & ISD	790,186	837,194	820,936
ASB - Enwood Hostel	114,046	111,517	91,998
Short-term Bank Deposits	217,219	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,122,339</u>	<u>949,667</u>	<u>913,890</u>

Of the \$1,122,339 Cash and Cash Equivalents \$158,909 is held by the School on behalf of the Ministry. These are required to be spent in 2024 on Crown owned buildings under the School's Five Year Property Plan.

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 14

9. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	132,163	88,694	88,694
Receivables from the Ministry of Education	20,635	70,855	70,855
Interest Receivable	4,151	1,601	1,601
Teacher Salaries Grant Receivable	537,934	508,452	508,452
	<u>694,883</u>	<u>669,602</u>	<u>669,602</u>
Receivables from Exchange Transactions	136,314	90,295	90,295
Receivables from Non-Exchange Transactions	537,934	508,452	508,452
	<u>674,248</u>	<u>598,747</u>	<u>598,747</u>



10. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
School Uniforms & Canteen	67,477	54,609	54,609
Hostel	1,907	1,907	1,907
	69,384	56,516	56,516

11. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank deposits	810,757	480,192	480,192
Shares-Foodstuffs	3,067	4,767	4,767
	813,824	484,959	484,959

12. Property, Plant and Equipment

2023	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	244,543	163,106		-	20,813	386,837
Furniture & Fittings	182,830	10,590	186	-	31,551	161,683
Information and Communication T	178,809	14,107		-	49,595	143,321
Motor Vehicles	28,017	31,061	9,750	-	4,953	44,375
Plant & Machinery	209,276	28,706		-	37,310	200,672
Sports Equipment	4,062	6,213		-	1,629	8,646
Library Resources	65,737	9,043		-	9,348	65,433
Leased Assets	76,980	28,661		-	43,553	62,088
Hostel Buildings	599,433	61,859		-	43,193	618,099
Hostel Equipment	39,241	3,483		-	7,371	35,353
Hostel Motor Vehicle	14,347	-		-	1,973	12,374
Balance at 31 December 2023	1,643,275	356,829	9,936	-	251,288	1,738,880

Restrictions

With the exception of the contractual restrictions related to the above 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



	2023	2023	2023	2022	2022	2022
	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	739,094	(352,258)	386,837	581,698	(337,155)	244,543
Furniture & Fittings	736,513	(574,835)	161,678	738,321	(555,496)	182,825
Information and Communication T	532,693	(389,372)	143,321	540,765	(361,957)	178,809
Motor Vehicles	76,695	(32,320)	44,375	57,951	(29,934)	28,017
Plant and Equipment	546,628	(345,961)	200,667	535,416	-326,145	209,276
Sports Equipment	95,458	(86,806)	8,652	89,245	(85,177)	4,062
Library Resources	282,570	(217,134)	65,436	273,527	(207,786)	65,741
Leased Assets	154,739	(92,651)	62,088	148,390	(71,409)	76,980
Hostel Buildings	1,418,712	(800,613)	618,099	1,356,853	(757,420)	599,433
Hostel Equipment	358,669	(323,317)	35,352	359,272	(320,030)	39,242
Hostel Motor Vehicle	19,725	(7,351)	12,374	19,725	(5,379)	14,347
Balance at 31 December	4,961,496	(3,222,618)	1,738,880	4,701,162	(3,057,886)	1,643,275

13. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	362,248	289,776	289,776
Employee Benefits Payable - Salaries	678,601	637,852	637,852
Employee Benefits Payable - Leave Accrual	16,630	37,611	37,611
	1,057,479	965,239	965,239
Payables for Exchange Transactions	1,029,924	942,239	973,399
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rate	27,555	23,000	(8,160)
Payables for Non-exchange Transactions - Other			
	1,057,479	965,239	965,239

The carrying value of payables approximates their fair value.

14. Income Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
International Student Tuition Fees in Advance	266,183	143,587	143,587
International Student Expense Funds in Advance	400,255	260,218	260,218
Domestic Student Fees in Advance	71,706	51,084	51,084
Other Funds in Advance	130,399	91,037	91,037
Overseas Trips Funds in Advance	113,145	-	-
Hostel Fees in Advance	19,738	8,252	8,252
	1,001,426	554,178	554,178



15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the start of the year	241,326	241,326	293,252
Increase to the provision during the year	85,545	24,765	-17,161
Use of the provision during the Year	(33,226)	(24,765)	(34,765)
Provision at the end of the year	<u>293,645</u>	<u>241,326</u>	<u>241,326</u>
Cyclical Maintenance - Current	45,342	54,222	54,222
Cyclical Maintenance - Non Current	248,303	187,104	187,104
	<u>293,645</u>	<u>241,326</u>	<u>241,326</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

16. Painting Contract Liability

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Due with in one year - SGHS	85,545	85,545	85,545
Due after one year - SGHS	(16,013)	36,305	36,305
	<u>69,532</u>	<u>121,850</u>	<u>121,850</u>

In 2021 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a five year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The agreement has an annual commitment of \$85,545 over four years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

The School has entered into a finance lease agreement for the photocopiers and TELA Teachers Laptop agreements. Minimum lease payments payable:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	42,035	41,039	41,039
Later than One Year and no Later than Five Years	24,024	40,529	40,529
	<u>66,059</u>	<u>81,568</u>	<u>81,568</u>



18. 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 8.

	2023	Opening Balance	Receipts from MOE	Payments	Closing Balance
		\$	\$	\$	\$
Block M Music Suite Development		70,174	74,000	193,336	(49,162)
Block J Computer Suite Remodel		(13,344)	204,800	69,577	121,879
Translucent, Metal & Membrane Roof Replacement			271,350	252,826	18,524
Block B Science Lab Modernisation			69,965	1,050	68,915
Sundry - Stairs, Watermain & Heating				1,247	(1,247)
Totals		<u>56,830</u>	<u>620,115</u>	<u>518,036</u>	<u>158,909</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	209,318
Funds Receivable from the Ministry of Education	(50,409)

	2022	Opening Balance	Receipts from MOE	Payments	Closing Balance
		\$	\$	\$	\$
Block M Music Suite Development		233,439	240,000	403,265	70,174
Block J East Wing Upgrade		35,895	36,287	72,182	-
Block J Computer Suite Remodel		(13,408)	3,713	3,649	(13,344)
Totals		<u>255,926</u>	<u>280,000</u>	<u>479,096</u>	<u>56,830</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	70,174
Funds Receivable from the Ministry of Education	(13,344)

19. Funds Held on Behalf of Refugee Cluster

Southland Girls High School is the lead school and holds funds on behalf of the Refugee cluster, a group of schools funded by the Ministry.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held at Beginning of the Year	3,100		3,100
Funds Held at Year End	<u>3,100</u>	<u>-</u>	<u>3,100</u>

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



Current Assets

Cash at bank	3,100	3,100
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Equity

3,100	-	3,100
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20. Related Party Transactions

Yvonne Browning is the Principal of Southland Girls' High School. Her nephew, Michael Bishop is employed as HOF Social Science. The terms of his employment were no more favourable than the terms of a standard employment contract. Yvonne Browning was not party to his appointment or to any further selection processes.

Aaron McKenzie is the Chairperson of Southland Girls' High School Board of Trustees. His wife, Megan McKenzie was employed as the Director of International Students till 28th January 2024. Megans mother is employed as the Director of Enwood Hostel. All terms of their employment were no more favourable than the terms of a standard employment contract and neither were party to these appointments or the selection process.

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

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

21. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principal, Assistant Principals and Enwood Hostel Boarding Director.

	2023 Actual	2022 Actual
<i>Board Members</i>		
Remuneration	\$ 2,285	\$ 2,615
<i>Leadership Team</i>		
Remuneration	\$ 698,280	\$ 659,893
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	700,565	662,508

There are eight members of the Board excluding the Principal. The Board had held seven full meetings of the Board in the year. The Board also has an Enwood Hostel sub-committee (four members) that meets monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



Principal

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

	2023	2022
	Actual	Actual
	\$000	\$000
Salaries and other short term employee benefits:		
Salary and other payments	200 - 210	200 - 210
Benefits and other emoluments	5	5
Termination benefits	-	-

Other Employees

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

Remuneration	2023	2022
\$000	FTE Number	FTE Number
140 - 150	1	-
130 - 140	2	1
120 - 130	1	2
110 - 120	19	1
100 - 110	15	19
	<hr/> <hr/>	<hr/> <hr/>
	38	23

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

22. Contingencies

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

Non-teaching Collective and Pay Equity Settlement

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.



23. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$205,578 (2022:\$253,117) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Block M Music Suite Development	585,000	651,165	(66,165)
Block J Computer Suite Remodel	248,000	86,634	161,366
Translucent, Metal & Membrane Roof Replacem	365,500	252,826	112,674
Block B Science Lab Modernisation	TBC	1,050	(1,050)
Stairs, Watermain & Heating	TBC	1,247	(1,247)
Total	1,198,500	992,922	205,578

(b) Operating Commitments

As at 31 December 2023 the Board has entered into no contracts

24. Financial Instruments

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

Cash and receivables

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,122,339	949,667	913,890
Receivables	694,883	669,602	669,602
Investments - Term Deposits	810,757	480,192	-
Total Cash and Receivables	<u>2,627,979</u>	<u>2,099,461</u>	<u>1,583,492</u>

Financial liabilities measured at amortised cost

Payables	1,029,924	965,239	973,399
Finance Leases	66,059	81,568	81,568
Total Financial Liabilities Measured at Amortised Cost	<u>1,095,983</u>	<u>1,046,807</u>	<u>1,054,967</u>

25. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

To the readers of Southland Girls' High School's financial statements for the year ended 31 December 2023

The Auditor-General is the auditor of Southland Girls' High School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2023, 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:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 19 June 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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 arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 23 to 73, 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand

