

WAIKATO DIOCESAN SCHOOL FOR GIRLS - SCHOOL BOARD

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 140

Principal: Mary Curran

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@wdsg.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
Dean Anne Mills	Proprietor Representative	Appointed	May-25
Deborah Nelson	Proprietor Representative	Appointed	May-25
Charlotte Bidios	Student Representative	Elected	Aug-24
Susi Webb	Staff Representative	Elected	Sep-25

WAIKATO DIOCESAN SCHOOL FOR GIRLS - SCHOOL BOARD

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 28	Notes to the Financial Statements
	Independent Auditor's Report
	Statement of Variance
	Kiwisport
	Statement of Compliance with Employment Policy
	Evaluation of Student Progress and Achievement
	Report of Effect to Te Tiriti O Waitangi

Waikato Diocesan School for Girls - School Board

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Samuel Wallace Hood

Full Name of Presiding Member

Samuel Wallace Hood

Signature of Presiding Member

29 May 2024

Date:

Mary Leigh Curran

Full Name of Principal

Mary Leigh Curran

Signature of Principal

29 May 2024

Date:

Waikato Diocesan School for Girls - School Board

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	8,884,498	7,609,970	7,993,165
Locally Raised Funds	3	3,677,418	3,336,621	3,262,952
Use of Proprietor's Land and Buildings		1,346,645	1,346,645	1,335,078
Interest		82,327	25,000	23,926
Gain on Sale of Property, Plant and Equipment		-	-	4,421
Total Revenue		13,990,888	12,318,236	12,619,542
Expense				
Locally Raised Funds	3	643,978	352,850	524,108
Learning Resources	4	10,687,614	9,809,456	9,590,194
Administration	5	665,338	506,714	524,932
Interest		6,078	1,083	3,684
Property	6	2,305,084	2,143,492	2,151,066
Other Expense	7	7,163	8,950	7,379
Total Expense		14,315,255	12,822,545	12,801,363
Net Surplus / (Deficit) for the year		(324,367)	(504,309)	(181,821)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(324,367)	(504,309)	(181,821)

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 - School Board

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		2,935,024	2,991,671	3,085,768
Total comprehensive revenue and expense for the year		(324,367)	(504,309)	(181,821)
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		147,863	182,501	31,077
Equity at 31 December		2,758,520	2,669,863	2,935,024
Accumulated comprehensive revenue and expense		2,449,799	2,669,863	2,774,166
Reserves		308,721	-	160,858
Equity at 31 December		2,758,520	2,669,863	2,935,024

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 - School Board

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,218,794	1,458,680	1,203,810
Accounts Receivable	9	810,162	793,018	833,577
GST Receivable		54,485	-	63,367
Prepayments		-	-	7,550
Investments	10	1,200,000	-	1,200,000
		3,283,441	2,251,698	3,308,304
Current Liabilities				
Accounts Payable	13	1,022,653	693,154	953,315
Revenue Received in Advance	14	705,157	541,358	563,731
Finance Lease Liability	16	36,433	-	17,456
		1,764,243	1,234,512	1,534,502
Working Capital Surplus/(Deficit)		1,519,198	1,017,186	1,773,802
Non-current Assets				
Property, Plant and Equipment	11	1,389,421	1,652,677	1,336,249
Intangible Assets	12	19,702	-	26,865
		1,409,123	1,652,677	1,363,114
Non-current Liabilities				
Provision for Cyclical Maintenance	15	125,054	-	169,802
Finance Lease Liability	16	44,746	-	32,091
		169,800	-	201,893
Net Assets		2,758,520	2,669,863	2,935,024
Equity		2,758,520	2,669,863	2,935,024

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 - School Board

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		2,186,037	1,557,905	1,760,172
Locally Raised Funds		3,358,351	2,998,916	2,941,562
International Students		471,127	473,276	242,605
Goods and Services Tax (net)		8,882	-	(38,431)
Payments to Employees		(3,393,473)	(3,158,247)	(2,815,955)
Payments to Suppliers		(2,360,402)	(2,043,053)	(1,868,037)
Interest Paid		(6,078)	(1,083)	(3,684)
Interest Received		56,388	25,000	26,863
Net cash from/(to) Operating Activities		320,832	(147,286)	245,095
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(15,582)	7,949
Purchase of Property Plant & Equipment (and Intangibles)		(427,735)	(356,540)	(258,224)
Net cash from/(to) Investing Activities		(427,735)	(372,122)	(250,275)
Cash flows from Financing Activities				
Furniture and Equipment Grant		147,863	21,643	31,077
Finance Lease Payments		(25,975)	-	(39,185)
Net cash from/(to) Financing Activities		121,888	21,643	(8,108)
Net increase/(decrease) in cash and cash equivalents		14,985	(497,765)	(13,288)
Cash and cash equivalents at the beginning of the year	8	1,203,810	1,956,445	1,217,097
Cash and cash equivalents at the end of the year	8	1,218,794	1,458,680	1,203,810

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 - School Board

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Waikato Diocesan School for Girls - School Board (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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

For Integrated schools, this note should instead include the following:

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 schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 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) Intangible Assets

Software costs

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

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

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 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.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date 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.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

o) 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.

