

WAIKATO DIOCESAN SCHOOL FOR GIRLS

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	140
Principal:	Mary Curan
School Address:	660 River Road, Chartwell, Hamilton New Zealand
School Postal Address:	Private Bag 3051, Hamilton 3240
School Phone:	(07) 855 2038
School Email:	admin@wdsq.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Samuel Hood	Presiding Member	Elected	Sep-25
Mary Curran	Principal ex Officio	Ex Officio	NA
Raewyn McPhillips	Parent Representative	Elected	Sep-25
Brigham Nordstrom	Parent Representative	Elected	Sep-25
Vanessa Parker	Parent Representative	Elected	Sep-25
Josie Keucke	Parent Representative	Elected	Sep-25
Ingrid ter Beek	Parent Representative	Selected member	Sep-25
Hamish Bell	Parent Representative	Elected	Feb-24
Dean Anne Mills	Proprietor Representative	Appointed	May-25
Deborah Nelson	Proprietor Representative	Appointed	May-25
Jason Marinkovich	Proprietor Representative	Appointed	May-25
Kate Lethbridge	Proprietor Representative	Appointed	May-25
Gabriella Schuitemaker	Student Representative	Elected	Aug-25
Susi Webb	Staff Representative	Elected	Sep-25

WAIKATO DIOCESAN SCHOOL FOR GIRLS

Annual Financial Statements - For the year ended 31 December 2024

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Waikato Diocesan School for Girls

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Sam Hood
Full Name of Presiding Member

Sonja Maree
Full Name of Principal

Sam Hood
Signature of Presiding Member

Sonja Maree
Signature of Principal

28-May-25
Date:

28-May-25
Date:

Waikato Diocesan School for Girls

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	9,311,347	8,539,619	8,884,498
Locally Raised Funds	3	3,872,951	3,542,159	3,677,418
Use of Proprietor's Land and Buildings		1,363,395	1,363,395	1,346,645
Interest		80,813	78,000	82,327
Total Revenue		14,628,506	13,523,173	13,990,888
Expense				
Locally Raised Funds	3	577,067	303,376	643,978
Learning Resources	4	10,983,548	10,911,235	10,694,776
Administration	5	1,092,697	730,434	665,339
Interest		6,747	6,500	6,078
Property	6	2,277,738	2,287,541	2,305,084
Loss on Disposal of Property, Plant and Equipment		1,456	-	-
Total Expense		14,939,253	14,239,086	14,315,255
Net Surplus / (Deficit) for the year		(310,747)	(715,913)	(324,367)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(310,747)	(715,913)	(324,367)

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

Waikato Diocesan School for Girls

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,758,520	2,817,035	2,935,024
Total comprehensive revenue and expense for the year		(310,747)	(715,913)	(324,367)
Contributions - Te Mana Tuhono		99,858	-	-
Contribution - Furniture and Equipment Grant		120,065	120,065	147,863
Equity at 31 December		2,667,696	2,221,187	2,758,520
Accumulated comprehensive revenue and expense		2,238,910	2,101,122	2,449,799
Reserves		428,786	120,065	308,721
Equity at 31 December		2,667,696	2,221,187	2,758,520

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Waikato Diocesan School for Girls

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	2,558,506	2,031,924	1,218,794
Accounts Receivable	8	825,944	500,000	810,162
GST Receivable		27,978	-	54,485
Investments	9	400,000	-	1,200,000
		3,812,428	2,531,924	3,283,441
Current Liabilities				
Accounts Payable	11	1,295,053	680,000	1,022,653
Revenue Received in Advance	12	906,784	453,378	705,157
Finance Lease Liability	14	71,906	-	36,433
		2,273,743	1,133,378	1,764,243
Working Capital Surplus/(Deficit)		1,538,685	1,398,546	1,519,198
Non-current Assets				
Property, Plant and Equipment	10	1,237,442	822,641	1,409,123
		1,237,442	822,641	1,409,123
Non-current Liabilities				
Provision for Cyclical Maintenance	13	79,214	-	125,054
Finance Lease Liability	14	29,242	-	44,746
		108,456	-	169,800
Net Assets		2,667,696	2,221,187	2,758,520
Equity		2,667,696	2,221,187	2,758,520

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

Waikato Diocesan School for Girls

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		2,612,402	2,143,691	2,186,037
Locally Raised Funds		3,456,770	3,158,649	3,358,351
International Students		561,597	259,557	471,127
Goods and Services Tax (net)		26,507	-	8,882
Payments to Employees		(4,090,477)	(3,456,049)	(3,393,473)
Payments to Suppliers		(2,031,743)	(2,461,351)	(2,360,402)
Interest Paid		(6,747)	(6,500)	(6,078)
Interest Received		103,116	78,000	56,388
Net cash from/(to) Operating Activities		631,425	(284,003)	320,832
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(250,389)	(294,898)	(427,735)
Proceeds from Sale of Investments		800,000	-	-
Net cash from/(to) Investing Activities		549,611	(294,898)	(427,735)
Cash flows from Financing Activities				
Furniture and Equipment Grant		120,065	(176,099)	147,863
Contributions from Ministry of Education		99,858	-	-
Finance Lease Payments		(61,248)	-	(25,975)
Net cash from/(to) Financing Activities		158,675	(176,099)	121,888
Net increase/(decrease) in cash and cash equivalents		1,339,711	(755,000)	14,985
Cash and cash equivalents at the beginning of the year	7	1,218,794	2,786,924	1,203,810
Cash and cash equivalents at the end of the year	7	2,558,506	2,031,924	1,218,794

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Waikato Diocesan School for Girls

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The 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 13.

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 10.

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 14. Future operating lease commitments are disclosed in note 19.

Recognition of grants

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

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

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

The property from which the School operates is owned by the Proprietor. 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. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid

investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's 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) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Intangible Assets	3 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment 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 uses the Council valuation to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

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

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

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

n) Funds Held in Trust

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

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

o) 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 Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. 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.

q) 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.

r) Borrowings

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

s) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	2,585,838	2,045,076	2,195,039
Teachers' Salaries Grants	6,725,509	6,494,543	6,689,459
	<u>9,311,347</u>	<u>8,539,619</u>	<u>8,884,498</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	2,088,618	2,010,051	1,960,522
Fees for Extra Curricular Activities	489,426	282,082	572,950
Fundraising and Community Grants	11,202	-	25,473
Other Revenue	896,445	866,516	780,913
International Student Fees	387,260	383,510	337,560
	<u>3,872,951</u>	<u>3,542,159</u>	<u>3,677,418</u>
Expense			
Extra Curricular Activities Costs	412,288	216,626	427,233
International Student - Employee Benefits - Salaries	98,257	-	148,473
International Student - Other Expenses	66,522	86,750	68,272
	<u>577,067</u>	<u>303,376</u>	<u>643,978</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>3,295,884</u>	<u>3,238,783</u>	<u>3,033,440</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	545,517	709,836	740,856
Information and Communication Technology	224,374	238,200	238,572
Employee Benefits - Salaries	9,651,573	9,426,980	9,217,385
Staff Development	55,474	73,500	55,236
Depreciation	501,804	457,719	439,335
Other Learning Resources	4,806	5,000	3,392
	<u>10,983,548</u>	<u>10,911,235</u>	<u>10,694,776</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	14,283	12,600	10,775
Board Fees and Expenses	19,710	30,000	59,099
Operating Leases	36,243	29,616	28,701
Other Administration Expenses	116,066	121,600	95,179
Employee Benefits - Salaries	820,522	473,444	409,806
Insurance	58,629	33,174	26,540
Service Providers, Contractors and Consultancy	27,244	30,000	35,239
	<u>1,092,697</u>	<u>730,434</u>	<u>665,339</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	3,414	10,000	250
Cyclical Maintenance	78,000	78,000	51,758
Heat, Light and Water	167,977	161,000	153,207
Repairs and Maintenance	222,895	267,900	342,549
Use of Land and Buildings	1,363,395	1,363,395	1,346,645
Employee Benefits - Salaries	403,555	356,646	366,504
Other Property Expenses	38,502	50,600	44,171
	<u>2,277,738</u>	<u>2,287,541</u>	<u>2,305,084</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	2,558,506	2,031,924	1,218,794
Cash and cash equivalents for Statement of Cash Flows	<u>2,558,506</u>	<u>2,031,924</u>	<u>1,218,794</u>

Of the \$2,558,506 Cash and Cash Equivalents, \$906,704 of Revenue Received in Advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Interest Receivable	3,636	-	25,939
Teacher Salaries Grant Receivable	708,485	500,000	549,248
Proprietor's Contra account	113,823	-	234,975
	<u>825,944</u>	<u>500,000</u>	<u>810,162</u>
Receivables from Exchange Transactions	3,636	-	25,939
Receivables from Non-Exchange Transactions	822,308	500,000	784,223
	<u>825,944</u>	<u>500,000</u>	<u>810,162</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	400,000	-	1,200,000
Total Investments	400,000	-	1,200,000

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	858,304	54,632	-	-	(227,386)	685,550
Information and Communication Technology	299,034	254,248	(1,456)	-	(178,282)	373,544
Intangible Assets	19,702	-	-	-	(7,182)	12,520
Motor Vehicles	37,641	1,810	-	-	(15,626)	23,825
Leased Assets	81,571	81,190	-	-	(59,628)	103,133
Library Resources	38,957	9,884	-	-	(13,700)	35,141
Capital Work in Progress	73,914	(70,185)	-	-	-	3,729
	1,409,123	331,579	(1,456)	-	(501,804)	1,237,442

The additions value for Capital Work in Progress is due to the completed work which has been capitalised to associated fixed asset category.

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$103,133 (2023: \$81,571)

The net carrying value of motor vehicles held under a finance lease is \$000 (2023: \$000)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Furniture and Equipment	3,317,597	(2,632,048)	685,549	3,262,964	(2,404,660)	858,304
Information and Communication Technology	1,740,066	(1,366,521)	373,545	3,124,476	(2,825,442)	299,034
Intangible Assets	178,718	(166,198)	12,520	178,718	(159,016)	19,702
Motor Vehicles	205,443	(181,618)	23,825	203,633	(165,992)	37,641
Leased Assets	191,045	(87,912)	103,133	307,343	(225,772)	81,571
Library Resources	35,141	-	35,141	38,957	-	38,957
Capital Work in Progress	3,729	-	3,729	73,914	-	73,914
	5,671,739	(4,434,297)	1,237,442	7,190,005	(5,780,882)	1,409,123

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	94,074	55,000	157,588
Accruals	30,660	625,000	11,178
Banking Staffing Overuse	-	-	38,314
Employee Entitlements - Salaries	901,935	-	713,095
Employee Entitlements - Leave Accrual	268,384	-	102,478
	1,295,053	680,000	1,022,653

Payables for Exchange Transactions	1,254,522	680,000	971,571
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	40,531		51,082
Payables for Non-exchange Transactions - Other			
	<u>1,295,053</u>	<u>680,000</u>	<u>1,022,653</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	150,897	-	123,607
International Student Fees in Advance	755,887	453,378	581,550
	<u>906,784</u>	<u>453,378</u>	<u>705,157</u>

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	125,054	-	169,802
Increase to the Provision During the Year	78,000	78,000	48,000
Use of the Provision During the Year	(123,840)	-	(96,506)
Other Adjustments	-	-	3,758
Provision at the End of the Year	<u>79,214</u>	<u>78,000</u>	<u>125,054</u>
Cyclical Maintenance - Non current	79,214	-	125,054
	<u>79,214</u>	<u>-</u>	<u>125,054</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	75,991	-	42,263
Later than One Year and no Later than Five Years	30,500	-	47,898
Future Finance Charges	(5,343)	-	(8,982)
	<u>101,148</u>	<u>-</u>	<u>81,179</u>
Represented by			
Finance lease liability - Current	71,906	-	36,433
Finance lease liability - Non current	29,242	-	44,746
	<u>101,148</u>	<u>-</u>	<u>81,179</u>

15. Related Party Transactions

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

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

The Proprietor of the School (Waikato Board of Diocesan Schools) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the Proprietor collects funds on behalf of the School. These include donations and sundry charges to the students (such as sports fees) payable to the School. The amounts collected in total were \$2,442,482 (2023: \$2,124,694). These represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the Proprietor on behalf of the School are \$101,670 (2023: \$234,975).

The Proprietor provides boarding and canteen services that are used by some of the school's students in accordance with a contract between the Board and Proprietor.

The Proprietor provides the School with a Special Character Grant of \$844,204 (2023: \$758,408) to provide teaching and activities that are not funded by the Ministry of Education, but which reflect the special character of the school. In addition, the Proprietor paid the School \$22,312 (2023: \$17,468) for the use of the School's health services by pupils in the boarding house.

During 2024, the School Board has contributed \$123,840 towards the painting of the Proprietor's buildings in accordance with the integration agreement. (2023: \$96,506)

16. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,330	5,145
<i>Leadership Team</i>		
Remuneration	869,701	677,943
Full-time equivalent members	6.17	4.79
Total key management personnel remuneration	874,031	683,088

There are 13 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	0-10	5-10
Termination Benefits	-	

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	23.00	21.00
110 - 120	13.00	7.00
120 - 130	3.00	3.00
140 - 150	1.00	1.00
	40.00	32.00

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

17. Compensation and Other Benefits Upon Leaving

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

	2024 Actual \$000	2023 Actual \$000
Total	220 - 230	\$0
Number of People	7	0

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

19. Commitments

(a) Capital Commitments

At 31 December 2024, the Board has no capital commitments. (2023:nil).

(b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

(a) operating lease of Printing Machines;

	2024 Actual \$	2023 Actual \$
No later than One Year	36,243	28,701
Later than One Year and No Later than Five Years	41,873	78,116
	<u>78,116</u>	<u>106,817</u>

The total lease payments incurred during the period were \$36,243 (2023: \$28,701).

20. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	2,558,506	2,031,924	1,218,794
Receivables	825,944	500,000	810,162
Investments - Term Deposits	400,000	-	1,200,000
Total financial assets measured at amortised cost	<u>3,784,450</u>	<u>2,531,924</u>	<u>3,228,956</u>

Financial liabilities measured at amortised cost

Payables	1,254,522	680,000	971,571
Finance Leases	101,148	-	81,179
Total financial liabilities measured at amortised cost	<u>1,355,670</u>	<u>680,000</u>	<u>1,052,750</u>

21. Events After Balance Date

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

22. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAIKATO DIOCESAN SCHOOL FOR GIRLS'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Waikato Diocesan School for Girls (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, 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 17, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2025. 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 1, 21 to 63, 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.

A handwritten signature in black ink, appearing to read 'JL' or 'JLH', written in a cursive style.

Johann van Loggerenberg
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand

Waikato Diocesan School for Girls

Board / Principal reports

Kiwisport

In 2024 we received \$17,829.52 excl GST as a Kiwisport grant.

This money was used towards:

- The purchase of uniforms for our sports teams and equipment for sports programmes;
- Acknowledging the work of our sports coaches in developing our young sportswomen;
- Subsidising the fees of some of our teams to participate in competitions.

Winter sports codes include:

- Basketball
- Football
- Hockey
- Lacrosse
- Netball

Summer sports codes include:

- Athletics
- Badminton
- Cricket
- Cycling
- Futsal
- Swimming
- Tennis
- Touch Rugby
- Volleyball
- Water Polo

Cross-seasonal sports codes include:

- Cheerleading
- Cross Country
- Equestrian
- Inline Hockey
- Rugby 7's
- Multi-sports (triathlon, duathlon, Get2Go)
- Sport Climbing

Waikato Diocesan School for Girls – School Board

Statement of Compliance with Employment Policy

For the year ended 31 December 2024 the Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- These personnel policies are regularly reviewed and discussed at management and Board level, and are communicated and available to all staff, ensuring schoolwide understanding.
- Regularly reviews the health and safety of the school and staff, ensuring procedures and best practice are followed to provide a safe and healthy environment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Recognises Maaori aspirations and supports active engagement with whanau, iwi, by embedding Te Ao maaori and supporting maaori language and culture within our curriculum and school environment.
- Fosters greater maaori involvement for all staff, by supporting the opportunities for maaori leadership within the school, ensuring maaori voices significantly contribute to the decision-making processes.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applications for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Statement of Variance - WDSG 2024-2025

Cohort	2024 Target	Actual	Analysis of Variance	Action
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Junior English:

Year 9 (2024)	<p>Based on PAT Reading Levels we wish to move the students at level 3 to level 4 and 5 by the end of year 9</p> <p>8 % at L3 or below 92 % at L4 or above</p> <p>Target 2024: 80% of students achieving at 4A or above</p> <p>Concrete goals have been set for 2024. Goals were not set in 2023 so analysis isn't possible - 2024 is a fresh start!</p>	<p><i>Results:</i> <i>80.40% of students achieved 4A or above in the EOY eASttle test!</i></p> <p><i>Creative writing - 69.6%</i> <i>Literature Essay - 60.7%</i> <i>Speech - 75%</i> <i>Film Analysis - 68.5%</i></p>	<p>We are thrilled to have hit our eASttle goal - this shows us that our students have made great strides towards being prepared for the literacy CAA's as Year 10's.</p>	<p>The Year 9 programme has had a little bit of an overhaul this year with changes and additions to the course which are designed to further enhance this success.</p> <p>Our target will remain unchanged for 2025, and we will look at a range of strategies to lift our writing grades further towards the 80% mark too.</p>
Year 10 (2024)	<p>Target 2024: 85% of students achieve at 5P or above.</p> <p>Increase our students success in the NCEA Literacy standards 32405- writing And 32403 - reading</p>	<p>Students that achieved 5P or above rose from 43.1 % in Term1 to 71.8% in Term 3</p> <p>We absolutely improved on our pass rate for the NCEA literacy standards rising from 85.5% in reading in 2023 to 98.7% in 2024 for the same standard. In 2023 for writing our pass rate was 83% compared to 91.6 % in 2024 for the same standard.</p>	<p>Looking at the data it was an ambitious goal for setting the target of achieving at 5P or greater.</p> <p>This was a combined effort and we have seen a growth in the pass rate based on the tutorial program in place with students after the first assessment.</p>	<p>We are happy with growth and will adjust the target to 80 achieving at 5p or above. Our major focus has been to increase the pass rate of our Literacy standards offered in year 10 as:</p> <p>32405 - writing 32403 - Reading This year cohort for both of these standards was above 90%</p>

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Analysis of Variance - WDSG 2024-2025

Cohort	2024 Target	Actual	Analysis of Variance	Action
Junior Maths/Numeracy:				
Year 9	<p>Target 2024 For 2024 reduce target to 75% Level 4P or above and 40% at Level 5 in Number.</p> <p>Rationale: The 2024 intake of Year 9 students tested lower than the 2023 cohort. 2024 mean score = 50% 2023 mean score = 57%</p>	89% of Year 9 2024 cohort at Level 4P or above according to asTTle with 72% at least Level 5 in Number.	Both targets exceeded.	<p>Increase target to 85% Level 4P or above and 60% at Level 5 in Number according to asTTle.</p> <p>The 2025 intake of Year 9 students tested higher than the 2024 cohort. 2025 mean score = 53% 2024 mean score = 50%</p>
Year 10	<p>Target 2024 For 2024 maintain target at 75% level 5P or above but increase % Level 6 to 20%</p> <p>Rationale: The 2023 intake of Year 9 students (Year 10 in 2024) tested higher in the CEM Maths test than in previous years.</p> <p>2023 intake mean score = 57%</p> <p>2021 intake mean score = 45.5%</p> <p>No CEM test for 2022 intake</p>	81% of Year 10 2024 cohort tested as Level 5P or above with 23% at Level 6 in Number according to asTTle.	Both targets exceeded.	<p>Maintain the target for current cohort (2025 Year 10 group)</p> <p>2024 Year 10 cohort had a mean score of 57% in CEM maths entrance test.</p> <p>2025 Year 10 cohort had a mean score of 50% in CEM maths entrance test.</p>

	Numeracy in 2023			
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Analysis of Variance - WDSG 2023-2024

Cohort	2024 Target	Actual	Analysis of Variance	Action
Junior Science:				
Year 9	<p>Target is to remain the same, as this will set students up for Year 10 Science and beyond.</p> <p>As the students come in from a range of feeder schools their exposure to science is varied during the year 9-10 years. It is our goal to have students working up to 5B or higher which will prepare them for NCEA level 1 or level 6 of the curriculum.</p> <p>So the goal remains at 80% of year 9 students will achieve at level 4P of the curriculum with 50% at level 5B or higher.</p>	<p>First target met with 83.5% of grades achieved at Year 9 at 4P or higher.</p> <p>Second target met with 52.5% of grades achieved at Level 5B or higher (when looking at assessments that assess into L5 of the curriculum).</p>	<p>Happy to have met our goals at Year 9. Results are consistent with previous years'.</p>	<p>Target is to remain the same for 2025, as this will set students up for Year 10 Science and beyond:</p> <p>80% of year 9 students will achieve at level 4P of the curriculum with 50% at level 5B or higher.</p>
Year 10	<p>The target of 60% at 5P or higher is to remain the same, as this target will set students up well for senior sciences.</p> <p>To work towards this target, something to focus on in 2024 is content revision in the lead up to the end of year examinations. Data shows that content taught in Term 1 (Material World) had</p>	<p>Target not quite met, with 58.2% of grades achieved at 5P or higher.</p>	<p>Material World continues to show in the data as the standard that students find the most challenging.</p> <p>E.g. In the end of year exams, only 32.6% achieved MW at 5P or higher, compared to 60% for</p>	<p>After consultation with department members and the TIC Chemistry around the continued dip in achievement in Material World, the decision was made to alter the year plan to teach Material World in Term 3 instead of Term 1. This is to save the more challenging content for</p>

	the lowest percentage of students achieving at 5P or higher. With less disruption from Covid-19 and rolling strikes, additional time can be spent on reinforcing key concepts and revising material prior to assessments.		Living World and 76% for Physical World.	later in the year (once students are more settled in their Science learning) and also means this more difficult content will be more fresh in their mind for the end of year examinations.
Junior Social Studies				
Year 9	Target 2024: To remain the same. 80% of students meeting Level 4 or above would set up the students well for Year 10 and beyond.	Results 2024 Target met with 96% of students reaching Level 4 or above. (49% at Level 4 and 47% at Level 5).	Great to see such solid results and the percentage targets met. These are improvements from previous years. This should set the students up well for Year 10 with skills and knowledge to move forward with confidence.	The targets can remain the same for 2025: 80% of students meeting Level 4 or above would set up the students well for Year 10 and beyond.
Year 10	Target 2024: 80% at Level 5 or above with 20% at or above Level 6.	Results 2024 Target met with 95% of students reaching Level 5 or above. 31% of students at Level 6.	Again, it is awesome to see that Year 10 students are meeting targets. This is also an improvement from previous years and should set students up well for their senior subjects in the Humanities.	Targets to remain the same for Level 5 (80% at Level 5). I would like to see 25% with Level 6 or above in 2025.
Senior Students:				
Year 11	Target 2024: Over the years we have had a 100% NCEA level 1 certificate pass rate. This year we have chosen not to follow the NCEA program and have offered an alternative program which we feel will prepare our year 11 students for Level 2 NCEA in 2025. This will include ensuring that the pass rate in each subject area is similar to the derived grade exams pass rate in 2023. We also feel that 100% of year 11 students should be awarded a Waikato Diocesan	Results for 2024 100% of the students received their Waikato Diocesan Certificate of Achievement . Each of the subject areas were able to provide data and feedback to students on their suitability to carry onto do courses for Level 2 in 2025 When we were to look at the GPA and analyse the data we can see	The pass rates remained similar to the old Level 1 NCEA pass rates based on GPA. This allows us to track out at risk students and look for ways to monitor and support them in 2025	Our goal is to year 11 students for the level 2 NCEA subjects. To see higher achievement rates in level 2 subjects than we currently achieve. To get a higher GPA passing rate for a school based yr 11 certificate of educational achievement.

	<p>Certificate of Achievement. To be awarded this certificate the GPA must be greater than 2 (this is calculated with N= 0 A=2 M=4 and E=6) with each subject averaged and weighted depending on the unit of work.</p>	<p>that 8 students had a GPA below 2 which is equivalent to 6 % (not Achieved) while 54 students had a GPA between 2 and 3.5 which is equivalent to (Achieved) 44 students achieved a GPA between 3.5 and 4.8 which equivalent to (Merit) while we had 20 students gain a GPA of between 4.8 or greater which is equivalent to excellence.</p>		
Year 11	<p>Literacy Target 2024:</p> <p>100% of students will achieve NCEA L1 Literacy.</p> <p>The focus of 2024 will be on continuing to support all students to achieve L1 literacy while in Year 11. And adapting to the new level 1 Literacy requirements.</p> <p>Tracking programmes are in place and selected students are offered the opportunity to complete a range of standards from a variety of subjects that fulfill L1 literacy requirements.</p>	<p>We achieved a 94.8% Literacy in 2024 not quite meeting our goal but still well above other schools with our EQI.</p>	<p>As there has been a shift in Literacy and Numeracy which means that students are tested in year 10 and 11 to gain literacy for Level 2 and 3 NCEA. We have decided as a school not to do level 1 NCEA as it is not a leaving qualification at our school.</p>	<p>To improve we have set up revision programs targeting students who do not meet the requirements of the standard and are supporting them to get these standards in yr11 and yr12. this will ensure that all students will have the literacy and numeracy standards to be awarded Level 2 and 3 NCEA.</p>
Year 11	<p>Numeracy Target 2024:</p> <p>The target for 2024 has been kept at 100%. The Mathematics Department will continue to track Year 11 students, (all are sitting NCEA Achievement Standards) via the department spreadsheet.</p>	<p>We achieved a 96.3% Numeracy in 2024 not quite meeting our goal but still well above other schools with our EQI.</p>	<p>As there has been a shift in Literacy and Numeracy which means that students are tested in year 10 and 11 to gain literacy for Level 2 and 3 NCEA. We have decided as a school not to do level 1 NCEA as it is not a leaving qualification at our school.</p>	<p>To improve we have set up revision programs targeting students who do not meet the requirements of the standard and are supporting them to get these standards in yr11 and yr12. This will ensure that all students will have the literacy and numeracy standards to be awarded Level 2 and 3 NCEA.</p>

<p>Year 12</p>	<p>Target 2024:</p> <p><i>Targets:</i> 100 % of Year 12 students will achieve a L2 qualification. Of these, 70% will achieve endorsed certificates and 30% Excellence endorsed certificates.</p>	<p>We came achieved this as 100 % gained a level 2 certificate</p> <p>We did meet the target goal of 100% gaining a level 2 certificate in 2024.</p> <p>We had 73.2% endorsed certificates with 28.4% gaining excellence endorsement in 2024. Although we didn't quite hit the target endorsements off this goal. But we did hit the number of endorsements and 100% pass rate.</p>	<p>We are happy with the result and will work toward this goal in 2025 with just a few more excellence endorsements to encourage.</p>	<p>We will continue to be more clear when teaching for distinguishing between the merit and excellence grade boundary.</p> <p>This will be tracked through regular AA meetings, student self-monitoring, form teachers, Dean HOD LS, HOD Kaupapa Māori, Year 12 Dean, Dean of International Students and DP Reporting. The Academic Council initiatives such as peer tutoring at Year 12 and 13 are now well embedded and successful. It provides mentoring and support for our most able students.</p> <p>Senior leaders will mentor at risk students if needed and develop IEP with themselves and their whānau.</p>
<p>Year 13</p>	<p>Target 2024:</p> <p>96 % of Year 13 students will achieve a L3 qualification. Of these, 60% will achieve endorsed certificates. 20% of Level 3 students will achieve Excellence endorsed certificates.</p> <p>This will be tracked through regular A&A meetings, student self-monitoring, form teachers, Dean HOD LS, HOD Kaupapa Māori, Year 11 Dean, Dean of International Students and DP Reporting. 90 % of students taking 5 UE subjects will achieve University Entrance.</p> <p>The class teachers, HOD, Year 13 Dean and DP: Reporting are responsible for effectively tracking all Year 13 students and providing opportunities to complete the</p>	<p>We had 92.6 % of year 13 students gain a level 3 qualification of which 6 students did not quite meet the criteria required. All of these students were tracked closely and worked with quite intensively.</p> <p>Of these we had 23% endorse their level 3 NCEA with excellence which was above our goal of 20%. We also had 31 % endorse their level 3 NCEA with merit. (over 51% endorsed level 3 NCEA).</p> <p>We had a 90.6 % pass rate of year 13 students who achieved university entrance in the 2024 cohort.</p>	<p>The goal of a 100% pass rate for level 3 NCEA is always the vision that we hold at WDSG and work to help students achieve their NCEA certificate.</p> <p>We also set a goal of 90 % University Entrance as we wish students to have the option of attending university.</p>	<p>Track closely with AA - close monitoring with Deans and teachers to place IEP with students who might need the support.</p> <p>To work closely with Star and gateway programs to assist learners in there</p>

	requirements for UE where that is possible given the student's abilities and skill-set.			
Year 13	<p>Scholarship</p> <p><i>Targets: 11</i></p> <p>Target 2024:</p> <p>Meeting will be held with potential Y12 and 13 Scholarship students by the end of Term 2 to introduce the programme, expectations and dispositions of Scholarship students.</p> <p>Departments will meet to co-construct Scholarship programmes with best fit for their teachers and scholarship students as opposed to timetable dictating circumstances.</p> <p>Scholarship website updated by Academic Council for Scholarship information and resource bank for staff and students.</p> <p>The Academic Achievement Council will take a more active role in encouraging students to prepare for and sit these challenging exams.</p> <p>Investigate additional resources/PLD for staff to increase the number of students gaining Outstanding Scholarships.</p>	In 2024 our students achieved 21 scholarships up from 11 achieved previously. Some students achieved multiple scholarships.	Based on this cohort we will hope to achieve 15 scholarships based on the cohort in 2025.	For HOD's Teachers , Whanau and students to work together to enrich and lift student achievement. Also to work alongside Jenny Bates the new advanced learning person in promoting and encouraging students who are capable of doing scholarship.