SOUTHLAND GIRLS HIGH SCHOOL

Statement of Variance

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
Digital Technology Embed DTC in key areas of the Year 9 and 10 curriculum to ensure equity and quality of learning for all students.	1. Review of coverage of progression outcomes for DDDO and CT in key subjects 2. Further develop staff capabilities in key subjects to ensure teachers are supported to deliver quality curriculum.	<ul style="list-style-type: none"> Department who covers DTC content of DDDO and/or CT, will <ol style="list-style-type: none"> Map and review coverage of DTC curriculum against progression outcomes, Develop and document processes to ensure equity and quality of DTC outcomes are incorporated into classroom practice and embedded in schemes of work Develop a school wide map of DTC curriculum coverage across Years 7-10. Provide PLD resources for both internal and external expertise to be shared across the learning areas. 	1.2.iii 2.4.i 3.6.i 3.6.ii	Selected Dept. Heads John Grogan	Technology <ul style="list-style-type: none"> Georgina Brown and Luke Nickholds to contribute to school-wide mapping of DTC curriculum. 	No Depts. Ask for help or assistance		Luke Nickholds will continue to offer help.
					Languages <ul style="list-style-type: none"> Continue to map and review coverage of DTC curriculum against progression outcomes that was started in 2022. Document DTC in unit plans as appropriate to the unit of work. 	Didn't complete curriculum mapping. We needed to have asked for some release time as a dept. To do this, and we didn't. DTC starting to be documented in unit plans on new unit planner.	DDDO: Year 10 more professional presentation of written work. In conjunction with the SGWP. Computational Thinking: Students thinking about how sentences are structured on a deeper level, editing and producing better quality writing.	Students are not confident in using Microsoft Office 365. Need to prepare them for university/workplace where this is the major software used. Have a review of DTC across all curriculum areas. Is it being done in a meaningful way? Find ways of doing DDDO that don't eat into teaching and learning time, as they often can take a week or so. Explore possibility of DTC being covered in Year 9/10 AT time. Review of current Y9/10 Academic Tutoring Programme at the same time.
				Mathematics <ul style="list-style-type: none"> To upskill the Maths Dept to be able to use the recent DDDTC PD from T3 / 4 2022 (JV, KH) (Tinkercad and Turtle) 	Department meeting teaching/showing teachers how to use Tinkercard	-Students were able to visualise the shapes, allowing them to see all the faces. This meant that they could apply the volume formula to several shapes to find the volume. -Engagement was higher (anecdotally)	Upskill new teachers and revisit with current staff. Keep in unit plans for Year 9's and further develop skills by making more complex shapes.	

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					<u>Visual Arts</u> <ul style="list-style-type: none"> Revisit programmes where we are incorporating teaching of DTC and check how these can be further developed. Find/source more opportunities for PD that will give teaching staff more scope in the DTC. Visit/make connections with companies that use 3D printing technology Invest in a laser cutter for the use of technology and visual art classes. This would allow for students to de-bug and refine digital outcomes in a practical way with a product to take home or use in other works. 	-Did not complete the first action. -Didn't find any useful PD for 2023 -Purchased through PTA Fundrasing, A3 laser cutter. This only arrived at the end of the year so have not yet set this up	-AVC and DME classes using DTC outcomes and exploring some elements of DTC. -Year 7 and various other students used out small scan & cut machine to create outcomes.	-Look into including DTC in units of work for AWX or BAM -Use laser cutter and scanner for Year 8 programme and Year 9/10 programmes where appropriate -Use digital tech with focus group of students to help create school Kōwhaiwhai
					<u>Performing Arts</u> <ul style="list-style-type: none"> Peter to have further PD with Anthony Breese from Cyclone. Date to be organised. To share and work through any resources with the Faculty at Department Hui once the PD has taken place. Faculty members to share any resources they are using which could be useful for other staff members in their classroom practice. Time in Department Huis will be allocated to this. Take up opportunities to observe others and feedback observations to the Department. 	Not a specific focus for whole Dept. but was for PB	PD for Peter with specifically with the purpose of actioning in classes for 2024. Ability to record instruments and voices using Ableton Live Software, GarageBand How to set up microphones especially for instruments and drum kit	Incorporate into learning . Start at Year 9-13 with a view to incorporating across all levels For MUS1 it is part of the requirements of the standards
					<u>Science</u> <ul style="list-style-type: none"> To continue to add to our department Google document on what is occurring within the digital curriculum. 3.6.i To emphasise CT within our teaching-flowcharts, sequential ordering for steps within a method, etc 2.4.i Add specific activities to our unit plans that state which DDDO or CT is being undertaken. 2.4.ii, 3.6.ii To share our knowledge -DDDO and/ or CT at department meetings. 3.6.ii, 3.6.i To reflect upon how successful or unsuccessful the implemented tasks were within that unit. 	Completed Completed Incomplete- not all unit plans have explicit indication Incomplete- more to be done at department hui Incomplete	Students skills and familiarity with being able to use google classroom & Microsoft teams in class transfers to easier use at home and completion of learning tasks. Using tools and platforms for assessment and classwork offered choice in presentation of assessments. Students writing own method/ developing a progression in	Explicit embedding within unit plans for all teachers of year groups to cover. As new L1 standards offer a variety of assessment format (filmed speeches, video, PowerPoint etc) skills (PD) around editing, formalising, uploading is necessary (for staff & students)

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							thinking. Use of excel increasing contrast to google sheets easier cross over to assessment. Use of simulations provided time to manipulate, and problem solve allowing for better understanding.	
					<p><u>Year 7/8</u> None to note</p> <p><u>English</u> None to note</p> <p><u>Social Sciences</u> No goal for this year</p> <p><u>Physical Education and Health</u> Not a Department Goal for 2023</p>			

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps	
Writing Goal Continue to embed the SGWP across all year levels and learning areas to ensure there are equitable and quality outcomes for Akonga with regards to their writing.	<ol style="list-style-type: none"> All departments continue their SGWP PLD work with Trudy, enhancing collaboration across departments with staff coaching (possibly incorporating video evidence) for self review and improvement Development and implementation of school wide data collection system to measure student progress in R&W in alignment with new literacy standards. Development of resource and learning materials, exemplar of student writing in staff hub to support PLD. 	<ul style="list-style-type: none"> Ensure that Department goals/targets and individual staff goals are set from the SGWP PLD with Trudy. Develop with the English and Maths departments and the Assessment and Reporting Committee, a system which will allow quality student achievement data to be collected, shared and used to inform next steps. PLD groups identify key resource needs which are then collated and shared in Staff Hub. Set aside PLD funding to enable ako observation amongst staff. <p>SGHS Variance Data 2023.pptx</p>	3.6.i	Trudy Francis	Technology	SGHWP is embedded in all relevant learning packages. Unit plans have been developed and changed. Gina Brown and Julie Leonard worked with Trudy	Students are now more able and confident using the WP. The consistency of the WP is evident in higher quality work and achieving higher curriculum grades	Continue to develop more WP resources into our unit plans.	
			3.6.ii	All teachers	<ul style="list-style-type: none"> To embed the SGHWP within all relevant classes Continue to add to departmental writing/literacy shared drive To continue work with Trudy 				
			3.6.i 3.6.ii	Selected teachers of English and Mathematics	<p>Languages</p> <p>Goal:</p> <ul style="list-style-type: none"> Year 9/10: 85% of students are at/above respective curriculum level for writing in their Target Language. Year 11-13: 90% of students to pass their writing portfolio achievement standard. <p>Actions: (As per work with Trudy)</p> <ul style="list-style-type: none"> Providing mentor texts and use these to create editing checklists which are co-constructed in class. Develop a reflection sheet that students can use to identify their own errors 	Y9/10 met 93%	<ul style="list-style-type: none"> Able to identify errors. Importance of editing Best piece of work Pride in what they're creating. 	<ul style="list-style-type: none"> Continue to use SGWP PD for new staff SGWP continues to unpack in classrooms Department meeting focus 	
			3.6.ii		<p>Mathematics</p> <p>Goal: Improve writing skills amongst students by embedding SGWP within all areas and levels</p> <ul style="list-style-type: none"> Maths Dept work on merging SGWP and the PPDAC cycles to embed the SGWP into all Statistics Units across Year 9 -13. To ensure that the current writing tasks that have been developed in line with the SGWP are embedded in our unit plans. Continue to develop writing tasks to support the SGWP within the Maths Dept. Ensure at dept mtgs that we have SGWP to share ideas and resources. 	All completed	<ul style="list-style-type: none"> -checklist used by students -merged OSEM and SGWP into unit plans -statistics -CAA prep used extensively 	Dept. Getting lamented guides for the student to help – extend their writing. Extending student's glossary of works to help in writing long answer questions.	

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					<u>Visual Arts</u> <ul style="list-style-type: none"> Develop staff understanding and resources for teaching the new Visual Arts Literacy standards. Incorporate Visual Arts Literacy Standards into new level 1 programme Continue with the department writing goal of developing workbook practice in students. Focusing on using process and writing annotations that describe art and how art is made. 	Started the first two actions. These are still in progress	Department goal for improving writing for visual art and workbook use evidence found in our Junior and Senior workbooks. Improved use of workbooks and increased use of correct annotations and reflection writing increased.	-Focus on writing for visual arts and visual art research to support new Level 1 programme - work on including Visual Arts literacy standards into Level 1 programme clearly - include more focused Visual Arts Literacy at Year 9/10. 1 unit/task for each semester.
					<u>Performing Arts</u> <ul style="list-style-type: none"> Dance/Drama/Music to bring samples of writing at the start of Term 2 to the Department Hui to ensure that across all disciplines we are meeting the required criteria of tasks given. Use student writing data to inform next steps for the writing process within our individual disciplines. Repeat the sample process in Term 4 and compare it to the beginning of the year with students who are in year-long courses. 	Action NOT completed <i>While we did not do the specific actions we are astute enough to develop and monitor resource and learning materials that support student outcomes</i>	Detailed portfolios of criteria and tasks to follow Table top discussions to conference work Repetition of addressing work and ensuring it is checked for spelling and grammar and read aloud to ensure it makes sense	Refine portfolios to address criteria and set tasks Look at what evidence looks like particularly at L1
					<u>Physical Education and Health</u> Not a department goal for 2023			