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 Comprehensive 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 Comprehensive 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) 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.

u) 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.

v) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	2,195,039	1,564,707	1,787,702
Teachers' Salaries Grants	6,689,459	6,045,263	6,205,463
	<u>8,884,498</u>	<u>7,609,970</u>	<u>7,993,165</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	1,960,522	1,856,594	1,836,028
Curriculum related Activities - Purchase of goods and services	275,588	93,250	186,089
Fees for Extra Curricular Activities	327,872	273,196	266,208
Other Revenue	775,876	775,876	642,120
International Student Fees	337,560	337,705	332,507
	<u>3,677,418</u>	<u>3,336,621</u>	<u>3,262,952</u>
Expense			
Extra Curricular Activities Costs	427,233	296,150	338,219
International Student - Student Recruitment	57,856	50,000	37,368
International Student - Employee Benefits - Salaries	148,473	-	136,587
International Student - Other Expenses	10,416	6,700	11,934
	<u>643,978</u>	<u>352,850</u>	<u>524,108</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>3,033,440</u>	<u>2,983,771</u>	<u>2,738,844</u>

During the year, the School hosted 17 International students (2022:18)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	740,856	617,923	535,429
Information and Communication Technology	238,572	245,545	292,276
Library Resources	3,392	5,600	5,606
Employee Benefits - Salaries	9,217,385	8,472,185	8,310,217
Staff Development	55,236	70,600	29,614
Depreciation	432,173	397,603	417,052
	<u>10,687,614</u>	<u>9,809,456</u>	<u>9,590,194</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	10,775	10,500	10,354
Board Fees	5,145	6,000	7,755
Board Expenses	53,954	7,000	20,709
Communication	4,313	5,500	5,292
Consumables	1,948	5,000	5,414
Operating Leases	28,701	26,400	19,183
Legal Fees	35,239	12,000	13,547
Other	88,918	70,500	81,434
Employee Benefits - Salaries	409,806	337,788	337,583
Insurance	26,539	26,026	23,661
	<u>665,338</u>	<u>506,714</u>	<u>524,932</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	27,851	40,000	22,675
Consultancy and Contract Services	250	7,000	864
Cyclical Maintenance	51,758	48,000	48,000
Grounds	7,201	8,000	13,563
Heat, Light and Water	153,207	129,500	163,780
Repairs and Maintenance	342,549	208,750	226,376
Use of Land and Buildings	1,346,645	1,346,645	1,335,078
Security	9,119	12,000	13,300
Employee Benefits - Salaries	366,504	343,597	327,430
	<u>2,305,084</u>	<u>2,143,492</u>	<u>2,151,066</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. Other Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Intangible Assets	7,163	8,950	7,379
	<u>7,163</u>	<u>8,950</u>	<u>7,379</u>

8. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	637,279	917,322	755,827
Bank International Student Funds	581,515	541,358	447,983
Cash and cash equivalents for Statement of Cash Flows	<u>1,218,794</u>	<u>1,458,680</u>	<u>1,203,810</u>

Of the \$1,218,794 Cash and Cash Equivalents, \$123,607 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

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

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Interest Receivable	25,939	-	-
Teacher Salaries Grant Receivable	549,248	793,018	578,530
Proprietor's Contra account	234,975	-	255,047
	<u>810,162</u>	<u>793,018</u>	<u>833,577</u>
Receivables from Exchange Transactions	25,939	-	-
Receivables from Non-Exchange Transactions	784,223	793,018	833,577
	<u>810,162</u>	<u>793,018</u>	<u>833,577</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset Short-term Bank Deposits	1,200,000	-	1,200,000
Total Investments	1,200,000	-	1,200,000

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Furniture and Equipment	899,574	184,779			(226,049)	858,304
Information and Communication Technology	254,701	197,633			(153,300)	299,034
Motor Vehicles	53,213	-			(15,572)	37,641
Leased Assets	49,015	57,611			(25,055)	81,571
Library Resources	39,022	12,132			(12,197)	38,957
Capital Work in Progress	40,724	33,190			-	73,914
Balance at 31 December 2023	1,336,249	485,344	-	-	(432,173)	1,389,421

The net carrying value of furniture and equipment held under a finance lease is \$81,571 (2022: \$49,015)

Restrictions

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

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Furniture and Equipment	3,262,964	(2,404,660)	858,304	3,078,187	(2,178,613)	899,574
Information and Communication Technology	3,124,476	(2,825,442)	299,034	2,926,842	(2,672,141)	254,701
Motor Vehicles	203,633	(165,992)	37,641	203,633	(150,420)	53,213
Leased Assets	307,343	(225,772)	81,571	249,733	(200,718)	49,015
Library Resources	38,957	-	38,957	39,022	-	39,022
Capital Work in Progress	73,914	-	73,914	40,724	-	40,724
Balance at 31 December 2023	7,011,287	(5,621,866)	1,389,421	6,538,141	(5,201,892)	1,336,249

12. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2022	150,048	-	150,048
Additions	28,670	-	28,670
Disposals	-	-	-
Balance at 31 December 2022/ 1 January 2023	178,718	-	178,718
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2023	178,718	-	178,718
Accumulated Amortisation and impairment losses			
Balance at 1 January 2022	144,475	-	144,475
Amortisation expense	7,379	-	7,379
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022 / 1 January 2023	151,854	-	151,853
Amortisation expense	7,162	-	7,162
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2023	159,016	-	159,016
Carrying amounts			
At 1 January 2022	5,573	-	5,573
At 31 December 2022 / 1 January 2023	26,864	-	26,865
At 31 December 2023	19,702	-	19,702

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2022: \$nil)

13. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	157,588	43,154	88,559
Accruals	11,178	650,000	23,962
Banking Staffing Overuse	38,314	-	16,861
Employee Entitlements - Salaries	713,095	-	722,086
Employee Entitlements - Leave Accrual	102,478	-	101,847
	<u>1,022,653</u>	<u>693,154</u>	<u>953,315</u>
Payables for Exchange Transactions	971,571	693,154	848,070
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	51,082		105,245
Payables for Non-exchange Transactions - Other			
	<u>1,022,653</u>	<u>693,154</u>	<u>953,315</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	123,607	-	115,748
International Student Fees in Advance	581,550	541,358	447,983
	<u>705,157</u>	<u>541,358</u>	<u>563,731</u>

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	169,802	-	131,402
Increase to the Provision During the Year	48,000	48,000	48,000
Use of the Provision During the Year	(96,506)	-	(9,600)
Other Adjustments	3,758	-	-
	<u>125,054</u>	<u>48,000</u>	<u>169,802</u>
Provision at the End of the Year	125,054	-	169,802
Cyclical Maintenance - Non current	<u>125,054</u>	<u>-</u>	<u>169,802</u>

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	42,263		21,271
Later than One Year and no Later than Five Years	47,898		35,021
Future Finance Charges	(8,982)		(6,746)
	<u>81,179</u>	<u>-</u>	<u>49,546</u>
Represented by			
Finance lease liability - Current	36,433		17,456
Finance lease liability - Non current	44,746		32,091
	<u>81,179</u>	<u>-</u>	<u>49,546</u>

17. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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 students (such as sports fees) payable to the School. The amounts collected in total were \$2,124,694 (2022: \$1,930,739). 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 \$234,975 (2022: \$255,047).

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 \$758,408 (2022: \$621,726) 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 \$17,468 (2022: \$20,394) for the use of the School's health services by pupils in the boarding house.

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	5,145	7,755
<i>Leadership Team</i> Remuneration	677,943	735,671
Full-time equivalent members	4.79	5.29
Total key management personnel remuneration	683,088	743,426

There are 11 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

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
Benefits and Other Emoluments	5-10	5-10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	21.00	10.00
110-120	7.00	3.00
120-130	3.00	2.00
130-140	1.00	0.00
	32.00	15.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

20. 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).

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.

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board has no capital commitments. (2022:\$nil).

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) operating lease of a Printing machines;

	2023 Actual \$	2022 Actual \$
No later than One Year	28,701	19,183
Later than One Year and No Later than Five Years	78,116	106,817
	<u>106,817</u>	<u>126,000</u>

The total lease payments incurred during the period were \$28,701 (2022: \$19,183).

22. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,218,794	1,458,680	1,203,810
Receivables	810,162	793,018	833,577
Investments - Term Deposits	1,200,000	-	1,200,000
Total financial assets measured at amortised cost	<u>3,228,956</u>	<u>2,251,698</u>	<u>3,237,387</u>

Financial liabilities measured at amortised cost

Payables	971,571	693,154	848,070
Finance Leases	81,179	-	49,546
Total financial liabilities measured at amortised cost	<u>1,052,750</u>	<u>693,154</u>	<u>897,616</u>

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAIKATO DIOCESAN SCHOOL FOR GIRLS'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

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 20, 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:

- 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
- 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 29 May 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 1, 24 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.



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

Analysis of Variance - WDSG 2023-2024				
Cohort	2023 Target	Actual	Analysis of Variance	Action

Junior English:

NOTE: Reading and writing skills have been identified as the most relevant areas leading to success in the senior English programmes. For this reason, these are the summative assessments that have been used to determine the “literacy targets”.

Junior English:

NOTE: Reading and writing skills have been identified as the most relevant areas leading to success in the senior English programmes. For this reason, these are the summative assessments that have been used to determine the “literacy targets”.

<p>Year 9 (2022)</p> <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 10 8 % at L3 or below 92 % at L4 or above</p> <p>Target: 85% at Level 4 or above; 40% at Level 5 or above;</p>	<p>Results: Achieved for both L3 and L4</p>	<p>We are pleased with the progress of student achievement in year 9 english students in 2023</p>	<p>Target 2024: Adjusted to meet the needs of the cohort which we are still testing as year 10 students in 2023.</p>
<p>Year 10 (2022)</p> <p>According to e-AsTTle testing at the end of 2023, the Y10 cohort is operating at the following levels: <i>97% at Level 4 or above; 41% at Level 5 or above</i></p> <p>Target: 65% at Level 5 or above; 15% at Level 6 or above; (Lower expectations due to HOD overall analysis of 2022 Y9 cohort data)</p> <p>Have higher than 80 % achieve Literacy standards 32403 Read written texts to understand ideas and information (Literacy Reading) And 32405 Write texts to communicate ideas and information (Literacy Writing)</p>	<p>Results: Achieved for both L5 and L6</p> <p>Goal achieved</p>	<p>We are pleased with the progress of student achievement in year 9 english students in 2023</p> <p>We are please with the achievement rate of our students and want to maintain this rate in 2024</p>	<p>Target 2024: Adjusted to meet the needs of the cohort which we are supporting as year 11 students.</p> <p>Have a pass rate of at least 80% in 2024 and to ensure the 20% of 2023 now year 11 students gain their literacy. Support students progress using the google classroom and tutorial targeted with learning support.</p>