Priority Learners:				
Māori Students:	<p>Targets 2024:</p> <p>In Junior school, value added for Māori students (as measured by curriculum level of efficacy) will be equal to, or greater than, that of non-Māori students.</p> <p>The target for 2024 is that NCEA pass and endorsement rates will be equal to those of non-Māori students at WDSG.</p> <p>Key Kaupapa Māori events will continue to evolve and develop in the school with a new emphasis on 'normalising' Te Reo Māori and Tikanga within the school with a particular focus on preparing for the establishment of a school whareako.</p> <p>Students will be tracked and monitored via A & A meetings.</p>	<p>Level 2 NCEA certification european and maori were both at 100 %</p> <p>Level 3 Maori students had a 91.7 % pass rate compared to 95.7 % pass rate of the European cohort. Only 4 % difference where this gap was much larger in the national average and EQI scores of like schools.</p>	<p>To improve the level 3 Maori pass rate so that it is equal to the European students pass rate.</p>	<p>For HOD's Teachers , Whanau and students to work together to enrich and lift student achievement. Also to work alongside Jenny Bates the new advanced learning person in promoting and encouraging students who are capable of doing scholarship.</p> <p>Errin and Faith to review the Maori students and their progress this year.</p>
International students	<p>Target 2024:</p> <p>The target for 2024 is that 100% of all International students will achieve their relevant NCEA qualification and pathway into their chosen tertiary studies whether in New Zealand or overseas.</p> <p>Continue to support students with IEP's and PEP if needed.</p> <p>International students tracked by</p>	<p>Level 2 we had a 100% pass rate of out international students.</p> <p>Level 3 we had an 83% pass rate below what we set for our target.</p>	<p>Based on the results we are happy but have room for improvement.</p> <p>We will set the goal for 100% for the international students sitting Level 2 and level 3 NCEA and for University Entrance.</p>	<p>For the new International Dean Rhonda Parry, Year level deans to track and place Individualised Learning programs to help assist students. The International Dean will use ELL programs and supply in class support to international students.</p>

	<p>TiC EAP and Dean of International students.</p>	<p>(because of low numbers 1 student who was very sick most of the year and missed lots of classes was not able to sit a few exams and internal assessments). This affected the results because of low numbers of international students.</p> <p>University entrance we also had a low pass rate of 83%</p>		
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WAIKATO DIOCESAN
School for Girls



Equity Index Number

The model

1. The model looks at cohorts of children from the last 20 years, who have already been through the school system and how, at different ages, various socioeconomic factors impacted their achievement at NCEA levels 1 and 2.
2. It then looks at the socio-economic characteristics of students enrolled at schools for the last three years to identify which of those factors are present in their lives.
3. Student numbers are averaged at an individual school level to produce an **EQI number for each school between 344-569**.

While most students will face challenges and obstacles at some point during their time at school, a higher EQI number indicates that a school has students facing more or greater socio-economic barriers.

To work out each school's Equity Index number, our statistical model uses information held in Stats NZ Integrated Data Infrastructure (the IDI). This is made up of administrative data provided by other government agencies.

Our equity score was **384 in 2023 and was adjusted to 386 in 2024**

St Peters, St Pauls, Auckland Diocesan, and St Cuths - Private no EQI score (come in under fewer) eg they are private and are included in the fewer.
When it says fewer in NZQA it means schools with a lower EQI than us.

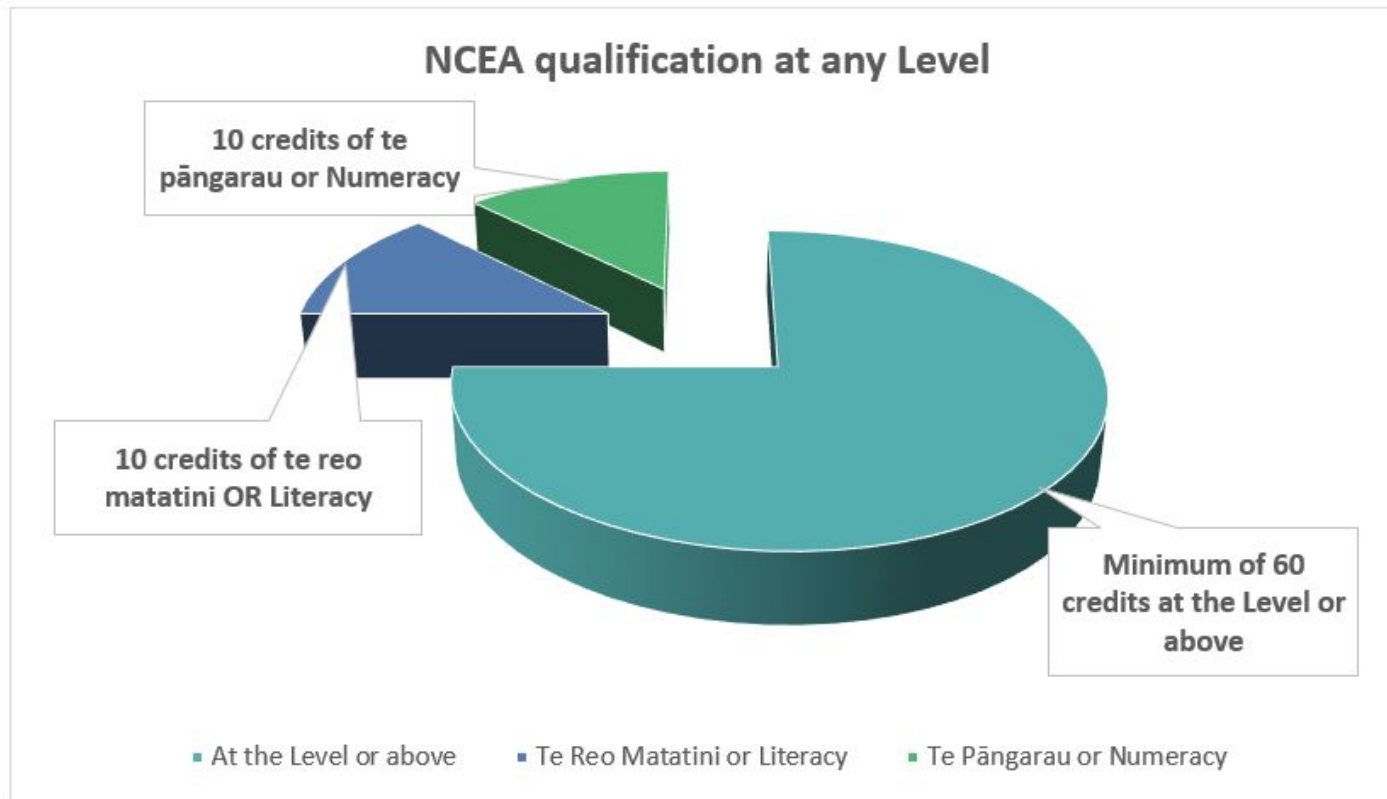


“Whaowhia te kete mātauranga”

**Fill the basket of knowledge.
This speaks to the importance of
education and knowledge.**

The structure of the qualification

- Minimum of 80 credits for each Certificate, including
 - 60 credits at a level or above
 - 10 credit te reo matatini or literacy co-requisite required for any level
 - 10 credit te pāngarau | numeracy co-requisite required for any level.



How the qualification works

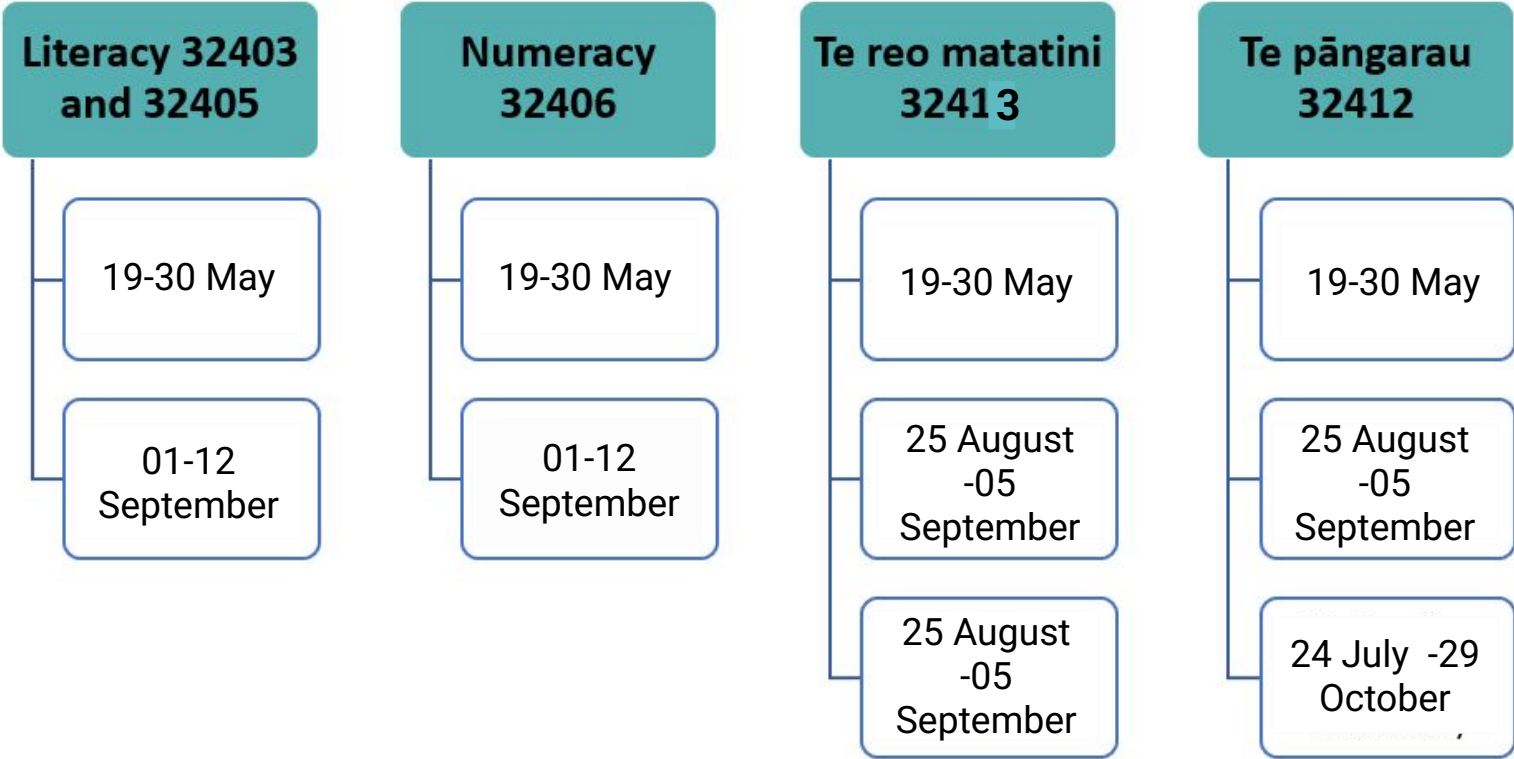
- Credits from a lower level are no longer used
- Each qualification can include credits from a higher level
- Both achievement standards and unit standards can be used. Always check for exclusions
- If a standard contributes to the co-requisite requirement, it will not be used towards the minimum 60 credits required to complete the qualification
- Certificate endorsement requirements have not changed. 50 credits at excellence, or a mix of 50 credits at excellence and merit, or 50 merit credits are required.
- Course endorsement requirements for 14 credits including a minimum of 3 external and 3 internal credits have not changed. All standards completed by a student will be included in endorsement calculations, including those used to complete the co-requisite requirement. Level 1 course endorsement exceptions for Religious Studies and Physical Education have been removed.

The new Level 1 achievement standards

- 4 per subject
- Total of 20 credits available per subject
- 2 internals – marked by the school / kura
- 2 externals – marked by NZQA markers – submission or examination or Tūmahi Aromatawai Pātahi,
- Built-in accessibility and inclusivity for most ākonga with SAC entitlements.