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
					<p>Social Sciences</p> <p>Targets:</p> <ul style="list-style-type: none"> 100% of the department are utilising the SGWP across our junior learning packages The Social Sciences department continues to develop and foster literacy skills to maintain current levels of writing <p>NEMP: 1,2,4 AND 5</p> <p>Goals:</p> <ul style="list-style-type: none"> Set goals and targets for SGWP with Trudy <p>Work with Trudy to identify key resource needs for Social Sciences in line with the new curriculum and the new literacy standards</p>	<p>Teachers have engaged with a range of new writing strategies. These include</p> <ul style="list-style-type: none"> Word Vomits Fast and Furious Draft and re drafts <p>All these have been designed to allow students to gain a better understanding of the work within their classroom. With the changes to Aotearoa histories, Useful tools include</p> <ul style="list-style-type: none"> Glossaries PD for staff All teachers have SGWP in their new unit plans. <p>Students work has been gathered and discussed at dept meetings with the intention to feed forward and feedback about really good teaching practices at SGHS.</p> <ul style="list-style-type: none"> Exemplars are still a great way for teachers to have that Interaction between their colleagues and share the added benefit of the writing process – while also enriching learning. 	<ul style="list-style-type: none"> Writing tasks focused around SGWP. Exemplars (students) of good work Sharing tasks (Good Practice) between colleagues. Clear indicators in teacher planning. Marking written tasks together as a Department to analyse At/Above/well Above writing. Glossaries During the crafting part of student work – punctuation and structuring are clear expectations. Marking schedules now accommodate the skill of punctuation and structure. We now are seeing students correct or fix their own writing and work. <p>Staff PLD – Working to ensure have equity in terms of writing skills and knowledge for teaching.</p>	<ul style="list-style-type: none"> More time to focus individually/Dept based writing skills. “Hui Time” All teachers have/understand the new literacy requirements for NCEA/CAAs. Set Goals and Targets to see increases in students writing and comprehension. PD now created by depts so that we can focus on where we think the gaps in our students learning is. <p>Dept Focuses</p> <ul style="list-style-type: none"> Reading Tasks – that are generic but different for given subject. Work as a Dept to develop these resources. <p>Dept meeting focus.</p>

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						<p>Unit plans and lessons plans should now show where these are being used and the different writing strategies that we have worked on and developed with Trudy.</p>		
					<p>Science</p> <ul style="list-style-type: none"> To continue SGWP discussions amongst the department 3.6.ii To share resources/ planned out parts of SGWP with staff picking up a new year level 3.6.ii To embed what has already been used prior and evaluate its effectiveness 3.6.i To continue to collect examples from the different stages within the SGWP and upload into SharePoint>science>documents>SGWP 3.6.i Use the lens of science to coach staff through varied areas of SGWP 3.6.ii , 3.5.iii To continue to use STwE and Arbs as a way of identifying respective levels within NOS and implement format into teaching programme. 2.4.ii 	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Incomplete- further examples across board to be gathered and uploaded.</p> <p>Completed</p> <p>Incomplete – not covered for all NOS in Y7 -Y10</p> <p>Incomplete – StwE used however only some Arbs for Y7 & 8</p>	<p>The consistent use of SGWP within our programmes has resulted in easier starting points for students to write. Participating & contributing NOS results above average (opinion/ perspective writing).</p> <p>Use of StwE and ARBs has given teachers confidence to make judgements based on levels for Communicating in Science.</p> <p>NCEA data shows that more students have been gaining A, M and a greater number of credits in Science.</p>	<p>Reference the SGWP explicitly – CAT</p> <p>Make part of agenda of dept meetings to keep at the forefront.</p> <p>Continue to embed explicit tasks using the SGWP into all units of work across year levels</p>

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					<p><u>Year 7/8</u></p> <ol style="list-style-type: none"> 1. Embed the SGWP into units of work. 2. Contribute to the exemplar bank 3. Create a peer coaching video to guide to support teacher and student training. 4. Ensure all SOY / MY / EOY data is on Edge in a timely manner. 5. Continue to develop staff understanding and confidence while analysing writing. 6. Embed Peer Coaching within Writing. 7. All staff to participate in PLD to further enhance own capabilities and student achievement in writing. 8. All staff to work on their individual goals set during the PLD with Trudy 9. Engage in ako observations and possible incorporation of videoing key aspects of teaching and learning for development of own teaching practice. 10. Collect text models to support the writing focus in Y7 & Y8. 	<p>Numbers 1-7 completed</p> <p>Numbers 8-10 not completed</p>	<ul style="list-style-type: none"> - Students are more confident with the SGWP and many now can use it independently. It has become their norm. This was shown in the EOY assessment and writing results. - From moderation we have an exemplar bank of two pieces of writing from a range of levels (L2 – L5) - Peer coaching video created and shown to some classes (some Y8). Supporting students understanding of Stage 3 of the SGWP. More confident ‘revising and recrafting’ (student voice to share here) - Through moderation process – enabled equity for student grades. - All staff participated in PLD with Trudy, in-house with Y7&8 around Peer Coaching lead by MT and HK and three 	<ul style="list-style-type: none"> - Writing continues to be a focus in Y7&8. - The SGWP will be used as a process along with the peer coaching process to support Stage Three. - Moderation process – 3 times throughout the year.

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							<p>Y7&8 staff members went to the Literacy Conference in October. Students are getting more equitable opportunities and the language used is 'universal' which makes the transition to other curriculum areas and Year levels much smoother.</p> <ul style="list-style-type: none"> - Staff set goals but these were not on top for staff. - Videoing of observations was not achieved like intended. 	
					<p>English Continue to embed the SGWP across all year levels and learning areas to ensure there are equitable and quality outcomes for Akonga with regards to their writing. To improve our capabilities in teaching mechanics to 9 and 10</p> <ul style="list-style-type: none"> • Staff PLD and ako observations • Using 'Mechanically Inclined' as a guide to inform teaching and learning <p>To better analyse the impact of our teaching to inform next steps</p> <ul style="list-style-type: none"> • Use PAT data to track impact of teaching • Gather student samples of writing to track improvement` 	<ul style="list-style-type: none"> • Planning and course design in Department time <p>Continue to track the effects of changes in Senior ability grouping</p> <ul style="list-style-type: none"> • Collect akonga voice • Analysis of results • Track student progress <p>Awareness & implementation of CAA's in junior teaching and learning</p>	<ul style="list-style-type: none"> - L2 Overall achievement: 14+ credits went from 61 students to 85 after moving to mixed ability in 2023 - Improvement in the CAAs Writing: 45% to 83%, Reading: 65% to 79% - Improvement in SOY Writing data to the EOY in 9 and 10 	<p>To improve overall achievement by developing students' capabilities in abstract thinking</p> <p>Tracking student achievement with formative work in Y11 rather than a focus on summative assessment</p>

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						<ul style="list-style-type: none"> • Incorporate the strands into Junior teaching • PLD in Department on the standards • Explicit teaching of digital reading • Akonga Practise writing and thinking 'fitness' under pressure in class <p>To develop our capabilities around abstract thinking-<u>not completed due to time constraints</u></p> <ul style="list-style-type: none"> • PLD for the department • Ako observations to watch others teaching these skills to see impact of PLD and gather qualitative data 		

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<p>Te Ao Māori</p> <p>Continue to develop all staff capabilities in Te Ao Māori through use of Te Reo, incorporation of Tikanga, and growing awareness of Mātauranga Māori (Māori knowledge), so that we can meaningfully incorporate Te Reo Māori and tikanga Māori across the board into the everyday life of SGHS. Mātauranga Māori (Māori knowledge), so that we can meaningfully incorporate Te Reo Māori and tikanga Māori across the board into the everyday life of SGHS.</p>	<ol style="list-style-type: none"> 1. Student voice indicates improvement in the use of te reo Māori / tikanga by staff. 2. Student voice indicates the use of Māori contexts in learning is visible. 3. Staff voice indicates their use of te reo Māori has increased (frequency of using te reo rather than volume of new vocab). 4. Through survey and anecdotally staff and students can see a shift in their understanding of Te Ao Māori. <p>Student voice indicates they are developing a greater understanding of Te Ao Māori.</p>	<ul style="list-style-type: none"> • Hold a Staff Survey early and late 2023 to gauge confidence levels of staff in using Te Reo Māori and understanding of Te Ao Māori. • Hold a student survey to collect student voice on the staff's use/improvement of Te Reo. • Develop SGHS protocols and parameters for Hui (including Whānau hui, Staff hui, Student gatherings, assemblies and guests to the school. • Embed processes of Waiata / haka / Te Reo practice within schoolwide systems e.g. Staff Hui / Assemblies / AT / Year level meetings so that they become what we do rather than we need to do. • Create opportunities for manaakitanga e.g., staff to staff; student to student; student to staff and kura to whānau (with their consultation). E.g., Term 2 TOD full staff trip 24.4.2023 around Southland to learn about Mātauranga Māori / and local history relating to the local whenua; Term 4 TOD Staff Marae trip to learn about local tikanga. 	<p>1.1.i 2.3.ii</p> <p>1.2.ii</p> <p>2.3.i 2.2.i</p> <p>3.5.i 3.5.ii</p> <p>1.2.iv</p>	<p>All teaching staff</p> <p>CRRP Committee</p> <p>SLT Leadership Co-ordinator</p>	<p>Careers and Guidance</p> <ul style="list-style-type: none"> • To include in all correspondence Te Reo greetings, including letters and emails and face to face • To organise a tertiary trip to Otago Tertiary provider including visits from Māori and Pasifika liaison office for Agia and Te Manawa Kaharoa. AT groups. To decide whether to include other students that identify as Māori or Pasifika <p>Technology</p> <ul style="list-style-type: none"> • Continue to embed Mātauranga Māori into our schemes of work • Build on our unit of work based around Mātariki 	<p>Addition of Te Reo into correspondence</p> <p>Organised successful trip to Otago University with Te Manawa Kaharoa Year 9-13 students.</p> <p>Visit included Dental School, met with Maori & Pasifika Liaison officers & tour of other facilities and resources available to students.</p> <p>Te Reo Māori greetings used when scheduling appointments and sending resources to parents and students.</p> <p>The Maori health model, Te Whare Tapa Wha, is used with students during sessions, where applicable.</p> <p>Completed</p> <p>Completed</p>	<p>Ongoing</p> <p>1 of the Year 13 students intends to study dentistry.</p> <p>Both Pasifika students received POPO scholarships.</p> <p>Visual representations are in Guidance offices.</p>	<p>Ongoing</p> <p>Organise trip for Te Manawa Kaharoa and Aiga to Otago Polytechnic</p> <p>Invite Liaison Officers to SGHS to meet with groups in June</p> <p>Check with Aiga students they are utilising help from all outside providers, particularly with CV and scholarship applications</p> <p>Talk with MH around including Te Whare Tapa Wha into Careers sessions.</p> <p>Connect with Te Waka Tuhono providers to create a pathway for Maori students to explore their identity.</p> <p>Continue to use and strengthen our use at Karakia.</p> <p>Implement hauora in all the junior learning programmes.</p>