Analysis of Variance - WDSG 2023-2024

Cohort	2023 Target	Actual	Analysis of Variance	Action
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Junior Maths/Numeracy:

Year 9	<p>Target 2023: 80% Level 4P or above with 40% at Level 5 in Number.</p>	<p>From asTTle testing end of 2023 70% Level 4P or above with 41% at Level 5 in Number</p> <p>From EOY Exam 68% Level 4P or above with 23% at Level 5 in Number</p>	<p>asTTle and exam results similar for Level 4P or above. asTTle overestimates the % at Level 5 in Number</p>	<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>
Year 10	<p>Target 2023 Adjust targets - to reflect the increased class contact time.</p> <p>75% Level 5P or above with 10% Level 6 in Number.</p>	<p>From asTTle testing end of 2023 69% Level 5P with 24% Level 6 in Number</p> <p>From EOY Exam 64% Level 5P or above with 35% Level 6 in Number</p>	<p>asTTle and exam similar for Level 5P and above.</p> <p>asTTle limited to fully assess the % at Level 6.</p> <p>asTTle was originally for primary and intermediate students.</p>	<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 previous years. 2023 intake mean score = 57% 2021 intake mean score = 45.5%</p> <p>No CEM test for 2022 intake</p> <p>To maintain a pass rate of numeracy 32406 above 70% Use mathematics and statistics to meet the numeracy demands of a range of situations (Numeracy)</p>

Analysis of Variance - WDSG 2023-2024

Cohort	2023 Target	Actual	Analysis of Variance	Action
Junior Science:				
Year 9	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. 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>85% of grades overall were at 4P of the curriculum at higher in the end of year assessments.</p> <p>When looking exclusively at the level 5 data, 69% of grades were achieved at Level 5B or higher.</p>	<p>The results achieved in 2023 were higher than expected, especially considering disruptions caused by rolling strikes.</p> <p>Interestingly, the separation of content into Level 4 and Level 5 of the curriculum meant that some students achieved higher in the Level 5 content than Level 4 (e.g. achieving a 4P and 5A for the same assessment).</p>	Target is to remain the same, as this will set students up for Year 10 Science and beyond.
Year 10	We will adjust the target for 60 % of year 10 students to achieve at level 5P of the curriculum or higher to reflect the types of learners in the classes that we are now seeing.	<p>52% of grades overall were at 5P of the curriculum or higher in the end of year assessments.</p> <p>73% of students achieved at level 5P of the curriculum or higher in at least one of their end of year assessments.</p>	When looking at the overall grades across the three exam areas (Living World, Physical World and Material World) we do not meet the target of 60% at 5P or above. However, when looking at individual student results - the majority of students (73%) achieved at a 5P or above in at least one of the exams - indicating that most students have a strength in one of the Science streams (Biology, Physics or Chemistry). The Material World exam had the lowest percentage of students achieving at 5P or above.	<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 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.</p>

Analysis of Variance - WDSG 2023-2024

Cohort	2023 Target	Actual	Analysis of Variance	Action
Junior Social Studies				
Year 9	<p>Target: 80% at Level 4 or above and 25% at Level 5 or above.</p> <p>How results will be measured: GPA scores from all assessments. EOY examination data included.</p>	<p>Results: Target only just met (79.5%) for Level 4 & above</p> <p>Target for Level 5 or above easily met - 38%</p>	As we are only just meeting the Level 4 target, it might indicate curriculum levels lower than expected when students start at Dio. There were disruptions again in 2023, rolling strikes, which did mean a loss of contact time and lack of continuity in teaching content. There were firm guidelines about not giving students (and teachers) extra work to make up for this lost time. This may have had an impact on the academically weaker and middle group of the cohort.	<p>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.</p>
Year 10	<p>Target: 80% at Level 5 or above with 20% at or above Level 6.</p> <p>How results will be measured: GPA scores from all assessments. Hopefully we can include EOY examination data for 2023.</p>	<p>Results: Target met - 88% at Level 5 or above.</p> <p>Target exceeded - 72% at Level 6 or above.</p>	Even though there were disruptions due to the rolling strikes, the Year 10 cohort (in SS at least) did continue to reach expected curriculum level targets. This was not expected, considering the long tail from 2022.	<p>Target 2024: To remain the same. Again, these targets will set up the students for senior school well.</p>

Analysis of Variance - WDSG 2023-2024

Cohort	2023 Target	Actual	Analysis of Variance	Action
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Senior Students:

Year 11	<p>Target 2023:</p> <p><i>Targets:</i> 100% of Year 11 students will achieve a L1 qualification. Of these, 76% will achieve endorsed certificates and 40% will achieve Excellence endorsed certificates.</p> <p>Students will be tracked through regularly A & A meetings, student self-monitoring, form teachers, Dean HOD LS, HOD Kaupapa Māori, Year 11 Dean, Dean of International Students/TiC EAP and DP Reporting.</p>	<p>We achieved a pass rate at level 1 NCEA of 95.9 % with 56.8% Achieving Merit endorsements and 23.7 % achieving Excellence endorsements.</p>	<p>While the endorsements rates are down as they are across whole Nation we were very close to achieving 100 % achievement rate for Level 1 NCEA certificate achievement.</p> <p>Student A - needs 8 more credits to achieve her level 1 certificate. (learning support, Auditory Processing - Disorder and Anxiety.)</p> <p>Student B - patchy attendance a few family issues that affected this students achievement</p> <p>Student C - again patchy attendance and a few health issues that affected this student.</p> <p>Student D - Very unmotivated student with many interventions and tracked by AA many interventions - was not interested in school. Enrolled in Star courses</p> <p>Student D - Only Started in July and achieved over 50 credits</p>	
Year 11	<p>Target 2023:</p> <p>100% of students will achieve NCEA L1 Literacy.</p> <p>The focus of 2023 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 100% Literacy in 2023 meeting our goal</p>	<p>There is no variance and is hard to keep at this level. However we will need to keep reviewing our practices in learning support and our AA meetings to discuss student achievement.</p>	<p>To Maintain this level of success over many years in supporting student achievement and success</p>
Year 11	<p>Target 2023:</p> <p>The target for 2023 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 100% Numeracy in 2023 meeting our goal</p>	<p>There is no variance and is hard to keep at this level. However we will need to keep reviewing our practices in learning support and our AA meetings to discuss student achievement.</p>	<p>To Maintain this level of success over many years in supporting student achievement and success</p>

Analysis of Variance - WDSG 2023-2024

Cohort	2023 Target	Actual	Analysis of Variance	Action
Senior Students:				
Year 12 Level 2 NCEA	Target 2023: <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>We came close to achieving this at 98.4 % gained a level 2 certificate</p> <p>We had two students who missed out.</p> <p>So in actual fact we did meet the target goal of 100% gaining a level 2 certificate in 2023.</p> <p>We had 65 % endorsed certificates with 23% gaining excellence endorsement in 2023. Although we didn't quite hit target we are happy with the result and will work toward this goal in 2024</p>	<p>Student A =moved to the USA in July.</p> <p>Student B = is on 76 level 2 credits joined us as a level 2 student will complete this year would have completed if she was here in level 1 (was not in the country as she could have used some level 1 credits for level 2 - taking this into account we would have had 100 % of Yr 12 students achieving a L2 qualification.</p> <p>Certificate excellence endorsement has been trending downward over the last 3 years both Nationally and when compared with our EQI our merit endorsement remains consistent.</p>	<p>To be more proactive 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.</p> <p>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>

Analysis of Variance - WDSG 2023-2024

Cohort	2023 Target	Actual	Analysis of Variance	Action
Senior Students:				
Year 13 Level 3 NCEA	<p>Target 2023:</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.</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>Student A - tracked in AA put many support measures around the student but seemed unmotivated and missed a lot of classes attendance rate.</p> <p>Student B - Also had a high absence rate of 21% will use level 2 qualification to do hairdressing course. Attendance affected achievement.</p> <p>Student C- has level 2 and is 2 (has 58 and needs 60 credits) short for level 3 and will also gain UE in the process.</p> <p>Student D- awarded level 2 attendance rate was 42 % high rate of absences ended up with 20 level 3 credits enough for level 2 and to enter nursing course was a SAC student</p> <p>Student E awarded level 2 but not level 3</p> <p>Student F 3 credits short for level 3 . did not get 3 university subjects 14 credits or more</p> <p>Student G- stopped attending school the end of august left school term 3</p>	

Analysis of Variance - WDSG 2023-2024

Cohort	2023 Target	Actual	Analysis of Variance	Action
Year 13 UE	<p>Target 2023: 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 requirements for UE where that is possible given the student's abilities and skill-set.</p> <p>This will be tracked through regularly AA meetings, student self-monitoring, form teachers, HOD LS, HOD Kaupapa Māori, Year 12 & 13 Dean, TiC EAP and DP Reporting.</p>	<p>We had a 82.4 % achievement rate well above may schools throughout NZ</p> <p>We were about 8 % below our actual target and are working with students to get them over the line. In 2024 and have until Friday 29 Feb to update results</p>	<p>Student A now has UE so this data is now inaccurate.</p> <p>Student B - is 1 credit off gaining UE for Drama as she needed 14 credits and has 13. Her Te Ro has Unit standards which can count towards her level 3 certificate but is not UE approved. Achieved level 3.</p> <p>Student C Had 3 subjects approved UE was short 2 credits in biology did one external and did not attempt 2 other standards. Sports and exercise science is not an approved UE subject. Good for level 3 but not UE. achieved level 3.</p> <p>Student D Achieved level 3 but did not gain 14 or more credits in an approved level 3 subject (did for stats and biology)</p> <p>Student E to H - see above (level3) these are the students who did not gain level 3 due to a range of health and well being issues.</p>	<p>To ensure that students know to go to Te Kura to gain the credits they need to make their university courses. When results come out in 2025.</p> <p>To ensure that student know how to track their own results</p>

Waikato Diocesan School for Girls

Board / Principal reports

Kiwisport

In 2023 we received \$17,225.00 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

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Waikato Diocesan School for Girls Board:

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

Key Statistics From NCEA

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**.