The dedicated co-requisite unit standards in 2024

Dedicated co-requisite standard assessment dates 2024 ([Assessment Matters 14/09/2023](#))



WAIKATO DIOCESAN
School for Girls



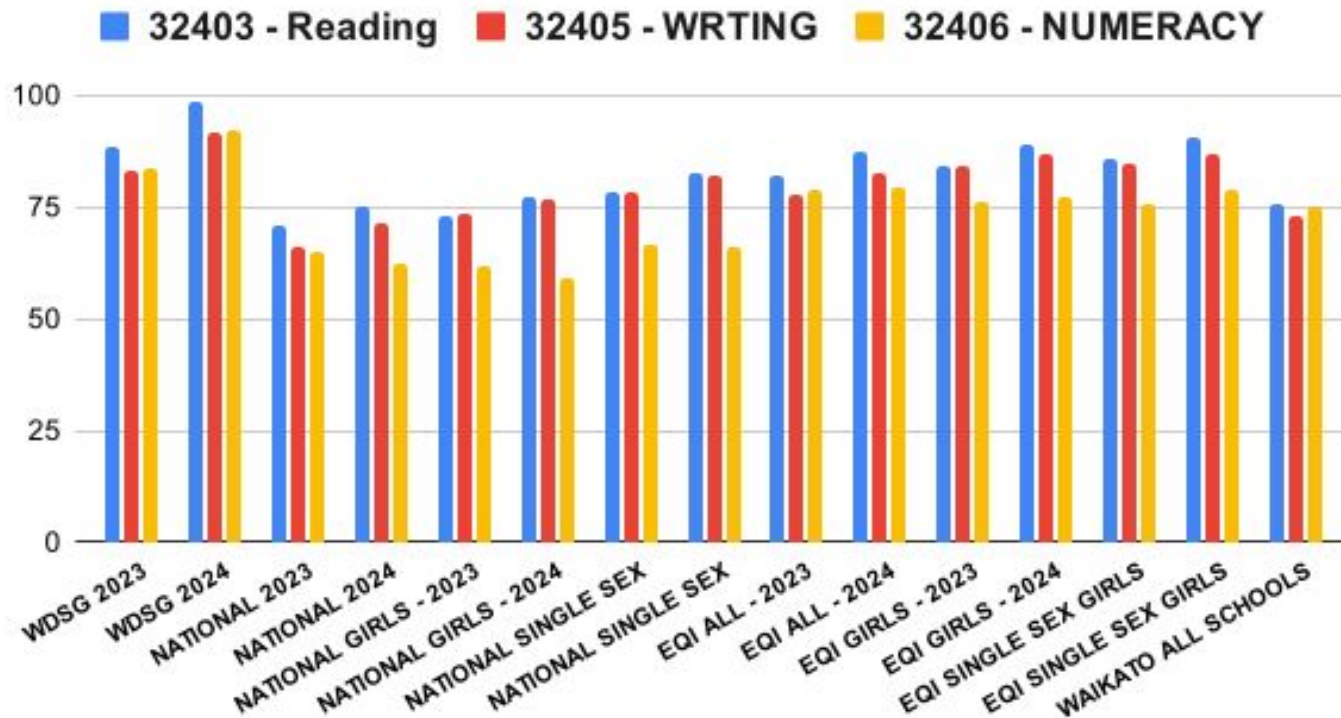


Literacy and Numeracy



WAIKATO DIOCESAN
School for Girls

32403 - READING, 32405 - WRITING and 32406 - NUMERACY

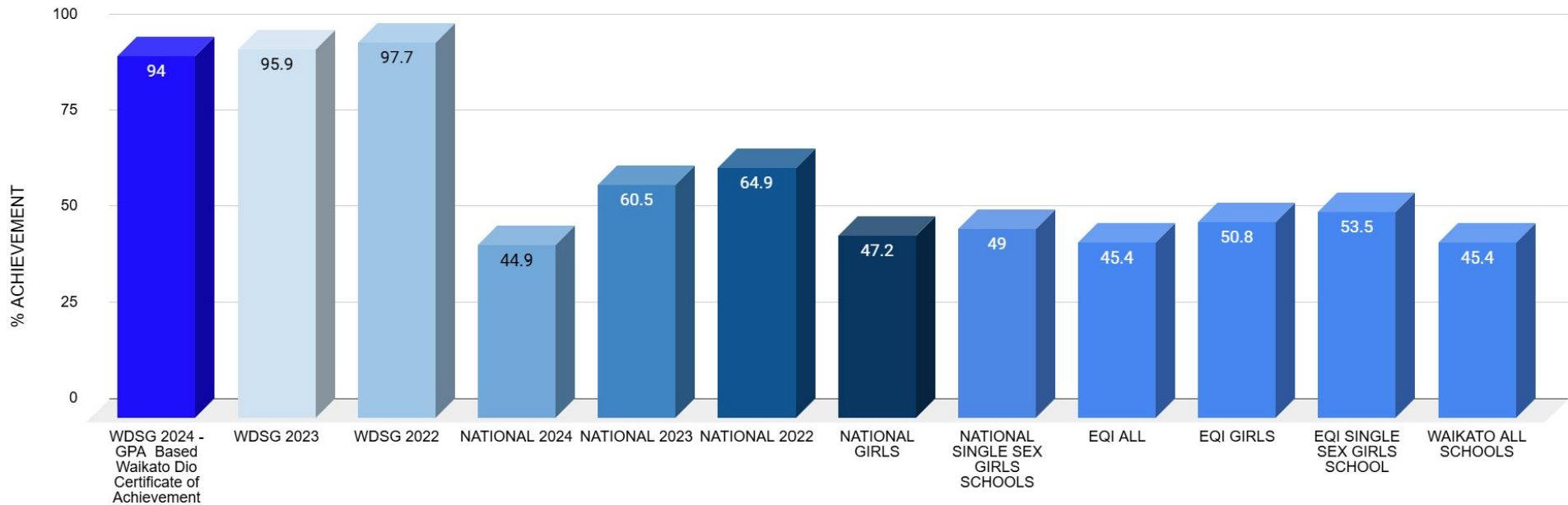




	READING	WRITING	NUMERACY
	32403 - READING	32405 - WRITING	32406 - NUMERACY
WDSG 2023	88.5	83	83.6
WDSG 2024	98.7	91.6	92.2
NATIONAL 2023	70.9	66	65.1
NATIONAL 2024	75.2	71.4	62.2
NATIONAL GIRLS - 2023	72.9	73.3	61.9
NATIONAL GIRLS - 2024	77.3	76.9	59.1
NATIONAL SINGLE SEX GIRLS SCHOOLS - 2023	78.5	78.2	66.5
NATIONAL SINGLE SEX GIRLS SCHOOLS - 2024	82.8	82.1	66.3
EQI ALL - 2023	82.1	77.9	78.9
EQI ALL - 2024	87.1	82.3	79.4
EQI GIRLS - 2023	84.4	83.9	76.3
EQI GIRLS - 2024	88.7	86.7	77.3
EQI SINGLE SEX GIRLS SCHOOL - 2023	85.7	84.9	75.5
EQI SINGLE SEX GIRLS SCHOOL - 2024	90.4	86.6	78.6
WAIKATO ALL SCHOOLS - 2023	75.9	72.8	75.2
WAIKATO ALL SCHOOLS - 2024	87.2	84.9	76.6



NCEA LEVEL 1 2024



Comparisons

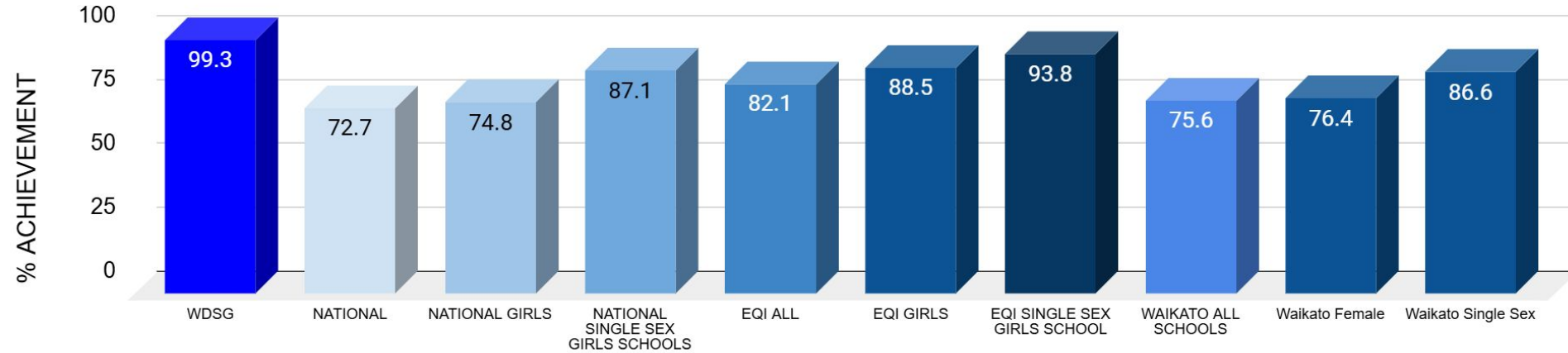


NCEA Level 2 Results



WAIKATO DIOCESAN
School for Girls

NCEA LEVEL 2 2024



Comparisons

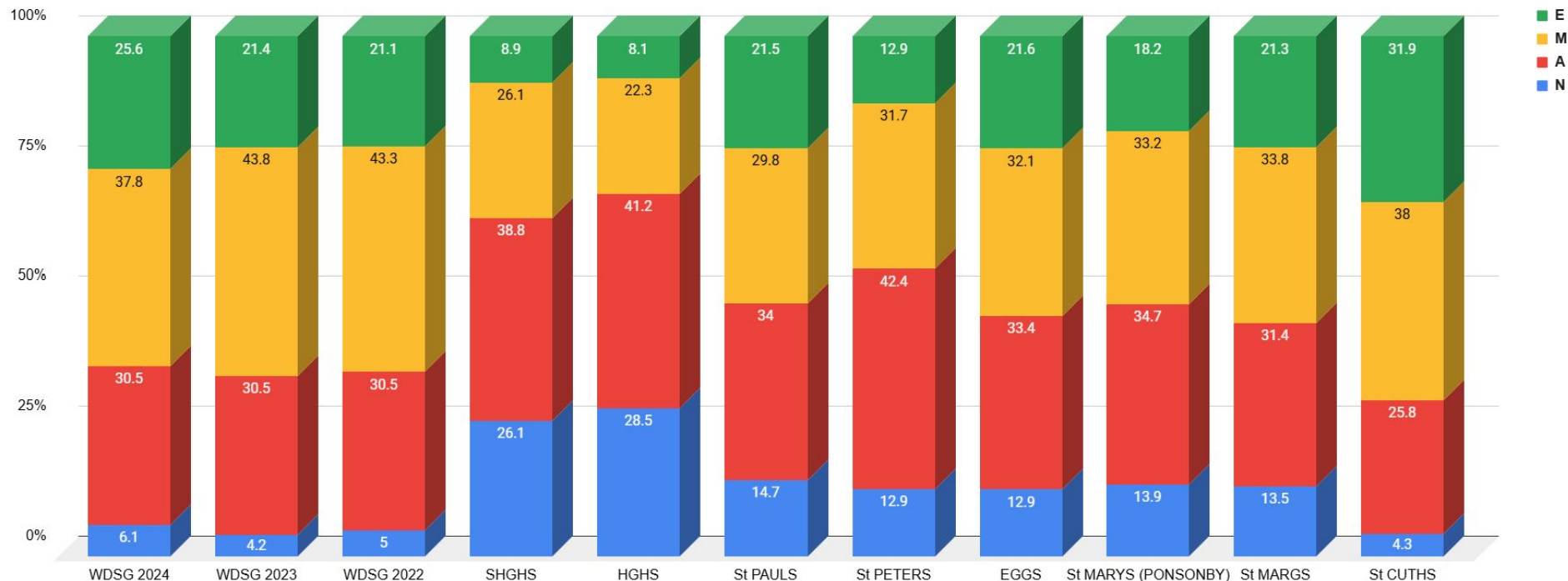


NCEA Level 2 Results



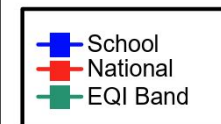
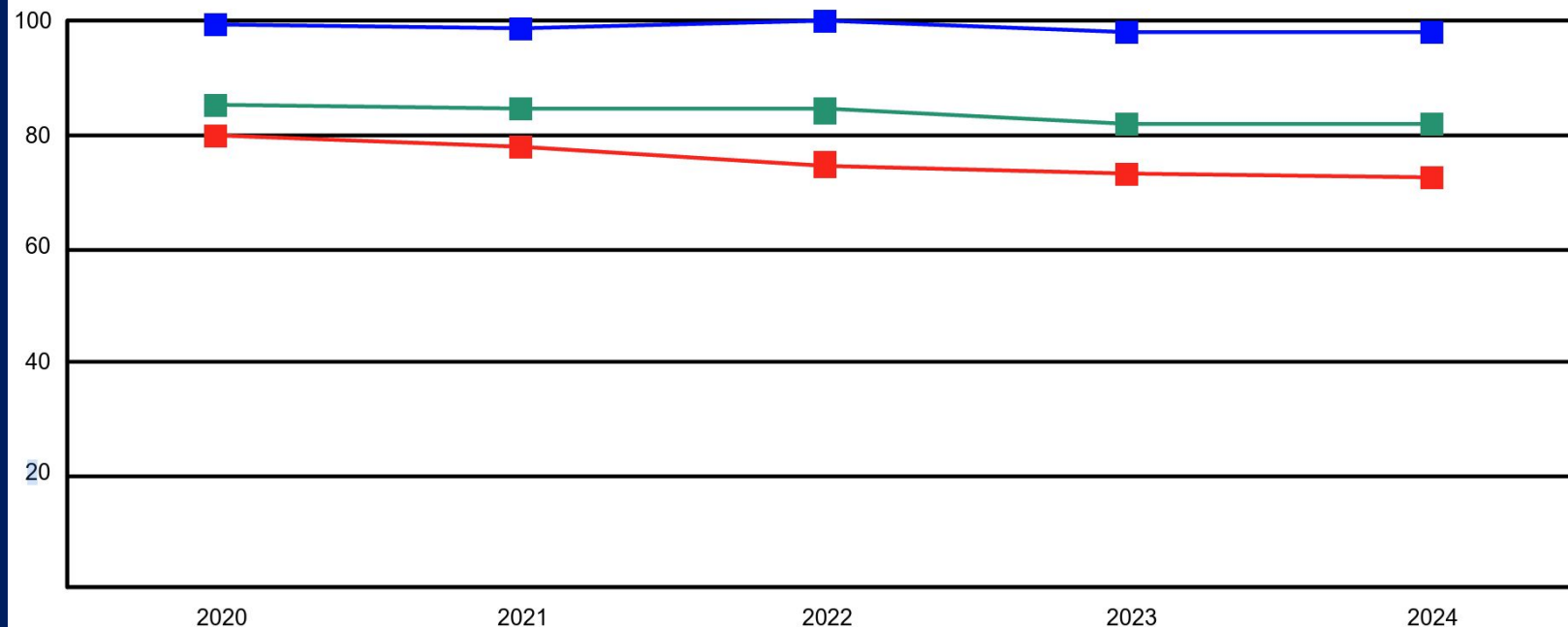
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School for Girls