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					<p>Languages Department Goal: Continue to develop all staff capabilities in Te Ao Māori through use of Te Reo, incorporation of Tikanga, and growing awareness of Mātauranga Māori (Māori knowledge), so that we can meaningfully incorporate Te Reo Māori and tikanga Māori across the board into the everyday life of SGHS.</p> <p>Department Actions:</p> <ul style="list-style-type: none"> • Have an overarching concept for each term to embed in classes. • Focus on a different Māori concept at each department meeting. Do an inquiry into it and how it can be applied to our Languages contexts. • Use new unit plan template which includes planning for Māori concepts/whakataukī relevant to the unit. • Develop use of whakataukī/proverbs and make links between languages and cultures. • Continue to encourage each other in the office with our use of Te Reo • Embed school wide processes into departmental processes. • Reviewing programmes to link with new NCEA. French Yr9/10, Japanese Yr 10, Māori L1+2. <p>Mathematics Goal: Further Increase our Dept capabilities of Te Ao Māori and Te Reo Māori</p> <ul style="list-style-type: none"> • Bring to regular mtgs simple classroom sayings, responses and phrases that we can in turn use in our classrooms with our students. • Bring to regular mtgs Māori language of mathematical terms in the classroom • Sharing teaching and learning strategies at our mtgs to encourage opportunities for manaakitanga in the classroom. 	<p>First ½ year</p> <p>First ½ year</p> <p>100% Year 11 Programme</p> <p>Y9/10 adding overtime Yes</p> <p>Yes</p> <p>Yes – lots of trans language</p> <p>completed</p> <p>-</p> <p>Completed</p>	<p>All learning areas have embedded matauranga māori into their programmes. E.g. using Te Reo Māori/using karakia in practical lessons/using our matariki unit with all year levels in foods.</p> <p>Students see that we are inclusive and that we embrace learning all cultures and languages.</p> <p>Greetings basic commands</p> <p>Teaching practices in Year 9/10</p>	<ul style="list-style-type: none"> • School song; Change latin to Te Reo or add a māori verse to it. • New logo/signature on school staff emails. • Building a sense of community. <p>Survey staff to see how competent they feel about using greetings.</p> <p>Embed practices across all maths classes in Y9-13.</p>

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					<p>Visual Arts</p> <ul style="list-style-type: none"> Attend offered PD Develop further resources that are more reflective of Tikanga Māori and Te Ao Māori Update wall art around the Junction and Art rooms to reflect this more. Develop school Kōwhaiwhai to use around school. Look into having Kura Te Waru Rewiri visit our classes focusing on year 10BAM class. Continue adding sentences, terms and works to the whiteboard in the office to encourage staff use and share documents and resources in department meetings. 		<p>Increased use of Te Reo māori terms and whakataukī in classrooms.</p> <p>Evidence in Visual Art workbooks at Junior levels – especially 9/10 Bam classes.</p> <p>Units planned for BAM with Te Ao Māori focus on concepts such as Kaitiakitanga and Turangawaewae</p> <p>Trip to He Waka Tuia for the Tamatea Exhibition on the history of Doubtful Sounds for BAM.</p>	<p>Make meaningful connections with local iwi, marae and our SGHS whānau.</p> <p>Letter home to our ākonga toi seeking community/whānau connections in our wider community to have first hand experiences, knowledge passed down and experts in Te Ao Māori and local History.</p> <p>Lvl 1 trips around Murihiku to learn about local Māori history.</p> <p>Further PD around Te Reo Māori, Tikanga and Te Ao Māori.</p> <p>Use a set hui time to progress on school Kōwhaiwhai. Set up focus group of Kaiako and ākonga to work on this. Make the school Kōwhaiwhai visible.</p>

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
					<p><u>Performing Arts</u></p> <ol style="list-style-type: none"> 1. Complete Staff Survey when it is available. 2. Participate in developing SGHS protocols and parameters. 3. Support waiata / haka / Te Reo practice within the school environment. 4. Consolidate and extend the use of Te Reo. Māori in our classes. Work as a department on a shared vocabulary which is specific to Performing Arts. <p><u>Physical Education and Health</u></p> <p>Raise staff competency and confidence with the use of Te Reo within our Curriculum and the wider school.</p> <ol style="list-style-type: none"> 1. Establish a kite of starters/games within our PE Drive to use specifically with the Year 8 PE classes, with an eye to flowing through to Year 9/10. 2. Investigate our use of Haurora within PE/Health. Is there further opportunity to embed or widen its usage. i.e. Te Whare Tapa Whā 3. Support and encourage PE staff to be leaders/ role models of Te Reo at appropriate opportunities. E.g. Pōwhiri, Greetings, Commands, Games, Haka, Assemblies 4. Continue our use of Ki O Rahi within the Year 9/10 programme. 	<ol style="list-style-type: none"> 1. No 2. Yes 3. Yes 4. Yes <ol style="list-style-type: none"> 1. Done by PE Drive and hard copies. Focus has been Year 7/8's. 2. Student and some whānau voice collected 3. Completed 4. Completed 	<p>By performing Waiata / Haka, etc with students we are modelling our support and celebration of culture</p> <p>Commands / Greetings on a daily basis</p> <p>Referring to posters of things such as Drama techniques and element using Māori</p> <p>1.Increased use of Te Reo by staff and students. i.e. Greetings/commands. Greater student acceptance (less pushback)</p> <p>2.Haurora generally well embedded possibly at saturation point.</p> <p>3.Nathan on CRRP committee (good for PE Dept). Dave Beadle assisted on day with Pōwhiri and assists at House Assembly, meetings. Eddie involved with Manukiri at Pōwhiri. All staff are involved and on board with school goal.</p> <p>4.Integral part of Term 4, Yr9/10 programme</p>	<p>School wide: sing Waiata / Haka on a more regular basis Build a repertoire of waiata Continue building on regularity of Te Reo in the classroom</p> <p>-Continued staff PD -Waiata and Haka, House and Year Level -Expand our "kite" -Futher usage -Embed Te Reo, usage of Haurora -Gym posters ie. Te Reo, this looks like/sounds like/feels like -Continue with current actions -Field to be marked permanently in 2024. -SGHS team in 2024 schools compeition.</p>

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					<p>Science</p> <ul style="list-style-type: none"> To revisit our Māori resources already on SharePoint (Science>Teaching resources>Māori resources) and see what is there. 3.6.ii To identify specific contexts within teaching & learning and expand on them (resources, lesson plans) 1.2.v, 1.2.iv, 3.5.ii, 3.5.iii To use Education Perfect-cross curriculum- Science Alive Mātauranga where applicable 2.4.iii To use the Māori keyboard and have notes/ worksheets with correct accents. 3.5.iii To share PD at department meetings 2.4.iii, 3.6.2, 1.2.iv To look at designing new NCEA level 1 course through Mātauranga māori and te ao Māori lens, and being inclusive of all diverse groups 1.2.v, 2.4.i, 1.1.iii, 3.5.i To obtain student voice on possible contexts that māori lens/ Pacifica lens could be applied in their learning. 1.2.iv <p>Year 7/8</p> <ol style="list-style-type: none"> Incorporate Te Ao Māori into Community Breakout Continue to sing waiata in assemblies/ceremonies. Create a connect with senior ākonga to support the development and awareness of Te Reo and Tikanga Māori in Y7&8. Staff participate in / look for opportunities to grow in their understanding and use of Te Reo Māori. Develop a clear understanding of the ANZHC in Y7&8 (teaching staff of Social Sciences) Include Te Reo Māori and Tikanga Māori in units of work in an authentic way. 	<p>1.no 2.Yes 3.No 4.yes 5.No 6. Yes</p>	<p>Real world local contexts used allowing students to add value to learning content for a class.</p> <p>Pride of place based learning (and Pasifika)</p> <p>Acknowledge from outside agencies showing importance of their stories and history.</p> <p>Variety of way for assessment to be carried out will meet a wider audience</p> <p>Students showing a pathway for learning Rich embedment of Te Ao Māori = higher engagement, attendance, and success (as seen L2 science external)</p> <p>-no community breakout took place -This is a norm for our Y7/8 assemblies. Students seem more confident with the waiata. -The connect with the senior students did not take place within this context. -All staff were part of the full day hui with Victor Manawatu and participated in the staff PLD run in</p>	<p>To increase daily interactions in Te Reo within classes.</p> <p>To develop local science informed content for Y10 & Y11 learning. (reflect some of new NCEA)</p> <p>-Visit to Marae in Term 2 for Matariki -Develop the use of Te Reo even more in the classroom -Seek further support in relation to unit planning of ANZHC</p>

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					<p>English School: Continue to develop all staff capabilities in Te Ao Māori through use of Te Reo, incorporation of Tikanga, and growing awareness of Mātauranga Māori (Māori knowledge), so that we can meaningfully incorporate Te Reo Māori and tikanga Māori across the board into the everyday life of SGHS. Increase our understanding of mātauranga Māori concepts and implementation for Mana Ōrite o matauranga Māori To further increase our capabilities around Te Reo and Tikanga Actions:</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>house. All staff have indicated they are using more Te Reo in their classes. The impact on student achievement is in relation to their understanding of the big ideas and the increased knowledge and specific skills gained in each unit. This is from anecdotal evidence. -Staff in the curriculum design of the ANZHC have a clear understanding of this area – this will need to be taken further into the Y7/9 department to get a better more comprehensive understanding as a team. Most of the units that were taught followed the refreshed curriculum but to say everyone has a clear understanding curriculum would be a stretch.</p> <p>Writing Trip and Tipuna interviews led to outstanding pieces written by Māori students.</p> <p>Overall Māori achievement: -At Level 3: 14+ credits went from 66% in 2022 to 83% in 2023</p>	<p>-Continue senior 'sprints' in meetings to revisit Mātauranga Māori concepts - Explicit teaching of Mātauranga Māori concepts and tracking them in units and LO's - PLD in the new standards at L1-</p>