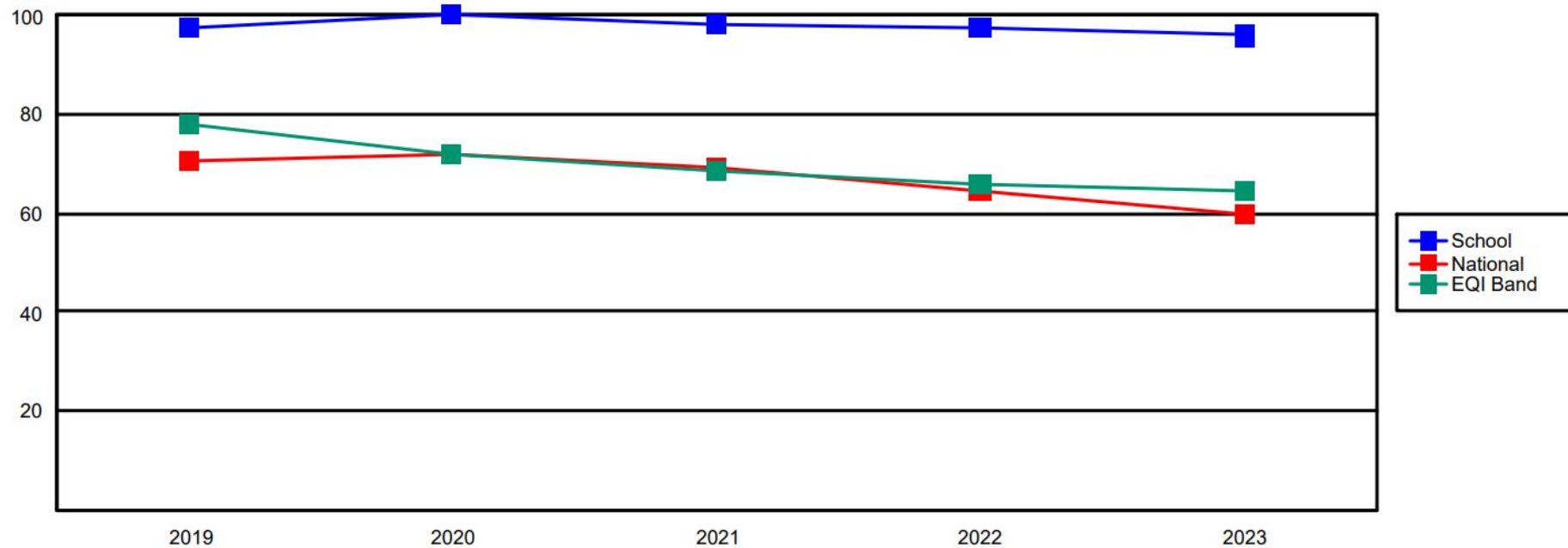
While most students will face challenges and obstacles at some point during their time at school, a higher EQI number indicates that a school has students facing more or greater socio-economic barriers.

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.