NCEA LEVEL 2 2024 SCHOOLS COMPARISONS





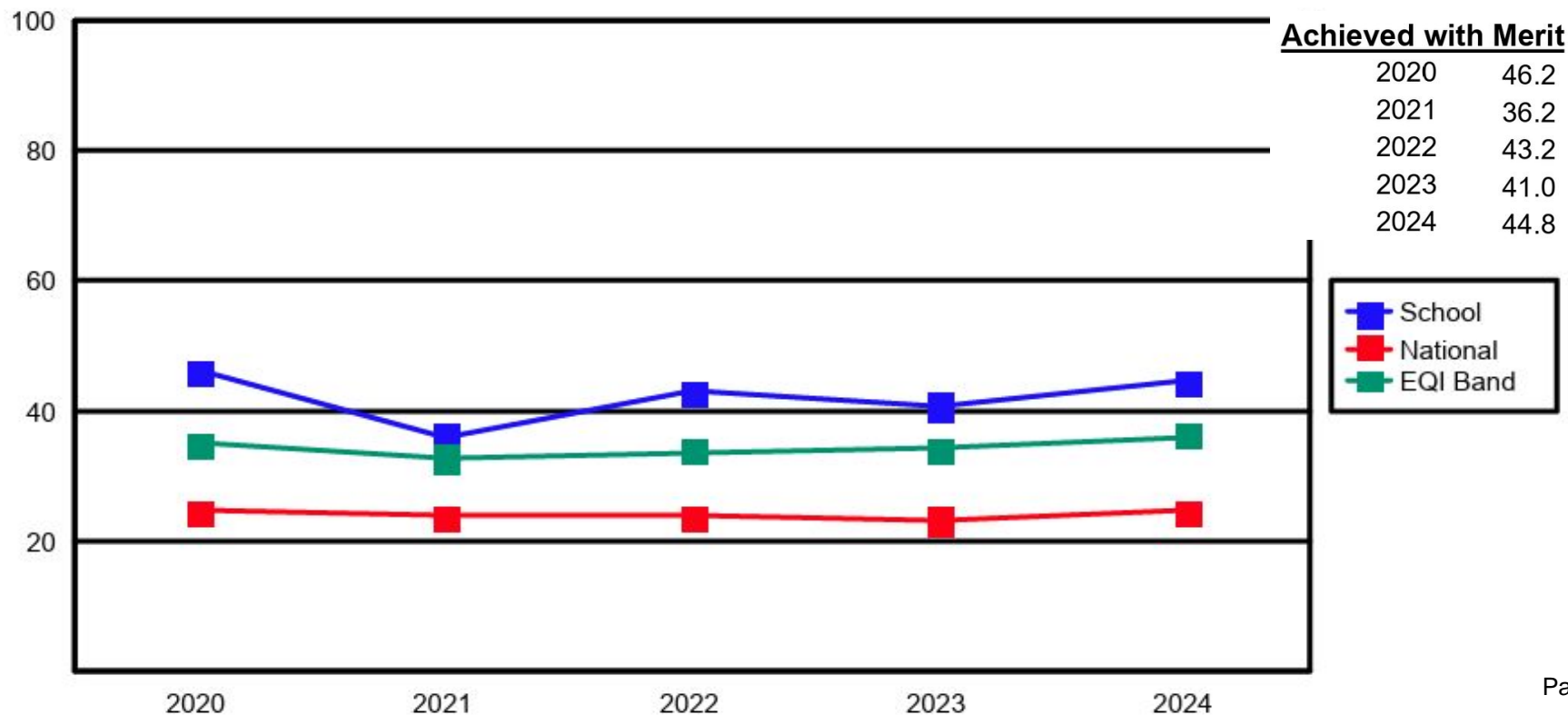
Year 12 - NCEA Level 2



Academic Year	Year 12 NCEA L2
2020	99.2
2021	99.1
2022	100.0
2023	98.4
2024	98.3

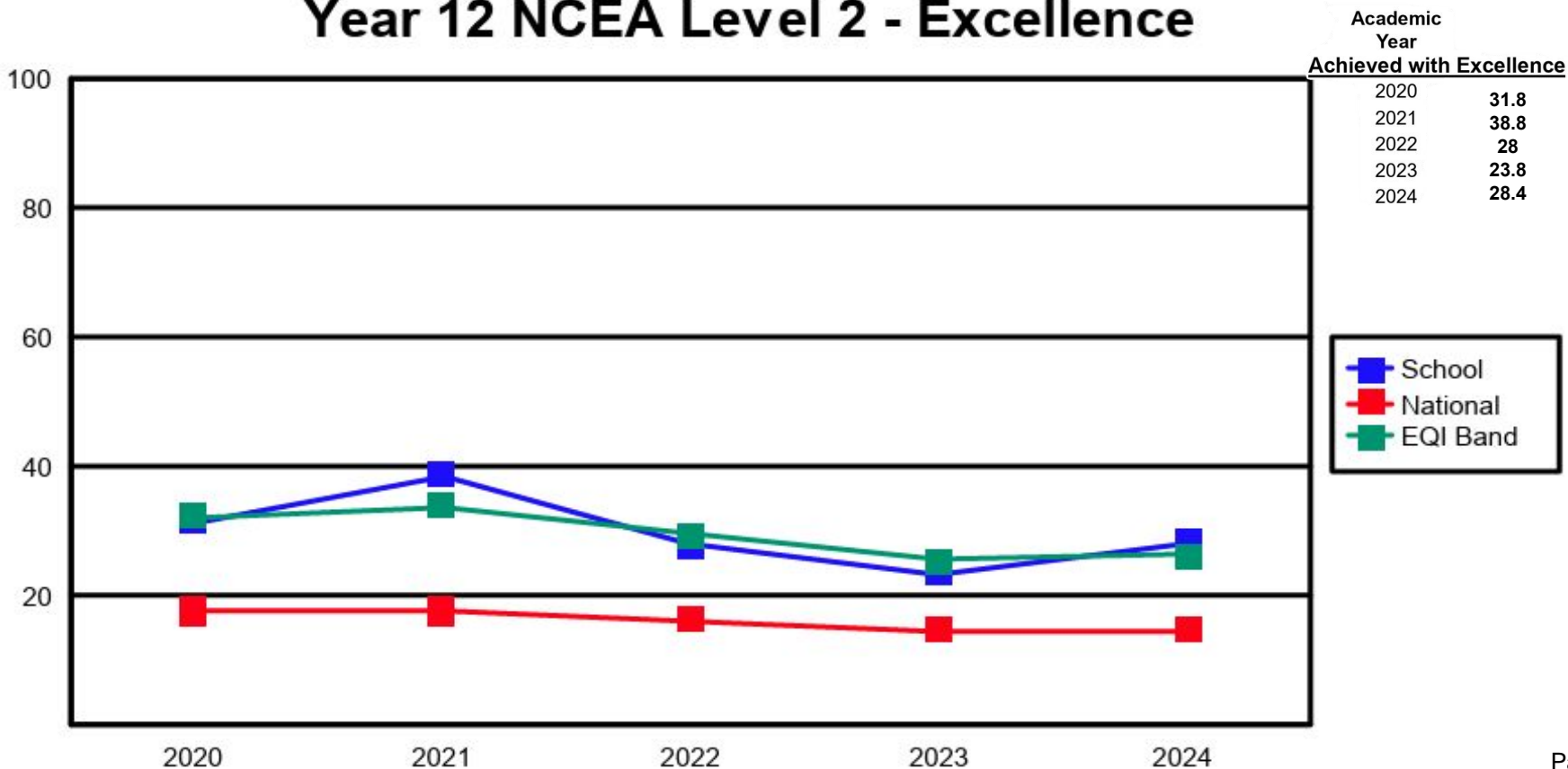


Year 12 NCEA Level 2 - Merit





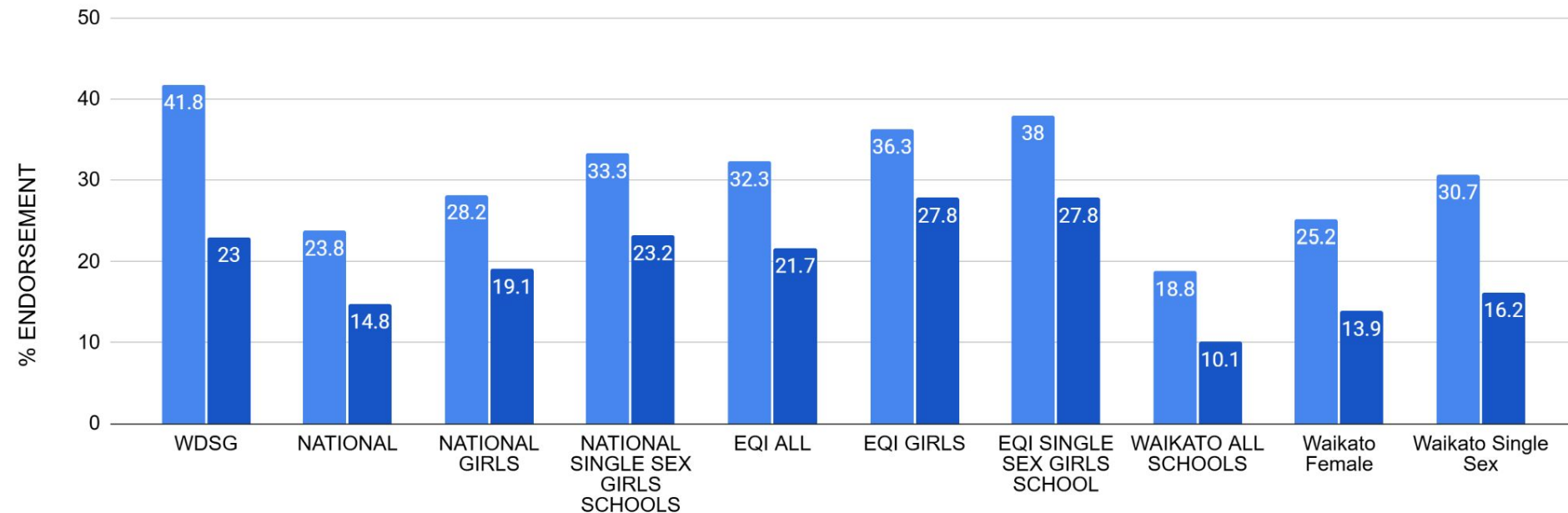
Year 12 NCEA Level 2 - Excellence





NCEA LEVEL 2 ENDORSEMENTS 2024 :Achieved with Merit and Achieved with Excellence

■ Achieved with Merit ■ Achieved with Excellence



COMPARISONS WITH NATIONAL BANDS AND EQI BAND OF FEWER (FEWER SOCIO ECONOMIC BARRIERS - LOWER EQI)