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
					<ul style="list-style-type: none"> Gather meaningful student voice, at least once a term to see the impact of change in practise Then use this voice to change/adjust practise Te reo Labels in each classroom with English terms Continue to build te reo use into everyday interactions Staff learning around Mātauranga Māori concepts to continue in Department meetings Incorporation of concepts into Year 11 Planning for 2024 Complete Lesson observations/ako coaching and reflections that reflect the changes above 	<p>Incomplete – still in development. Only 1 standard has condition to meet mātauranga māori criteria. completed</p> <p>completed</p>	<p>-At Level 2: 14+ credits went from 45% in 2022 to 80% in 2023</p> <p>-At Level 1: 14+ credits went from 59% in 2022 to 70% in 2023</p> <p>Note: this coincides with the change from ability grouping to mixed ability classes Y11 in 2022 and Y12 in 2023</p>	<p>attended by all Dept</p>
					<p>Social Sciences</p> <p>Targets</p> <ul style="list-style-type: none"> All staff in the Social Sciences will work on improving Te Reo and knowledge Tikanga so that the current level of 66% of the staff who were focussed on this last year shows some level of improvement. The level of growth regarding Te Reo will improve from 2022 average rating of 2.5 and knowledge of local Māori history will improve from 2.17. <p>NEMP: 1,2,3,4 AND 5</p> <p>Actions</p> <ul style="list-style-type: none"> All staff as a part of NCEA change and as a part of ANZH and as a part of the curriculum refresh will develop their Te Reo and knowledge of Tikanga We will focus on improving Te Reo and Tikanga by having regular learning and quiz sessions within the department to help focus us on learning for this area. 	<p>Social Sciences</p> <p>Targets</p> <ul style="list-style-type: none"> All staff in the Social Sciences will work on improving Te Reo and knowledge around Tikanga - This will be completed by discussing/working on knowledge and understanding during Social Sciences Meetings The level of growth regarding Te Reo will improve from 2022 - Increased awareness of Te Reo history through the change to Curriculum – NZ Histories 	<ul style="list-style-type: none"> Teachers increased level of confidence. Use of Te Reo Māori in greetings and instructions in classroom. All staff in 2023 were engaged with the changes to the NZ histories curriculum. Increased teachers knowledge and interpretation of text. Bi Cultural viewpoints – developing different lenses. Y11 planning incorporated Te 	<ul style="list-style-type: none"> PD - More local knowledge of Tikanga and Local Māori contexts. Dept – Confidence around Te Reo in classrooms. A strong Bi Cultural lens Collective approach across the school in regards to the use of Māori, Local History etc. PD from someone equivalent to Victor Manawatu – very insightful

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						<ul style="list-style-type: none"> Changing department staffing means we need to have a similar action in 2024 in relation to Te Reo and Tikanga. 	<p>Reo and Ti Kanga when making changes to new topics.</p> <p><u>New Topics added to 2024: NZ Histories</u></p> <p>Y9 and 10 PNB/ ETS/CLL Terminology for Early NZ development Pre-Treaty government Introducing Māori concepts Hikoi + movements associated with Māori migration.</p> <p>9SMM/9AIF NZ Histories Early Māori Musket Wars – Bartering/Trading Sealers/Whalers – early interaction with Māori. Maori Mythology Maori Artefacts – of significance to NZ matrial culture.</p> <p>9GBM Environmental Sustainability – Kaitiakitanga. <i>Beliefs systems – Matariki.</i></p> <p><u>Senior Social Sciences:</u> Invercargill/Southland History – Māori arrival And the importance of knowing the past.</p>	<p>- A trip to the new Marae – most of our staff have never been with the school or at all.</p>

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							<p>Land Marches – Dame Whina Cooper Glossary of Māori Terms Understanding the reasons why – trying to integrate Māori Culture and language. Through-out this topic.</p> <ul style="list-style-type: none"> - Using Localised contexts wherever possible <p>Commerce Maori Business/Viability</p>	

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Academic Academic progress and achievement occurs for all students to ensure that further equitable educational opportunities are within their reach.	1. NCEA a. Level 1 85 % Achievement b. Level 2 85 % Achievement c. Level 3 88% Achievement d. University Entrance 70% Achievement 2. Y7 – 10 a. Using data such as PATs, OTJs, NCEA Lit/Num testing 75% of students make the expected level of progress over the year (i.e. at least 2 sub curriculum levels or stanine level is maintained or improved). 3. Māori, Pasifika and Pakeha achievement is the same across all year levels. 4. Pasifika have a 100% pass rate for NCEA Levels 1 – 3. 5. Retention a. Year 11 students are retained at a percentage of 95% from the previous year. b. Year 12 students are retained at a percentage of 85% from the previous year. 6. Attendance 75% of all students have 90% attendance, measure term by term. Through providing time and resourcing departments are supported to continue to develop their capabilities for	1. To continue to provide mentor opportunities for At Risk students through Academic Coaching e.g. the adopt a student's programme. 2. To ensure that Scholarship pathways are promoted and supported for identified students. 3. Develop and refine systems for data collection and analysis related to attendance, achievement and retention which are fit for purpose and easily accessible at all levels of the school so to inform steps and decision making across the school e.g. PATs, OTJs, Literacy – Reading, Literacy – Writing, Numeracy, NCEA. 4. Use quality attendance and achievement data to inform whānau using differing responses and approaches which meet student needs. a. Community wide – publish data showing the correlation between attendance and achievement to inform whanau and provide information about the importance of sitting external examinations. b. Individual – letters are sent to whānau of students who are not meeting the 90% attendance target. 5. To ensure PLD and TOD time is given to work on new government initiatives.	1.2.iii 2.4.ii 1.2.ii 1.2.ii 1.2.iv 2.3.ii	All teachers	Careers and Guidance <ul style="list-style-type: none"> Work with YLCs to provide complimentary courses for Year 11-13 students who are considered to be at risk. As a department look at the at risk data earlier in the year, with the view of looking at social/emotional as well as considering the academic impacts, and sharing with the YLCs. Implement a Year 13 exit survey.to gauge the quality of learning and support received. Careers will meet with SLT to discuss and devise mechanisms for collecting retention data Guidance to organise resilience and anxiety workshops (using the Guidance Counsellor model used at Enwood as a pilot) for Year 11-13. This to be followed up with a discussion at a YLC meeting. Introduce Guidance Counsellor to the Senior students of the school and services that are available. This will be actioned through Senior assembly. Guidance to develop triage system to ensure greater efficiency of service by Guidance Counsellors. To implement an online student booking/referral system digitally to share with students. A generic email contact i.e. guidance@southlandgirls.school.nz, will be actioned to allow for parents, caregivers to access guidance services 	In 2023 worked with YLC's and formulated appropriate courses for students to engage in through STAR, MTA and Service IQ Noted a reluctance of student engagement at Year 13 level to take up courses and this is reflected in achievement of Level 3 Careers and Guidance work collaboratively with students to assess needs during appointments if necessary. Guidance identified student barriers to learning and strengths / interests, and then Careers developed a career pathway. Implement Year 13 exit survey to gauge quality of learning and support received	Increased uptake of courses with courses selected based on career pathways Have started career conversations with Year 13 students at camp and at school Information is shared with YLC's as an ongoing process. This was not carried out however data was gathered around intentions/destinations for all Year 13 students and this was passed to TG Intentions survey was sent to Year 11 & 12 students with 168 replies. Students that needed careers guidance or support were identified and support was given. Referrals answered within a week. Students only accessed Google form in term 1.	Have started this process already with Year 13 for the most at risk, a number of these students have been enrolled onto Term 1 Service IQ programmes and set life skill goals 2025 and beyond (get Drivers Licence, achieve L2 by end of year, be work ready by end of 2024) To follow up with Year 11 & 12 YLC's with their At Risk students Continue current action Due to the change of staffing this would now fall under Year 13 YLC Continue this process as was helpful to ensure students returned to school with/for a future career focus. Group counselling (Seasons for Growth) being implemented in 2024. Connect with senior health classes to align support with curriculum. LG doing Guidance study to reduce workload and support MH When LG joins the dept, a generic email can be created for referrals
				All teachers				

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	implementing the New Curriculum and NCEA.	<p>6. Ensure teacher awareness through PLD around the CAAs for literacy and numeracy.</p> <p>SGHS Variance Data 2023.pptx</p>			<p>Technology</p> <ul style="list-style-type: none"> Level 1 85 % Achievement Level 2 85 % Achievement Level 3 88% Achievement Support staff who adopt a student Provide opportunities for any at risk students to use available timeslots to work with teachers to complete internals. Provide time and resources to support and to continue to develop our capabilities for implementing the New Curriculum and NCEA. <p>Languages</p> <p>Department Goals:</p> <ol style="list-style-type: none"> NCEA <ol style="list-style-type: none"> Level 1 85 % Achievement Level 2 85 % Achievement Level 3 88% Achievement University Entrance 70% Achievement Māori, Pasifika and Pakeha achievement is the same across all year levels. Pasifika have a 100% pass rate for NCEA Levels 1 – 3. <p>Department Actions:</p> <ul style="list-style-type: none"> Each language is going to be focussing on their own specific target area that will contribute to achieving the overall goals above. French: Will focus on reading exam answering techniques so that more students gain Merit/Excellence. 	<p>completed</p> <p>a.81% b.68% c.80% d.50% Yes</p> <p>L1 – good L2 – Only E L3 – Only 2M</p> <p>L1 100% L2 100%</p>	<p>We supported staff who adopted a student. In doing so students achieved more credits and better grades. Worked with at risk learners so they could succeed – done different ways: -delaying assessments -tutoring -one on one catch ups -spent time in dept meetings preparing the new focus. -Attended PD to prepare for 2024 This will benefit our students this year in their learning and assessments</p> <ul style="list-style-type: none"> Keywords for connection Answered exam every lesson Stuctured answers Highlighting technique 	<p>Continue to support adopt a learner (could start earlier in the year). Continue to be flexible with our at risk learners. Continue to attend PD. Develop resources and learning opportunities for our Level 1 students.</p> <ul style="list-style-type: none"> L2 structure Student attitude, most are happy with achieve. -How to get students motivated to gain M/E -Results comparable to other subjects -How to do well in TL if stuggle in Eng. Dept reflection NCEA results, make goals and targets to