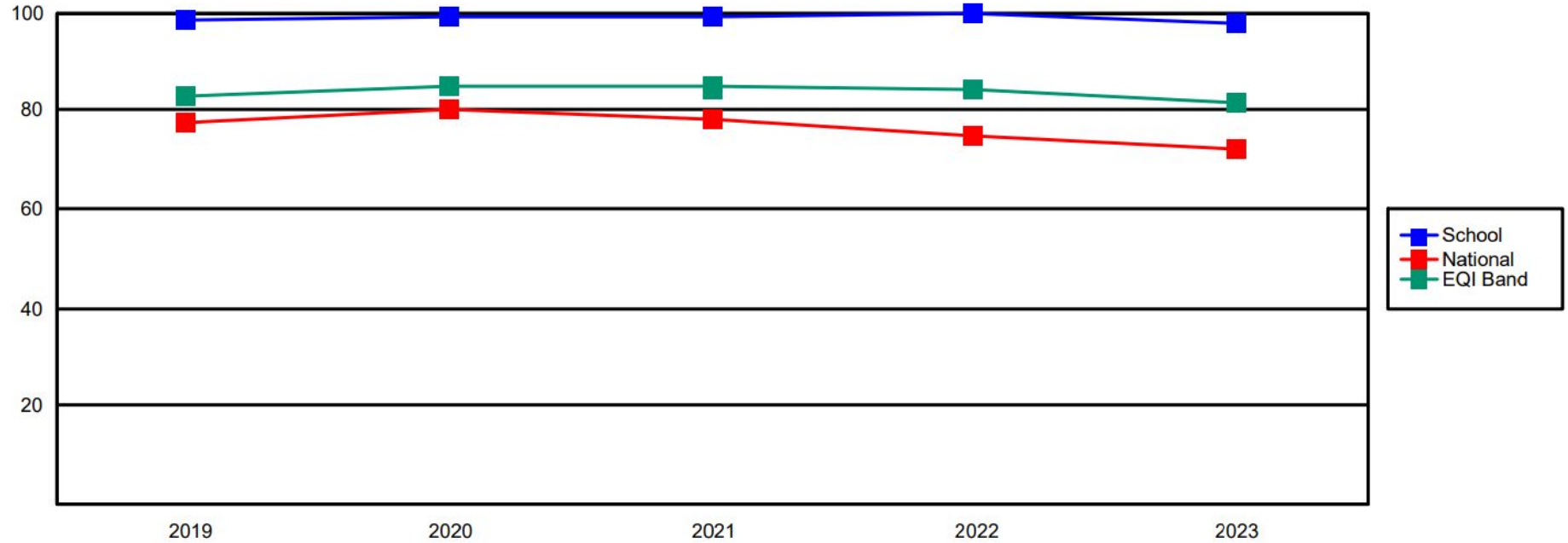
Our equity score is **384**

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.