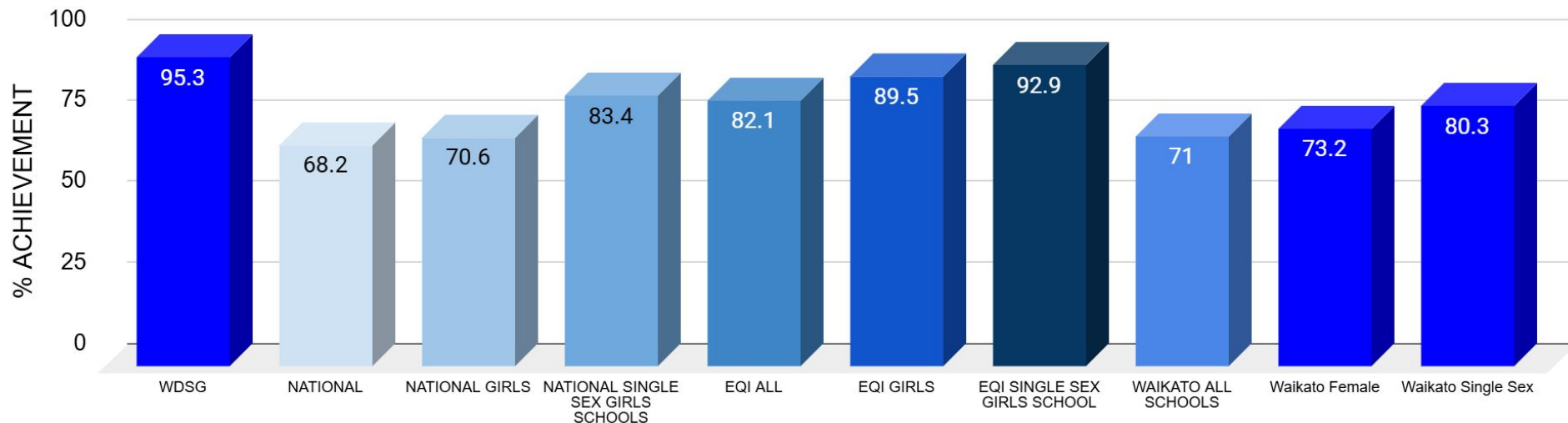


NCEA Level 3 Results



WAIKATO DIOCESAN
School for Girls

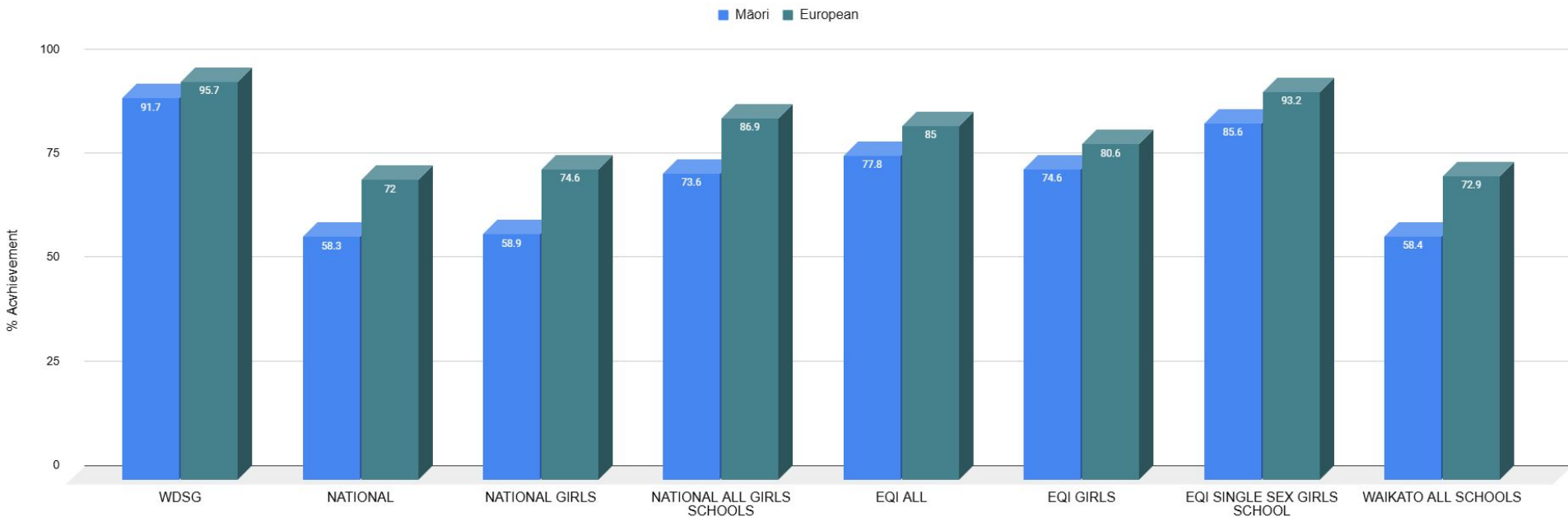
NCEA LEVEL 3 2024





NCEA Level 3 Results Comparison

NCEA LEVEL 3 FOR MĀORI IN 2023



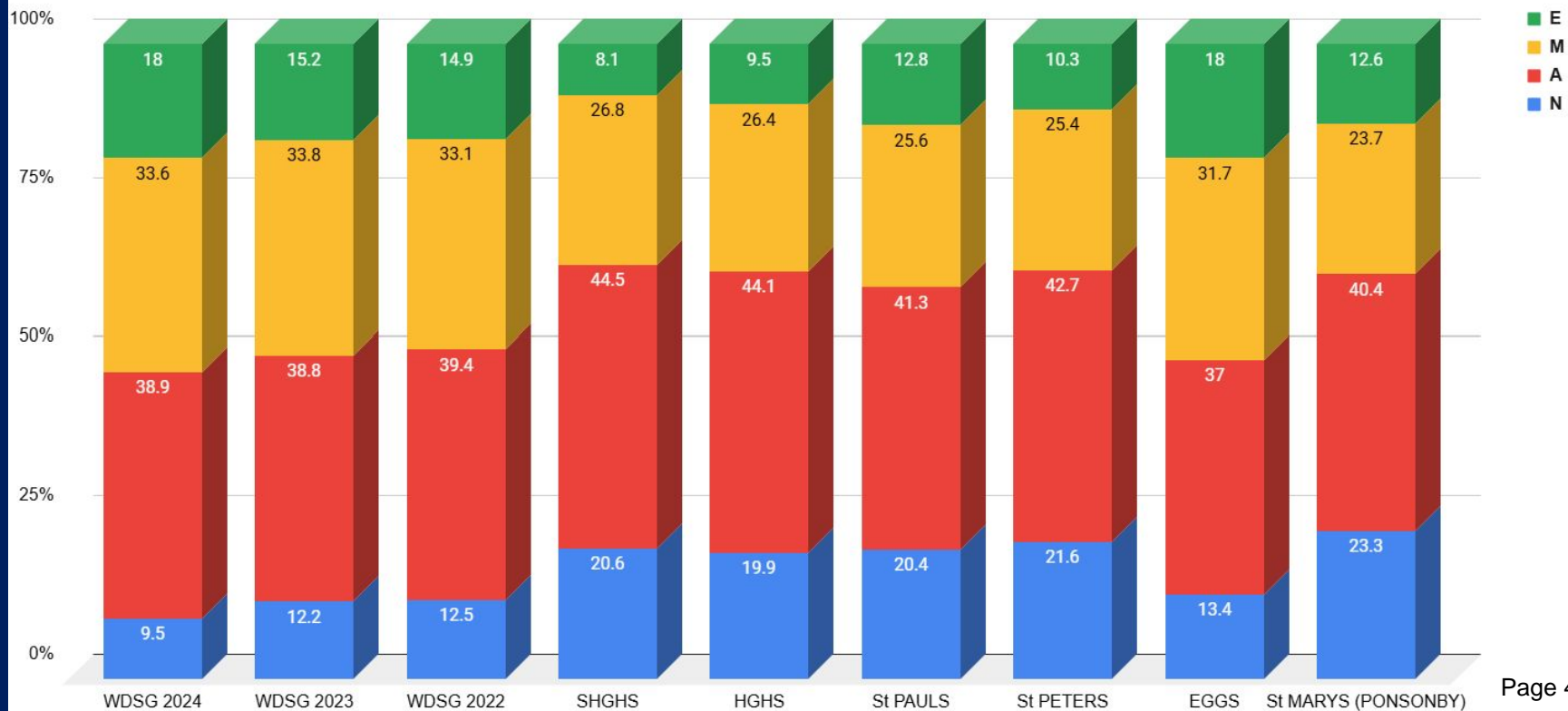


NCEA Level 3 Results



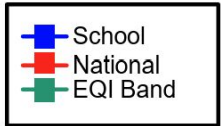
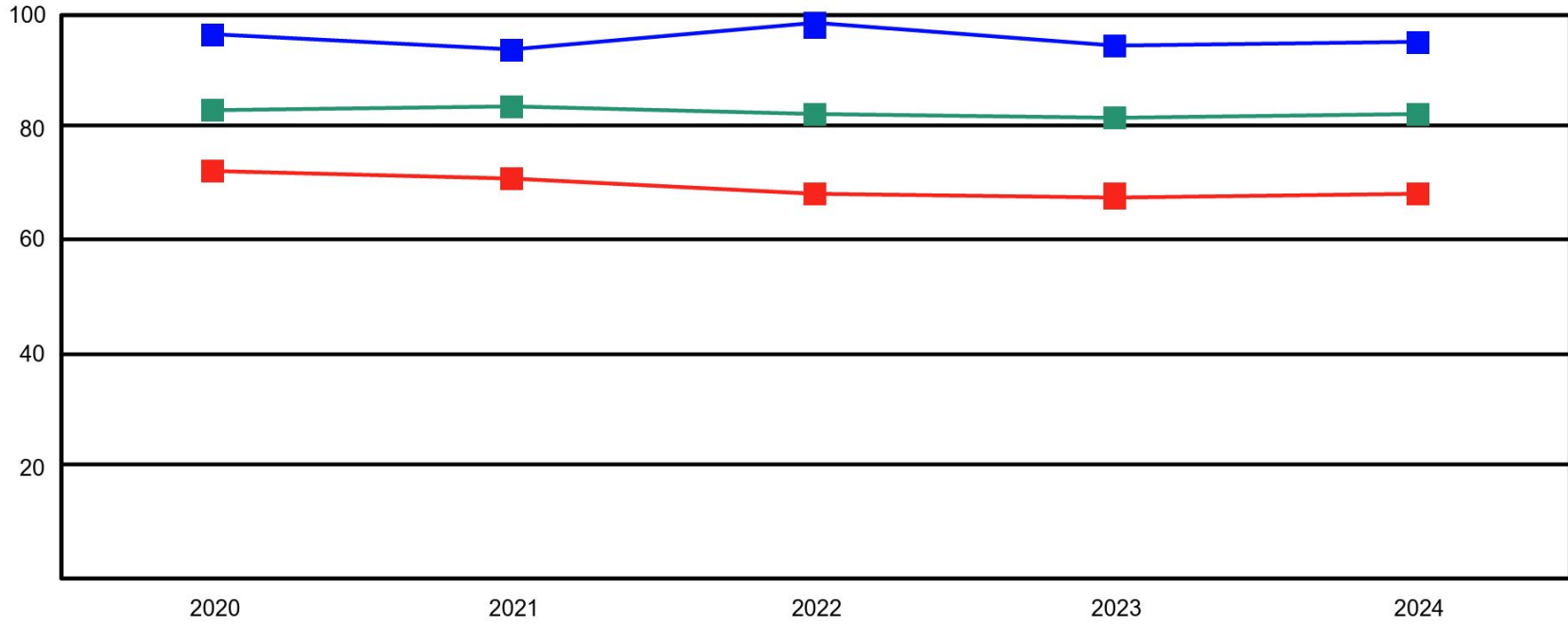
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NCEA LEVEL 3 2024 SCHOOLS COMPARISONS