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					<ul style="list-style-type: none"> Māori: Will focus on speaking and ensuring that students complete all tasks towards their portfolio in order to gain the standard overall. Japanese: Will focus on listening skills along with listening exam technique so that more students gain the listening standards. <p>Mathematics</p> <p>Goal: At least 14 credits for all students in Levels 1, 2 and 3 for those that complete 3 Terms of learning (including UE)</p> <ul style="list-style-type: none"> By the end of Term 1 – identify at Risk students in our classes Meet in Term 2 as a department and co-construct interventions for staff to use with these students. Revisit at Risk list End of Term 2 and add any others that are needed. Contact home for those students who gain not achieved per standard. <p>Goal: At least 75% at or above their respective expected level at Year 7 to 10. (A year’s worth of progress for all as well)</p> <ul style="list-style-type: none"> By the end of Term 1 – identify at Risk students Meet as a department and co-construct interventions for staff to use with these students. Revisit at Risk list End of Term 2 and add any others that are needed. Contact home at the beginning of each term for those students not achieving at or above the expected level. <p>Goal: Māori and Pasifika achievement will be same to the entire cohort.</p> <ul style="list-style-type: none"> Identify and track closely the progress of Māori and Pasifika students. <p>• Teach in a culturally responsive and relational way.</p>	<p>82% of Lvl 1 57% of Lvl 2 56% of Lvl 3</p> <p>Completed</p> <p>Completed</p> <p>We were told not to do this.</p> <p><u>Senior Māori</u> Lv1 – lower Lv2 – Yes Lv3 – Lower</p> <p><u>Senior Pasifika</u> Lv1 – higher Lv2 – Lower Lv3 – Lower</p> <p>(lower than rest of the cohort)</p> <p>CRRP – always improving but attendance is still the major barrier by learning.</p>	<p>-Identified at risk and strategies /interventions</p> <p>-profiles (class)</p> <p>-Tutorials “Drop In” for maths</p> <p>-Liasing with AT, YLC, and whānau</p> <p>-Liase with Careers & Guidance</p> <p>-TEAMS/Classroom for low attendance</p> <p>-Learning Support</p> <p>-Students catch up on work missed for extra Homework</p>	<p>improve as recessing.</p> <p>Continue to do this</p>

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					<ul style="list-style-type: none"> Solving problems from a practical perspective. Using everyday situations that the students can relate to in our setting. Use Māori and Pasifika cultural contexts where possible. E.g. Planning a Hangi, Kapahaka trip, Waka Ama, Manu Kōrero etc <p>Visual Arts</p> <ul style="list-style-type: none"> The art department targets will be the same as school targets. For years 7-10 students the target is that year 10 are ready for level 6 on the curriculum and NCEA level 1. Actions: Develop opportunities for education outside the classroom Continue to allow student individual choice and pathways to encourage motivation Create more units of work for junior that explore Pasifika artists. Each department meeting will have time allocated for the development of new level 1 programmes. Develop resources based on local histories, school history and taonga. Use knowledge of Mātauranga Māori and Tikanga when developing new resources Access whatever PD we can for the NCEA change. Identify students for scholarship and run workshops for these students. 	<p>Good focus on this for 2024.</p> <p>Completed both</p>	<p>Split results meeting targets this year. Art 1, Art 2 meet dept and school targets: Art 1: 96.8% 12 + credits Art 2: 88.9% 12 + credits. Very high marks 2023 – 11/19 excellence marks. Art 3: while it did not meet target 80% (only 4 students) achieved UE and Level 3. This was not expected with this cohort. AH13: did not meet targets and results down from 2022. Many did not sit external exams even though they were prepared for them. DME2: target not meet but pleasing results overall. Most of our Pasifika and Māori students meet targets. Art 2, 2x students did not - 1 student was Year 11 and the move up was too much. Other did not attend school.</p>	<p>-Focus on developing more opportunities for scholarship students. Eg. Schol workshops/catch ups 2 x termx 1-2 and more terms 3-4</p> <p>-Art Commity and Leadership roles for Visual Arts students to help students with a sense of purpose, belonging and pride in dept. for years 11-13.</p> <p>-Continue to develop resources for Level 1</p> <p>-Focus on Mātauranga Māori and understanding Tikanga, local history</p> <p>-All teachers in dept to learn and understand new Level 1 standards</p> <p>-Develop any new Level 2 standards as needed</p> <p>-Continue to attend offered Lvl 1 PD</p> <p>- Make outside connections to our wider community</p>

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					<p>Performing Arts</p> <ul style="list-style-type: none"> To identify and regularly monitor At Risk students. To communicate with AT teachers and YLCs in regard to students we are concerned about. To revisit progress of these students at the end of term to check progress. To identify Scholarship candidates early and put the mechanisms in place to support them in achieving their scholarship goal. E.g. regular tutorials To attend any PLD and TOD time which is given to work on new government initiatives. Ensure we follow Assessment Booklet guidelines so as to teach students that rules are in place around deadlines, extensions etc. 	<p>Completed – but scholarship as we had no students</p>	<p>Continual follow up with students to ensure work is completed and submitted</p> <p>Teaching to the Excellence criteria</p> <p>With AT RISK students communication with AT and YLC can help you find out you are not alone with particular issues with students in your class</p> <p>Results in Dance particularly showed the impact of consistently teaching to the Excellence criteria and what it looks like</p> <p>Students learn early about the importance of meeting deadlines. Getting an NA early on impact positive change moving forward, particularly when there are only so many credits available.</p> <p>1. New level 1 course since 2020. Embedded</p>	<p>Get heads around the new Level One</p> <p>Continue with the importance of meeting deadlines and submitting work</p> <p>Continued consistency of following assessment guidelines so the students are getting the same message</p> <p>1.2024 will see our new curriculum</p> <p>Staff have attended local PD and made connection with a pilot school – TBC</p> <p>Jodie Rutledge has taken a leadership role in curriculum development and Level 1 and is going great work.</p>

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					<p>Physical Education and Health</p> <p>1. Level 1 PE-85%</p> <ul style="list-style-type: none"> Staffed by DB/EP/JR who have a depth of experience in this area. Looking forward to a Covid free year which impacted on learning in the motor skills area. <p>2. Level 2 PE-85%</p> <ul style="list-style-type: none"> Staffed by DB/EP. Really excited to be able to deliver a field trip this year which will be used to assess two Ach Stds. Am confident this will raise achievement. <p>3. Level 3 PE-73%</p> <ul style="list-style-type: none"> Staffed by NM who is well experienced with a proven track record. Excited to have 7 students working on Scholarship at this stage of the year. <p>4. Level 2 Health-70%</p> <ul style="list-style-type: none"> Staffed by NH. Healthy numbers and a cohort who have all passed L1 NCEA. <p>5. Level 3 Health-65%</p> <ul style="list-style-type: none"> Staffed by NH. Several new students to this area who have started enthusiastically. As a UE subject many are motivated to succeed. <p>Maori/Pasifika achievement to match or exceed that of their cohort.</p> <ul style="list-style-type: none"> Closely monitor attendance, support with early home contact and continue to “go the extra mile” <p>Develop a workable Level 1 (New Curriculum) course for 2024.</p> <ul style="list-style-type: none"> Probably our biggest challenge for 2023. The Ministry support has been woeful and I fear we will be left to make it work. Anticipate a heavy workload in this area in Term 2/3/4. <p>Encourage more frequent use of Teams/Edge e-mail to connect with students and whānau to support and enhance learning.</p> <ul style="list-style-type: none"> Early intervention to support learning and get high priority learners more “on track”. Discuss with staff the ease of Edge to connect with whānau. 	<p>1. Actual 92% (Best result to date)</p> <p>2. Actual 73% (20% increase from 2022)</p> <p>3. Actual 68%</p> <p>4. Actual 82% (best result to date)</p> <p>5. Actual 70% (best result to date)</p>	<p>and well understood by staff</p> <p>Very good cohort of students</p> <p>High number of students requiring reader/writers were well supported in their assessments by teacher aides.</p> <p>AStd 1.3 had a high pass rate – good motor skills/engagement and manaakitanga</p> <p>Astd 1.2 assessment split has resulted in greater student success</p> <p>Astd 1.5 due to TT in 2023 allowed great engagement with junior classes and great examples of Tuakana Teina</p> <p>SGWP perhaps starting to impact achievement</p> <p>2. Wondrous cohort of learners</p> <p>EOTC trip to Alexandra incorporating AStd 2.4 and 2.7 had great results. Provided authentic, challenging and engaging learning and assessment.</p> <p>AStd 2.10 – new for 2023. Worked well especially in Term 4 timeslot.</p> <p>Fire Service link with AStd 2.3 provided “real world” context for learning and assessment.</p> <p>Eddie and Dave revised course in 2021 and are familiar with context and ?? with the learning it provides.</p>	<p>Already enrolled for next local PD</p> <p>Keeping a student focused approach to their work</p> <p>Collaboration between JR/ES key to success</p> <p>2. Maintain course for 2024</p> <p>Early evidence of another great cohort of learners</p> <p>Build activity bank for 2.4 and 2.10</p> <p>Continue relationships with FENZ</p> <p>3. Continue as per 2023 we have a good co-hort so high expectations for all. Personalised Learning.</p> <p>Scholarship – 3 submitted and no success. Will rethink, refocus for 2024, Where can we improve.</p> <p>4. connections made with Walmsley House. Extending community connections</p> <p>5. Level 3 organisation of relevant speakers.</p>

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							<p>3.A more challenging cohort evidence from 2021 results. Pleased with the outcome with this group. Differentiation – self selected topics available within assessment framework. 3.2 skills analysis (self selected) 3.4 Perf Standard 3.5 Issue/Trend/Event (self selected) 3.7 Elim, real world authentic Students generally familiar with SGWP used to facilitate planning & writing of assessments. Continue as per 2023 we have a good co-hort so high expectations for all. Personalised Learning. Agency of topic facilitates greater engagement Scholarship tutorials held regularly</p> <p>4. Course “Mana” has grown since its inception. We now see a more bell shaped cohort of learners. Nic Hawkes is passionate about this subject and has grown it from small beginnings. Students see it as a gateway to the Health profession. AStd 2.3 taking action engaged learners and competed with community. Students had opportunity to self</p>	

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					<p>Science</p> <p>1. To implement checkpoints for senior internals where applicable. 1.2.ii, 2.4.ii</p> <p>2. To use an assessment rubric as part of the teaching and learning process 2.4.i</p> <p>3.To send AT/ and or parents communication about benchmarks/ checkpoints not being met and/ or when an internal is about to take place.1.2.i, 1.2.iii, 2.4.ii</p> <p>4.To plan and embed a literacy and numeracy activity/ task from the relevant pedagogy guides into Y7 -10-unit plans. 1.2.iv, 2.4.iii, 2.4.i</p> <p>5.To identify students who are At Risk (academic, attendance, wellbeing) throughout the year and let the relevant stakeholders know. 1.2.iii, 2.4.ii, 3.6.ii</p> <p>6.To offer tutorials for external standards and for Cambridge curriculum 2.4.i, 2.4.ii</p> <p>7.To promote science extension through forums, camps, competitions and within school opportunities.1.2.i, 1.2.iii, 4.7.i, 2.4.1, 4.7.i, 4.7.ii</p> <p>8.To identify possible candidates for scholarship and have the discussion of advantages of scholarship with them. 2.3.ii, 4.7.i, 2.4.i</p> <p>9.To continue where possible to meet the cost for outdoor curriculum assessment 2.3.iii.</p> <p>10.To plan and teach accordingly to meet our individual subject targets and actions. 3.6.i, 1.2.iii, 2.4.i</p>	<p>1.Complete</p> <p>2.Complete</p> <p>3. Complete</p> <p>4.Complete</p> <p>5.Complete</p> <p>6.Complete</p> <p>7.Complete</p>	<p>select on some topics 'Differentiation'.</p> <p>5.As per Level 2 Mana course. No pre-requisites UE accredited subject Subject has relevance to real life issues. Ie. euthanasia/abortion etc.</p> <p>1. Students were aware of deadlines and reached them 2.Students knew what was expected from them 3.Family knew assessments were coming up. Better communication 4.More practice with literacy and numeracy led to students understanding that these are also a part of science 5.Identified at risk students & offered support and monitoring. Most made their goals. 6.Promoted tutorials throughout the year. External results often improved from school exams. 7.Opportunities in daily notices. Applications led to successful enrolments 8. Number of students took the opportunity to study towards scholarship and extend</p>	<p>1.Continue with checkpoints and ensure there are enough especially at L1</p> <p>2.Revisit the rubrics. Ensure new L1 rubrics are very clear for students</p> <p>4.Year 7 + 8 to indicate in plans the activities to meet the new reading, writing and maths requirements.</p> <p>5.Ongoing monitoring to keep track of student learning</p> <p>7.Continue to notify students of opportunities to extend themselves Focus with Y9 on Literacy and Maths within Science contexts to support their success in CAAs in 2025</p> <p>To continue to wrap around our Pasifika students who performed less well than our Māori students at senior level</p>

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							<p>& enrich learning even if they did not sit the exam</p> <p>9.All students were able to participate in field trips as the Dept covered where needed.</p> <p>10.Thoroughly planned lessons led to well organised learning</p> <p><u>Chem 3</u> Students who decided to focus on just one external paper were almost 100% successful. Māori and Pasifika students had 100% pass rate (1 student each). 1/3rd of cohort gained Merit endorsements. 100% pass rate for the students who chose to do the 3.1 Investigation. A good proportion of excellence grades in the internals.</p> <p><u>Chem 2</u> Despite a number of students voiding papers, the serious study of other groups resulted in 2 Excellence endorsements and 5 Merit endorsements awarded.</p> <p><u>Biology 301: Academic Results:</u> High number of students gained 12 or more credits with 69% gaining this and 31% gaining all credits available at level 3.</p>	<p>To promote general science as an option at L3 (across all the sciences)</p> <p>Encourage Māori and Pasifika students into 101 science course to increase numbers in Chemistry and Physics. (Growth mindset)</p>

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
							<p>50% of our Māori students gained all their credits and 12 or more credits.</p> <p>Very high number of Excellences for our three internal assessments. With 16, 11, and 9.</p> <p>26/39 gained UE in Biology is 67%</p> <p><u>Biology 201:</u> High number of Māori students gaining more than 12 credits with 6/8 or 75%.</p> <p>3/8 gained all 18 credits offered.</p> <p>54% of all students gained 12 or more credits.</p> <p>30% gained all 18 credits offered in the course.</p> <p>15% gained Merit Subject Endorsement in Biology.</p> <p><u>Agriculture 301:</u> We gained a huge number of students getting 12 or more credits with 8/12 or 67% achieving this goal.</p> <p>We also had 7/12 gain UE in Agriculture.</p> <p>100% maori students gained 12 or more credits and UE in Level 3 Ag.</p> <p><u>Agriculture 201:</u> 53% of the class gained 12 or more credits.</p> <p>33% gained all the 20 credits offered in Level 2 Agriculture</p> <p><u>Year 10 Cambridge Science:</u></p> <ul style="list-style-type: none"> ▪ 1 x A grade (80 – 89%) 	

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							<ul style="list-style-type: none"> ▪ 5 x B grade (70 – 79%) ▪ 7 x C grade (60 – 69%) ▪ 1 x D grade (50 – 59%) <p>StwE data shows all cohorts have added value from T1 to T4, however Y8 not as much. Māori students made good progress in Y7&9, Pasifica in Y7</p> <p>Number of students selecting senior sciences has increased at L2 & L3 (2023 -2024) from (2022-2023) where there was a decrease at L2. However still only 1 class of each at L3 (physics, chem, bio) No L3 general science class for students following that pathway to gain UE credits. L2 Science hosted a number of students who were well below the level but benefitted from being in a timetabled class. This promoted acceptance and kindness from others. Design of course with real world learning emphasizing mātauranga māori focus captured success at L2 external for māori students. Physics L3 91% gained UE. Physics L2 also strong. Vast PD opportunities for staff undertaken this year. Flow on</p>	

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
					<p><u>Year 7/8</u></p> <ol style="list-style-type: none"> Learn how to analyse PAT data. Use PAT data to support next learning steps. Source new teaching and learning resources and ensure PLD and TOD time is allocated to understand and implement new government initiatives. Homeroom Teachers to follow up attendance on a weekly basis and to communicate this work with the YLC where necessary. Create / Refine curriculum plans to incorporate the CATS's for Literacy and Numeracy. Identify At Risk students and create an action plan to support their individual needs. Develop teacher understanding of how the learning in Y7&8 is directly linked to the CAA's for Literacy and Numeracy. 	<ol style="list-style-type: none"> No Yes Yes Yes Yes No 	<p>effect resulted in current techniques, new ideas, better confidence passed on to students. Number of excellent endorsements across faculty: 17 Number of merit endorsements across faculty: 65</p> <p>See separate document attached in the email.</p>	<p>-PLD support around analysis and using data to support ākongā next learning steps. -Develop a tracking system for each student to monitor their Reading , Writing through out the year. -Maths needs to be a focus to ensure out staff are feeling more confident with teacher all concepts.</p> <p>To improve overall achievement by developing students' capabilities in abstract thinking Tracking student achievement with formative work in Y11 rather than a focus on</p>

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
					<p>Social Sciences</p> <p>Goals</p> <ul style="list-style-type: none"> 85% of year 11's will 12+ credits in 2023 We will aim to improve on our 80% of year 12's in 2022 gaining 12+ credits in 2023. We will aim to improve on our 65% of year 13's in 2022 gaining 12+ credits in 2023. We will aim to improve on our 65% of year 13's in 2022 getting UE in 2023. To improve on % for internal and external pass rates for Māori and Pasifika from 2022 All staff will continue to work on developing capabilities for NCEA change and the curriculum refresh. <p>NEMP: 1,2,3,4 AND 5</p> <p>Actions</p> <ul style="list-style-type: none"> To continue to monitor Māori and Pasifika achievement. To ensure that Māori and Pasifika are completing internal assessments. <p>All staff will work developing teaching outlines for Level 1 NCEA Change and for the Social Studies curriculum refresh including ANZH.</p>	<p>85% of year 11's will get 12+ credits in 2023</p> <p>The range of data across 4 subject areas was 69% - 85.7%% (average of 79.93%) so we fell below the goal that we were hoping to attain but ¾ subjects were just under or just over our intended goal for 2023 so this shows good progress from 2022 where we were quite a bit lower.</p> <p>Issues we noted:</p> <ul style="list-style-type: none"> Some of this was due to the impact of disruption of staffing which brought our averages down. Harder external exams in 2023 – being the final level 1 in it previous form. <p>Positives:</p> <ul style="list-style-type: none"> A large number of our students at risk – were quite successful in Social Science based subjects. A good range of endorsements across our subjects – especially in Accounting 1. <p>85% of year 12's will get 12+ credits in 2022 (goal is to stay the same for 2023)</p> <p>The range of data across 8 subject areas was 54.2% - 86.7% of students gaining 12+ credits. (average of</p>	<ul style="list-style-type: none"> Maintaining data collection on AT risk students in our subjects. Checkpoints for assessments Checking attendance Ensuring all students are completing internals – with clear due dates Keep making sure Māori achievement is high – which most teachers are aiming for. Keep making sure Pasifika achievement is high – which most teachers are aiming for. Aiming for an inclusive environment for students Maoir and Pasifika – with the intention of teaching with a learning style that suits them. Tutorials are offered with some subjects having a number of students turn up on a regular basis. Scholarship tutorials are organised. Observations on teachers to see best practice. All staff have implemented changes in y9 and 10 with Aotearoa Histories 	<ul style="list-style-type: none"> + turning up to exams as an entire school. - Will pre-requisites need to be revisited... - Maintaining our goals – good aspirational goals. - Scholarship – have we got a school wide approach? Currently a bit of a silo effect... Individual teachers doing it. - Scholarship – use to be celebrated as a success with Morning teas and celebrations etc, numbers have dwindled... so is this something we need to remedy? - Ongoing PD with changes to level 1, 2 NCEA.