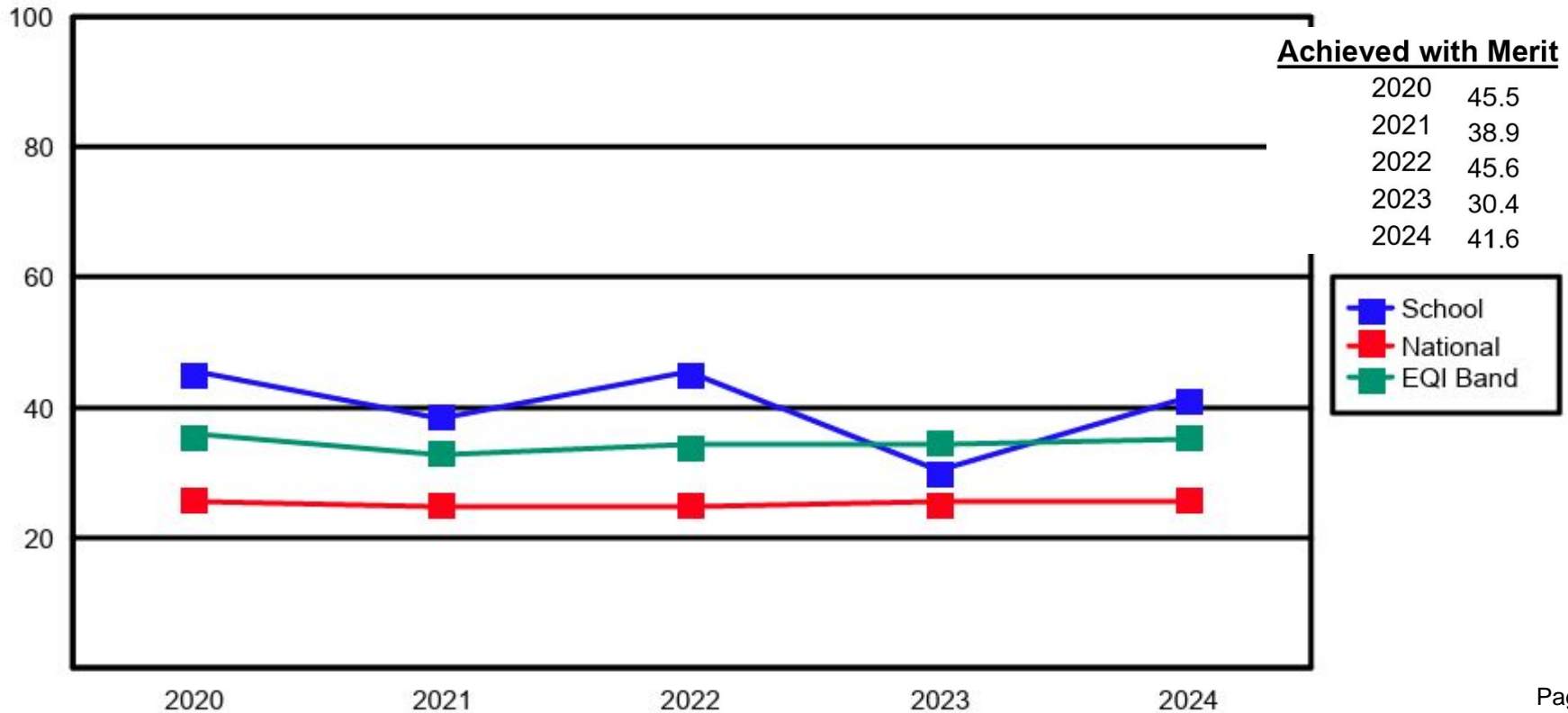
Year 13 - NCEA Level 3



Academic Year	Year 13 NCEA L3
2020	96.2
2021	93.9
2022	98.1
2023	94.4
2024	95.3

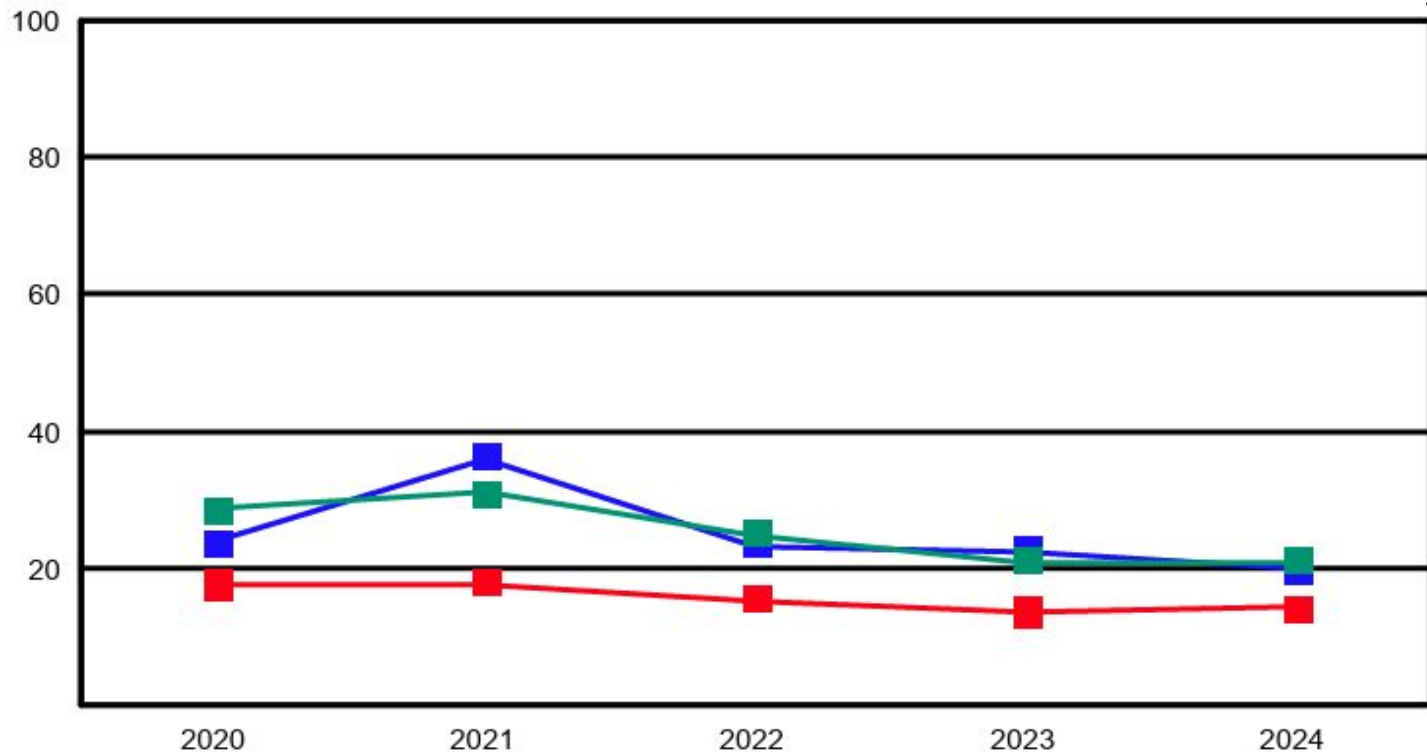


Year 13 NCEA Level 3 - Merit



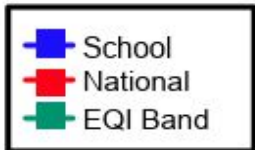


Year 13 NCEA Level 3 - Excellence



Academic
Year
Achieved with Excellence

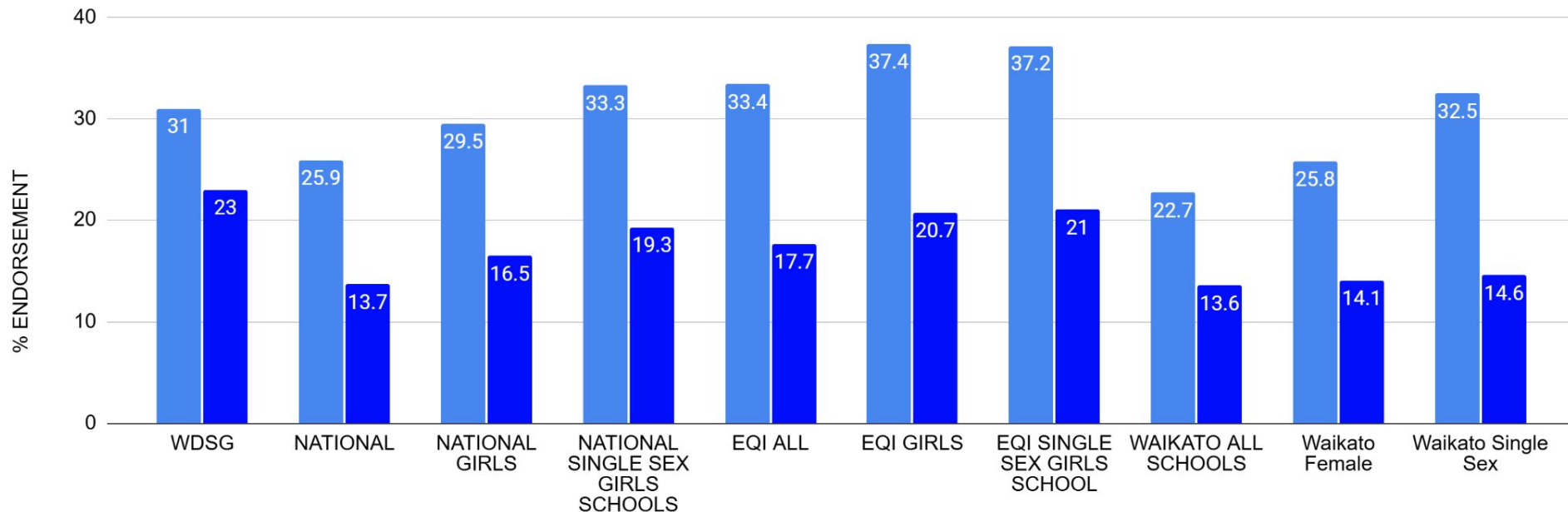
2020 23.8
2021 36.1
2022 23.3
2023 22.5
2024 19.8





NCEA LEVEL 3 ENDORSEMENTS 2024 : Achieved with Merit and Achieved with Excellence

■ Achieved with Merit ■ Achieved with Excellence



COMPARISONS WITH NATIONAL BANDS AND EQI BAND OF FEWER (FEWER SOCIO ECONOMIC BARRIERS - LOWER EQI)

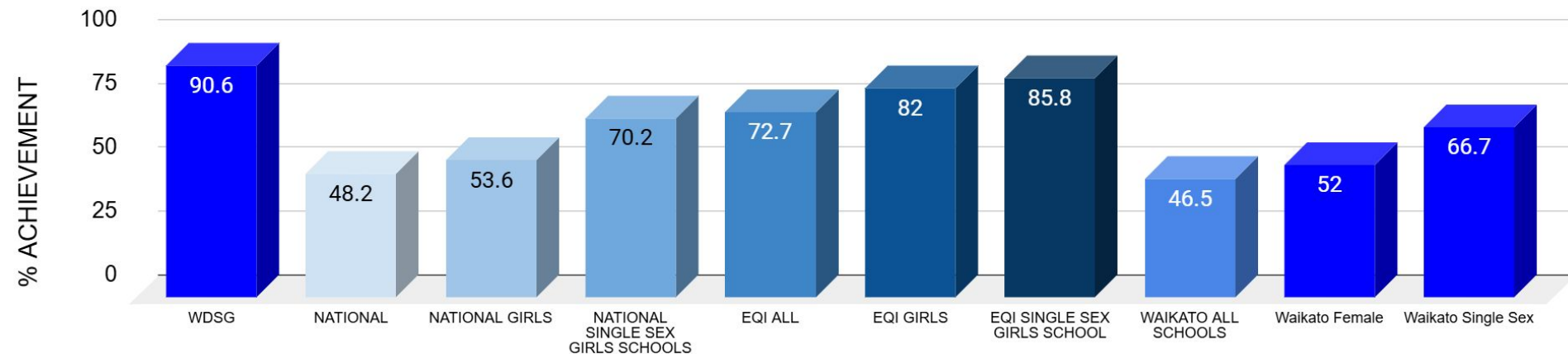


University Entrance Results



WAIKATO DIOCESAN
School for Girls

UNIVERSITY ENTRANCE 2024



COMPARISONS

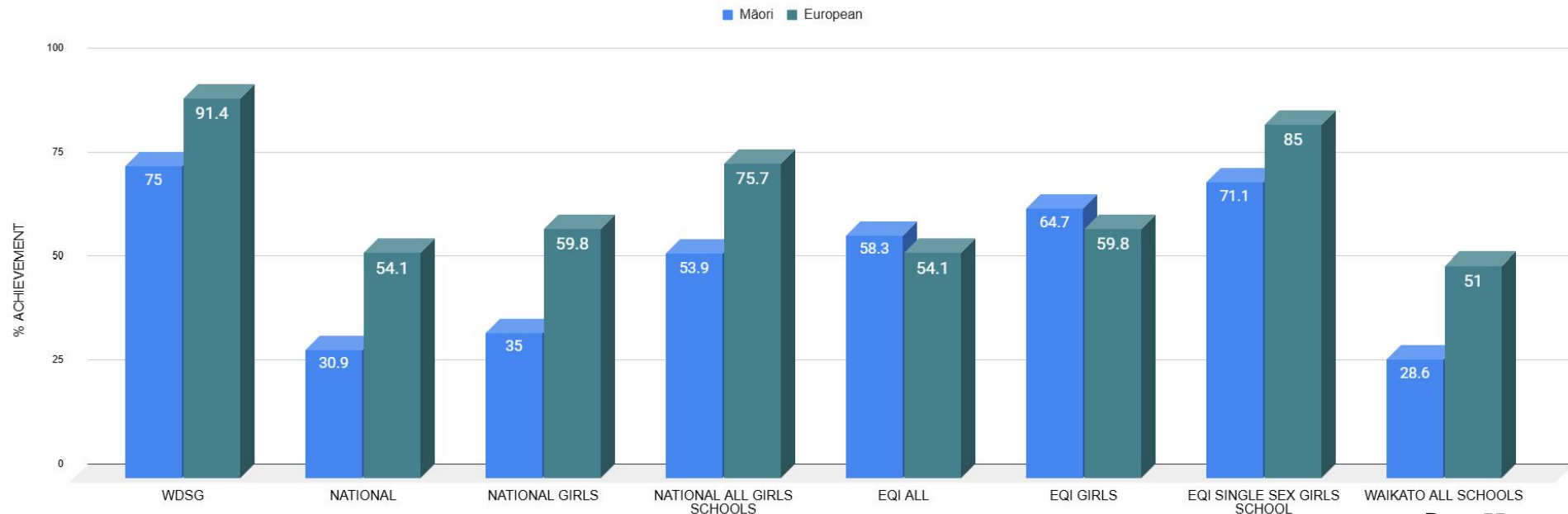


University Entrance Results



WAIKATO DIOCESAN
School for Girls

UNIVERSITY ENTRANCE FOR MAORI IN COMPARISON WITH EUROPEAN 2024



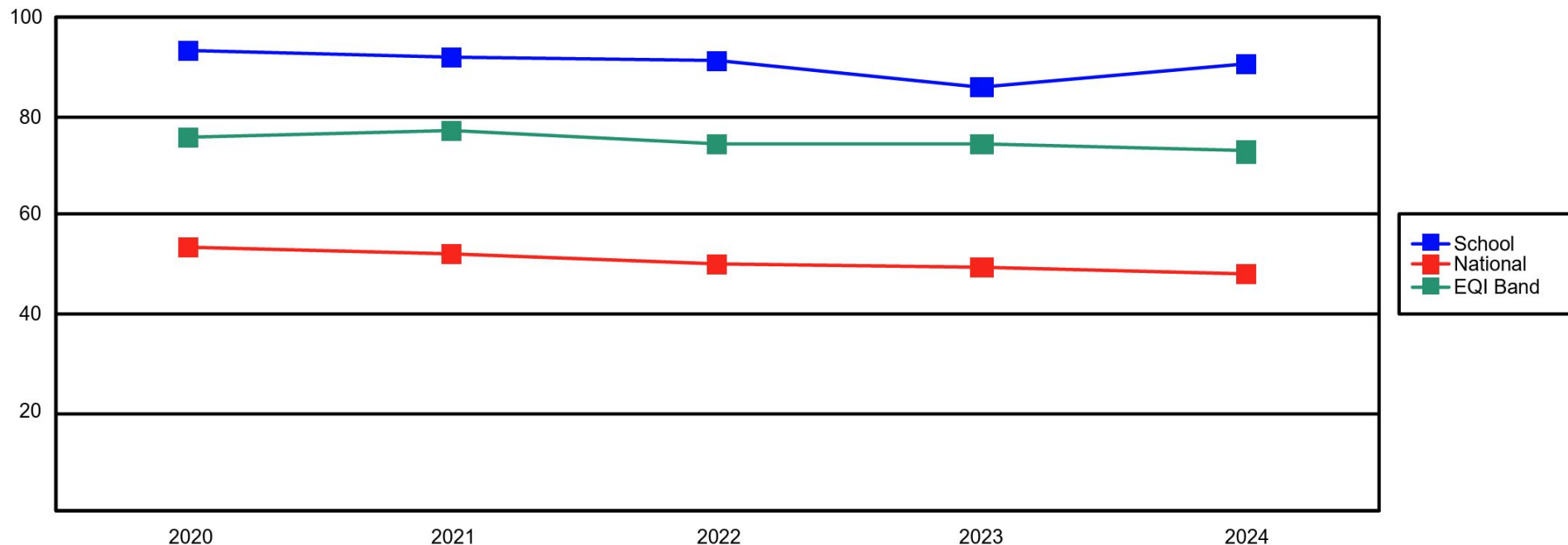


University Entrance Results



WAIKATO DIOCESAN
School for Girls

Year 13 - University Entrance





Waikato Diocesan Scholarships



WAIKATO DIOCESAN
School for Girls

SCHOLARSHIP and OUTSTANDING SCHOLARSHIP



WDSG SCHOLARSHIPS 2013 - 2024

Summary

Feedback

- Top Performing NCEA school in the Waikato maintaining high pass rates in all L1 to L3 and UE certificates.
- High rates of endorsements when compared to other Waikato Schools
- Strong support for students in working on ILP (individualized learning program)
- Great Pastoral Care tracks student achievement with strong links to reporting.
- We can work on our Excellence / Merit grade boundaries
- We do very well in comparison to fewer EQI schools ie. schools with a lower EQI Score

Next Steps 2025

- Making monitoring and tracking of students more streamlined and purposeful.
- Keep tracking at the Junior School right through.
- Set goals with Deans and HODS for achievement rates in 2025 with named students in mind. (targeted)
- Keep updated with changes for NCEA
- Continue to work with SAC and HUBB Students to improve student success.
- Visit other lower EQI schools and look at what they do well to enhance their upper end of gifted and talented students.