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
						<p>66.1%). We did not achieve the goal. - - -</p> <ul style="list-style-type: none"> - Some students did attain 11 credits and again this was often due to course adaptations or the failure of students to complete one internal due to illness or attendance or something similar. <p>88% of year 13's will get 12+ credits in 2022 (goal is to stay the same for 2023)</p> <p>The range of data across 7 subjects was 60% - 100% with an Average of 80.95%. We definitely achieved the goal in a number of subjects. But overall we did not.</p> <p>The range is impacted by different courses and again we saw a range of engagement across subjects where some students chose to engage with the learning while others did not.</p> <ul style="list-style-type: none"> - Poor attendance in class and Poor attendance to external exams also was clear in our stats – with a number of students gaining UE before the exam period and then opting not to turn up for the externals. 	<ul style="list-style-type: none"> - All teachers have worked hard to implement new changes to level 1 NCEA. - Endorsements in certain areas showed staffs dedication to work relating to structure and SGWP/SocSci writing process. 	

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
						<p>70% of year 13's will get UE in Social Science Subjects Average was 72% - we did achieve our goal. Again the variation was great – ranging from 40% - 100% of students attaining UE.</p> <ul style="list-style-type: none"> - Many students appeared to have gained UE before exams and were picking and choosing which exams they would show up to. Those who did turn up to the exams did well and often resulted in them gaining endorsements in that subject. <p>Maori <i>To improve on %/s from 2022</i> L1 – 70% in 2022 L1 - - 66.7% pass rate 12+ credits 2023.</p> <p>Did not reach our goal of improving for 2023</p> <p>L2 – 65% 2022 L2 – 76.75% 2023 A good increase in results from 2022 –</p> <ul style="list-style-type: none"> - A decent increase from 2022. <p>L3 – 65% - 2022 L3 - 58.5% - 2023 <i>Did not achieve the goal – down by 6.5% on 2022.</i></p> <p>The numbers here are negligible and varied. Some subject areas had 1 Māori students so if</p>		

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
						<p>they failed or passed it may skew the results differently.</p> <p>Pasifika: L1 – 83% 2022 L1 – 83.25% - 2023 Goal for Level 1 in 2023 was achieved with a slight increase in results for level 1.</p> <p>L2 – 60% L2 – 2023 – 62.5% - 3 of the 7 subject areas had no Pasifika, and the other 4 had 1 student each. Data is limited due to population of students. But there was a slight increase from 2022 – 2023.</p> <p>L3 – 70% - 2022 L3 – 66.66% - 2023 We only had 3 students completing L3 Social Sciences subjects – so data was a bit skewed due to small population of students.</p> <p>Data was slightly down from previous years.</p>		

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
Members of the LGBTQ++ group have a safe and inclusive environment, free from racism, discrimination and bullying	Student voice says that members of the LGBTQ++ community have a safe and inclusive environment free from racism, discrimination and bullying.	<ol style="list-style-type: none"> To survey staff PD needs to inform next steps and provide professional development accordingly. To gather student voice, initially with the Rainbow group, and then with other interest groups Staff will continue to use gender neutral and inclusive language and actions as appropriate. The school will work towards introducing school pants/trousers by the end of 2024. The School Executive will support the QSA Group, will promote School wide activities. 	1.1.iii	SLT Teachers School Executive	Careers and Guidance	Rainbow insignia in the office, on the doors, and badges worn on counsellors.	Principal reported positive feedback from rainbow executive group	Make staff allies more visible. Support student leadership roles within the Rainbow community. Connect with senior health classes to align support with curriculum
			1.1.i		<ul style="list-style-type: none"> Guidance will provide a safe space for talking with Guidance Counsellors To ensure that the Rainbow groups' safe space insignia is visually accessible. 	Facilitated PLD with InsideOut for all staff.		
			1.1.iii		<ul style="list-style-type: none"> Guidance and Connexion staff will use correct pronouns and preferred names and advocate for student needs. 	MH, LG, SW attended Achieving Rainbow Competency PLD in January 2024.		
			2.3.ii		<ul style="list-style-type: none"> Guidance will use the supervision that is accessed and discuss LGBTQIA++ issues to improve practice, and service to students. 			
			1.1.iii		Technology	Completed all	Using gender neutral and inclusive language in class benefits our students who are LGBTQ++	Continue using gender neutral and inclusive language. Attend upcoming PD
					Languages Department Goal: Members of the LGBTQ++ group have a safe and inclusive environment, free from racism, discrimination and bullying Department Actions: Staff will continue to use gender neutral and inclusive language and actions as appropriate.	Yes	Students happy and comfortable in our classes	Inclusiveness of all groups within the school
					Mathematics	All completed	Assessment material Classroom practices and observations	Work on the New Level 1 making

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
					Visual Arts <ul style="list-style-type: none"> Continue to work with school community promoting opportunities for Rainbow week Celebrate the completion of the Rainbow step with and opening Include opportunities for students to use LGBTQ++ artists where appropriate and safe to. 	Completed Completed		Continue to offer a safe place in the art room for all students Where appropriate, offer Rainbow community artist models.
					Performing Arts <ul style="list-style-type: none"> To continue to provide safe environments for all our students. Continue to use gender neutral pronouns and preferred names. 	Not a specific goal	Students find the Arts a safe place to express themselves and they communicate this readily Students need to feel comfortable to tell us their pronouns	Continue in same way
					Physical Education and Health Provide a safe and inclusive environment for all learners. <ol style="list-style-type: none"> Seek up to date student voice on the efficacy and effectiveness of our Year 9 and 10 programme with a LGBTQIA plus lens Attend all relevant PD Investigate and facilitate funding to support a one day camp to enhance the Hauora of our Rainbow community Continue our use of the Inside/Out resources within our Year 10 curriculum Identity, Diversity and Empathy forms a portion of our Year 10 Health curriculum 	1. Some 'voice' gathered 2. N/A no real opportunities in 2023 3. Investigated not able to run it in 2023 4. Used in 2023 programme. Usage varied from class to class. It is based on student needs 5. Embedded in curriculum strong linkage with Hauora	Strong promotion of Acceptance/Empathy and Diversity is our mantra. We are not here to promote differing belief systems. Education = Power. Staff wearing ribbons during "Pride Week"	Community consultation to be carried out in Term 2. 2024 may inform next steps. Prior consultation has been largely supported. Attend any relevant PD.

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					<u>Science</u> <ul style="list-style-type: none"> To show a greater level of understanding and awareness 3.6.iii To indicate preferred names on class lists for relievers. 3.6.ii To record any relevant information on semester-change over sheets, to make take over smoother. 1.1.iii To be mindful of how we formulate our questions within classwork and/ or formatives. 1.1.iii 	Completed Completed Completed Completed	Making sure that we use their preferred names. Discuss and put preferred names in brackets. Also pass this information on to the new teacher. Emails home and questions in class should address them as "students" instead of "girls."	Remember to provide the information to relievers as well.
					<u>Year 7/8</u> <ol style="list-style-type: none"> Include a range of age-appropriate text and contexts which support LGBTQ++ through units of work. Visibly show support for the Rainbow community. (i.e. ribbon wearing) Staff will continue to use gender neutral and inclusive language and actions in and outside the classroom. Support the QSA by being involved in School wide activities where appropriate. Learn more about the language used to refer to the Rainbow Community (i.e. queer) Develop a shared understanding of how the Y7&8 department engages in conversations with students, whānau and caregivers in relation to gender. (i.e., teaching in Health) 	1 and 6: not completed 2-5 completed	-This was not something that we searched out during the year -Yes, students are aware of our support and potentially have a sense of acceptance and belonging in Year 7 and Year 8.	Continue to show support and use appropriate pronouns and preferred names.
					<u>English</u> School: Members of the LGBTQ++ group have a safe and inclusive environment, free from racism, discrimination and bullying To make our support of the community conspicuous, so that queer students feel comfortable and accepted in English classrooms. Be supportive, be explicit, be staunch allies. <ul style="list-style-type: none"> Continue to include LGBTQ voices across our year levels in text choices To use inclusive language in the classroom 	completed	This is a very difficult one to measure. Qualitative, anecdotal and observational evidence points to the classrooms being safe places for our Rainbow students, but it is hard to put a measure on this.	That Edge is updated to include students' preferred names.

Goals 2023-2024	Target	School Wide Action	NELPS	Responsibility	Department Action	Actions Completed	Evidence of actions that benefited student outcomes	Next steps
					<p>Social Sciences</p> <ul style="list-style-type: none"> • To survey staff PD needs to inform next steps • To gather student voice, initially with the Rainbow group, and then with other interest groups • Staff will continue to use gender neutral and inclusive language and actions as appropriate. • The school will work towards introducing gender neutral uniform items by the end of 2024. • The School Executive with help from the QSA Group, will promote School wide activities. 	<ul style="list-style-type: none"> - Our dept committed to making sure there are safe spaces for LGBT students. - Will continue to follow school guidelines – to promote school activities - Committed to ongoing support of this community. 	<ul style="list-style-type: none"> - Maintain these goals from 2023 - We as a dept are constantly working at making our space an inclusive environment. - Safe spaces have helped some students feel safe to be themselves around school. 	<ul style="list-style-type: none"> - Our department would like a range of pronouns to make sure we are ok. - PD around ever changing LGBTQ community/language. <p>Department: Possibilities for education around what's going on within the school and how other depts are working on this goal.</p>

SOUTHLAND GIRLS HIGH SCHOOL

Kiwisport

2023

Students participated in organised sport. In 2023 the school received Kiwisport funding of \$23,022 (2022 \$21,143).

The funding was spent on sports equipment and an increase in staff to manage sport.