Waikato Diocesan School for Girls

How we give effect to Te Tiriti o Waitangi

Waikato Diocesan School for Girls Kaupapa Maaori Strategic Plan 2021–2025 was developed with the below key cultural competencies and strategies:

- Whanaungatanga (Strengthening Partnerships);
- Ako (Te Reo and Tikanga Maaori Student Progress and Achievement);
- Waananga (Meaningful Pathways);
- Tangata Whenuatanga (Tribal Connectedness); and
- Manaakitanga (Preparing and Supporting the School Community for Building and use of School Wharehenui)

Waikato Diocesan School for Girls Kaupapa Maaori Operating Plan 2021–2025 provides direction over 5 years and is based on three key overarching themes:

- *Te Waka o Tainui* – to promote and foster Tainuitanga throughout our school (2 year period);
- *Ngaa Waka e whitu* – to promote and foster iwi outside of Waikato Tainui (2 year period); and
- *Te Hekenga mai o Ngaa Waka* (1 year period)– to support students in their learning and experiences of the many narratives and tikanga beyond Aotearoa.

Kaupapa Maaori at Waikato Diocesan School for Girls is led by our Head of Department of Kaupapa Maaori, Kaupapa Maaori teaching staff and our Deputy Principal, PN who supports Kaupapa Maaori within our school. The programme encompasses those students who are:

- registered as being of maaori descent;
- enrolled in te reo maaori as a subject; or
- enrolled as a member of kapa haka under Te Kaahu Piihopatanga o Waikato (Waikato Diocesan School Kapa haka)

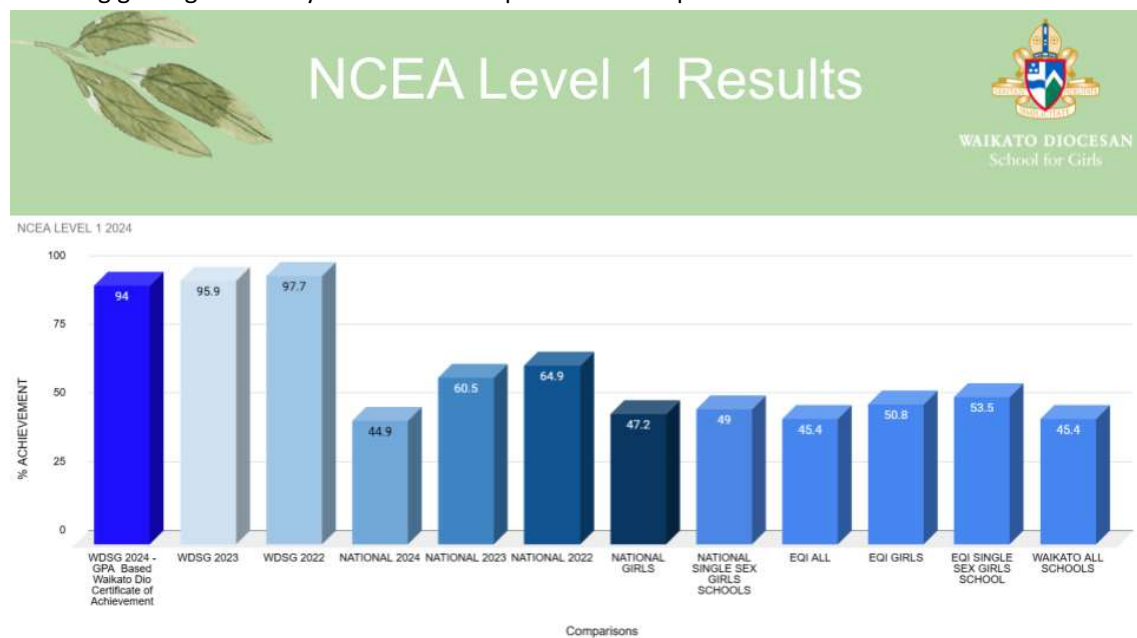
Tikanga Maaori and Te Reo Maaori in our School:

- Kaupapa Maaori at Dio is whaanau-based and whaanau-focused. It is Inclusive of Te Reo Maaori me ona tikanga and involves kapa haka. Students gain a sense of pride and belonging under the leadership of the Amokura (Maaori Student Leader) and her Mana Waahine Council.

- The positive culture of the school year is set with a whole-school powhiri led by our kapa haka group to welcome new staff and students, followed by the Cuppa at the Kura evening for new and existing whaanau to mix and mingle.
- Whaanau hui are held once a term, and provides an opportunity for our Kaupapa maaori body to collaborate with whaanau regarding our strategic and operational goals, achievements and identify key areas in the school for further focus. These hui are led by our Kaupapa maaori body, which is inclusive of the HOD of Kaupapa Maaori, DP in charge of Assessment and Reporting, the Amokura, and her mana wahine council and our kapa haka leader.
- Each year, our Year 11s embark on a camp at Turangawaewae Marae in Ngaaruawaahia, steeped in Maaori tradition and history, aimed at deepening students' understanding of Kaupapa maaori within the context of Tainui and the Kingitanga. This cultural experience
- Maaori Language Week was celebrated this year in our school gym, with an evening of performances and Te Reo, as part of Te Pae Here, our Fairfield kahui ako cluster. This evening involved performances from local schools including our very own kapa haka group, Te Kaahu Piihopatanga.
- Our annual Whaanau Dinner is held each year, which highlights and celebrates our students' achievements and fosters a sense of whanaungatanga.

Maaori Student achievements for 2024:

- Our Maaori students achieve well above the national average across all levels of NCEA, including gaining University Entrance in comparison to European students in New Zealand.





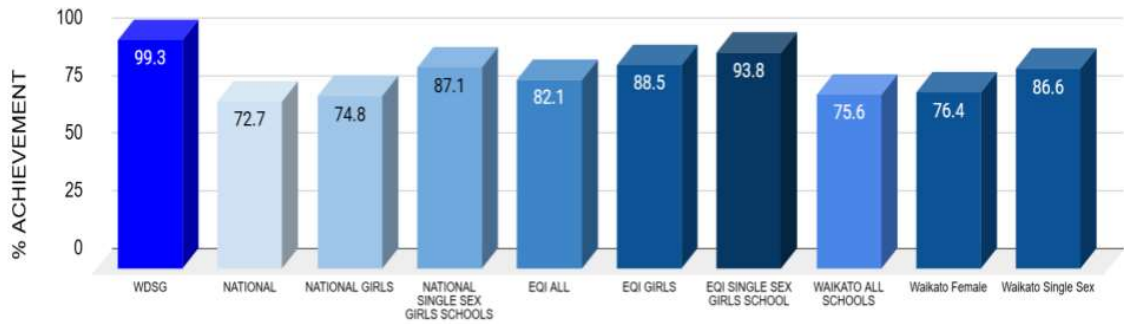
WAIKATO DIOCESAN
School for Girls



WAIKATO DIOCESAN
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NCEA Level 2 Results

NCEA LEVEL 2 2024



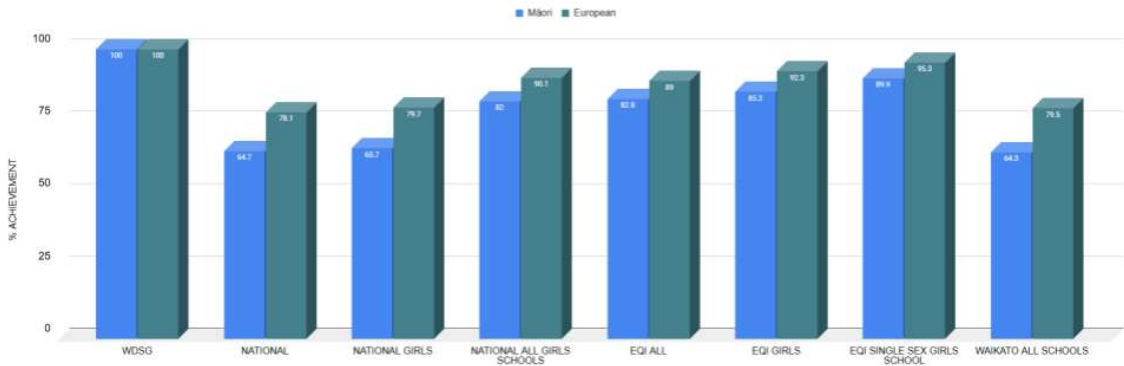
Comparisons



WAIKATO DIOCESAN
School for Girls

NCEA Level 2 Results Comparison

NCEA LEVEL 2 2023 FOR MĀORI



NCEA LEVEL 2 2024 FOR MĀORI



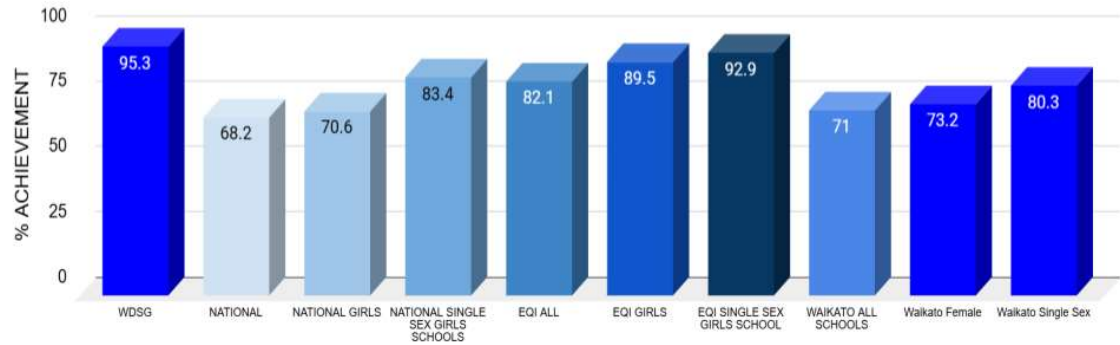
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NCEA Level 3 Results

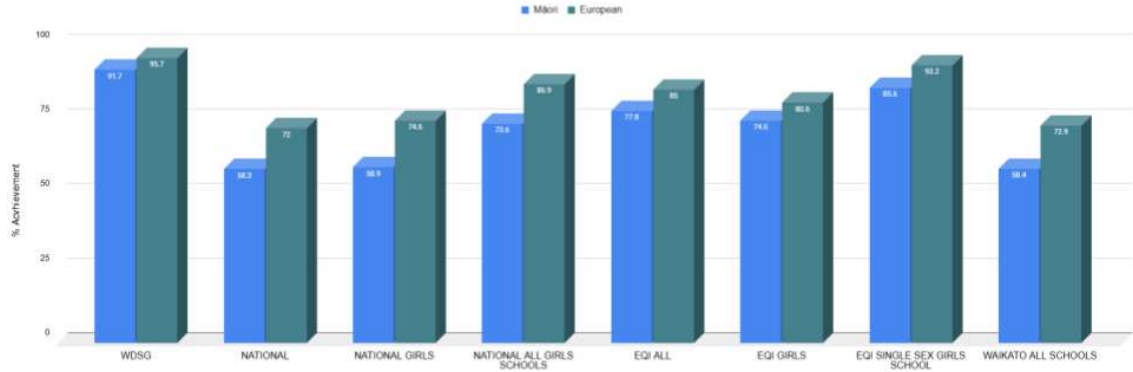
NCEA LEVEL 3 2024



WAIKATO DIOCESAN
School for Girls

NCEA Level 3 Results Comparison

NCEA LEVEL 3 FOR MÄORI IN 2023



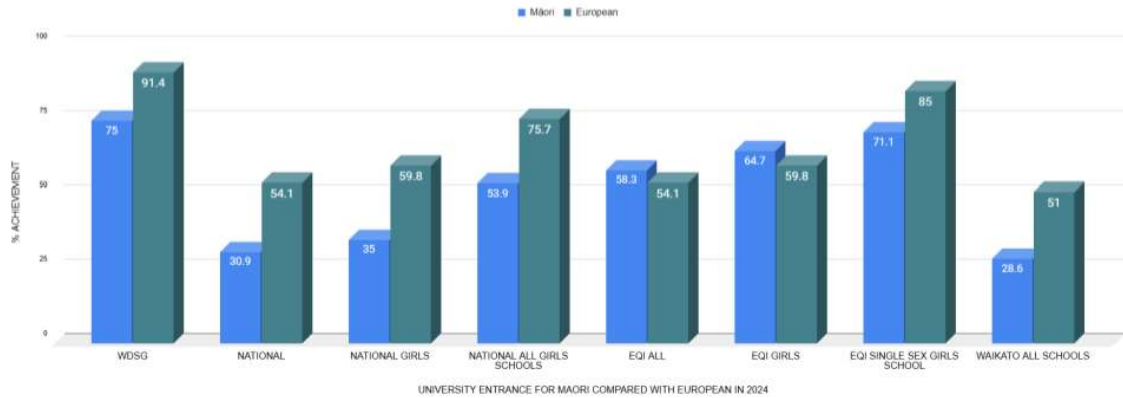
NCEA LEVEL 3 FOR MÄORI IN 2024



WAIKATO DIOCESAN
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UNIVERSITY ENTRANCE FOR MAORI IN COMPARISON WITH EUROPEAN 2024



Summary

Feedback

- Top Performing NCEA school in the Waikato maintaining high pass rates in all L1 to L3 and UE certificates.
- High rates of endorsements when compared to other Waikato Schools
- Strong support for students in working on ILP (individualized learning program)
- Great Pastoral Care tracks student achievement with strong links to reporting.
- We can work on our Excellence / Merit grade boundaries
- We do very well in comparison to fewer EQI schools ie. schools with a lower EQI Score

Next Steps 2025

- Making monitoring and tracking of students more streamlined and purposeful.
- Keep tracking at the Junior School right through.
- Set goals with Deans and HODS for achievement rates in 2025 with named students in mind. (targeted)
- Keep updated with changes for NCEA
- Continue to work with SAC and HUBB Students to improve student success.
- Visit other lower EQI schools and look at what they do well to enhance their upper end of gifted and talented students.