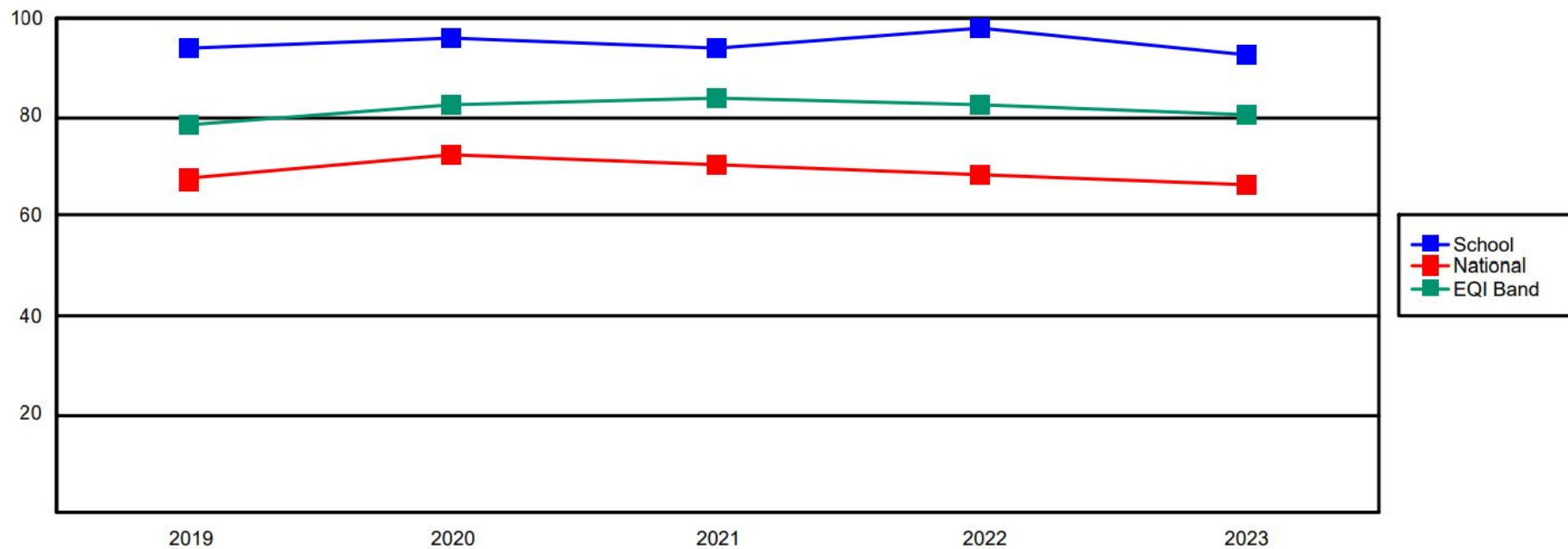
Year 11 - NCEA Level 1



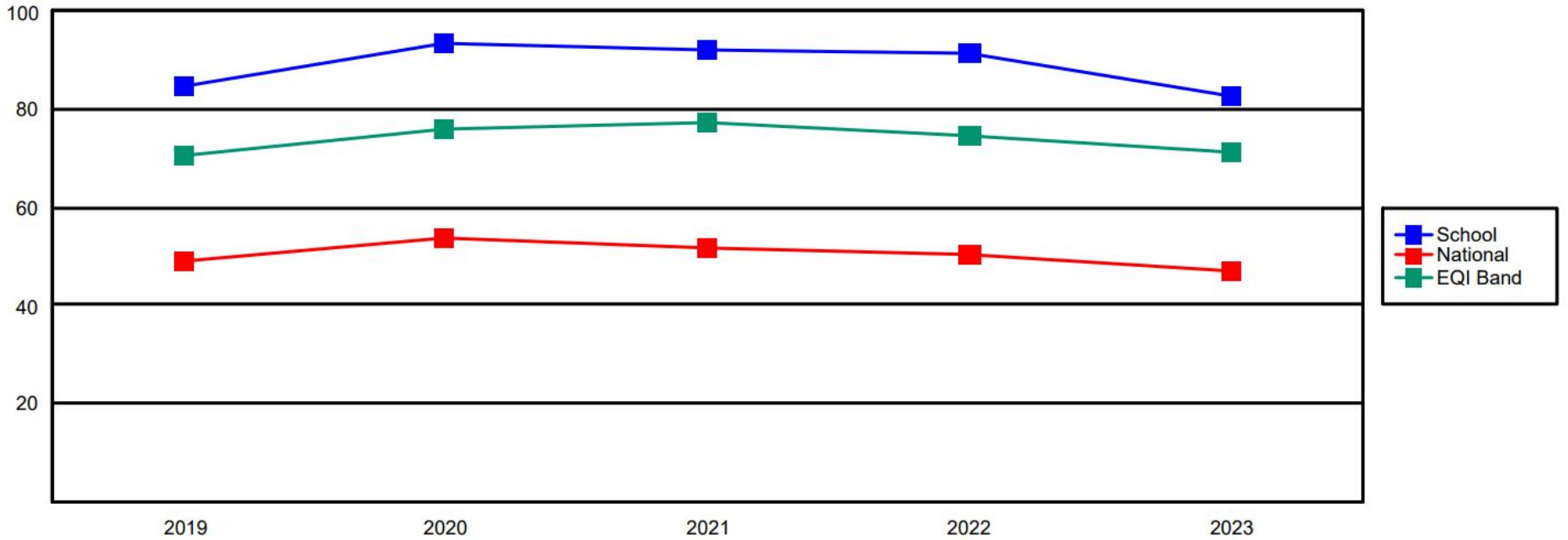
Year 12 - NCEA Level 2



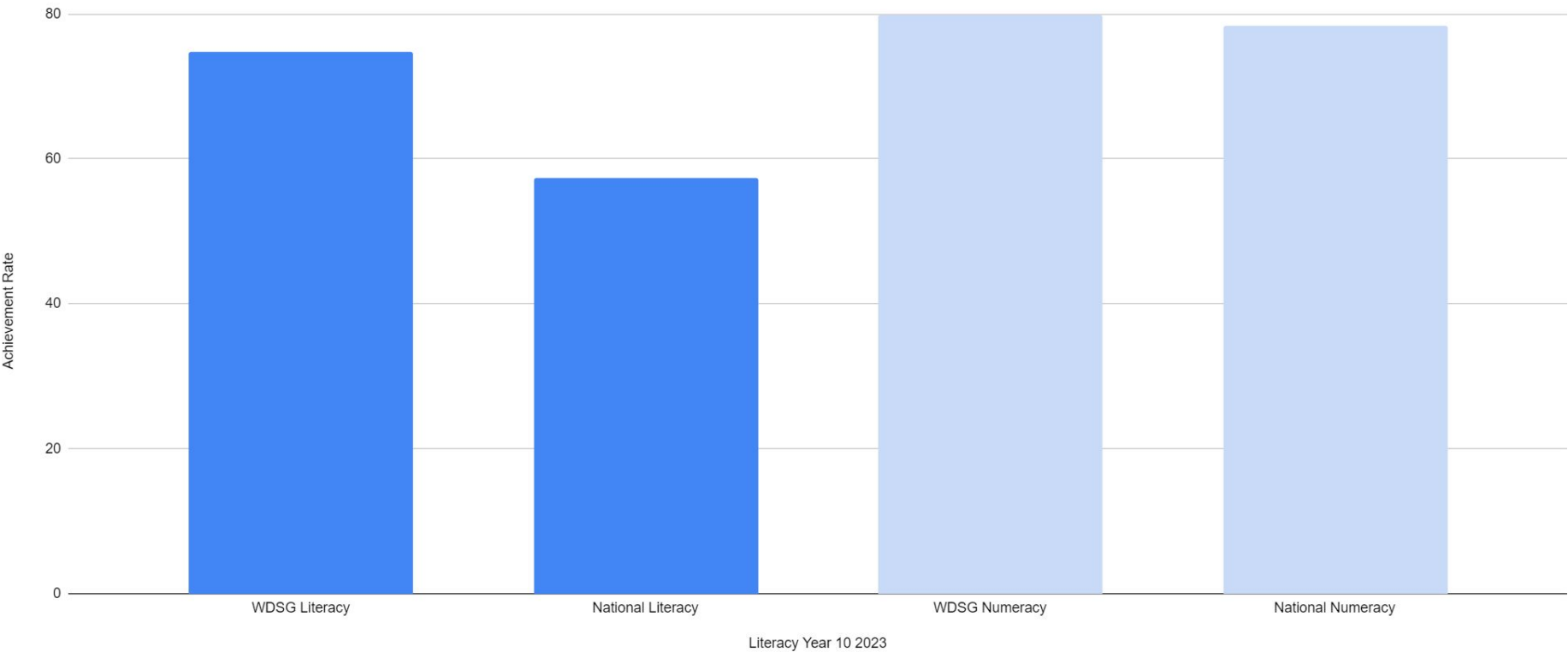
Year 13 - NCEA Level 3



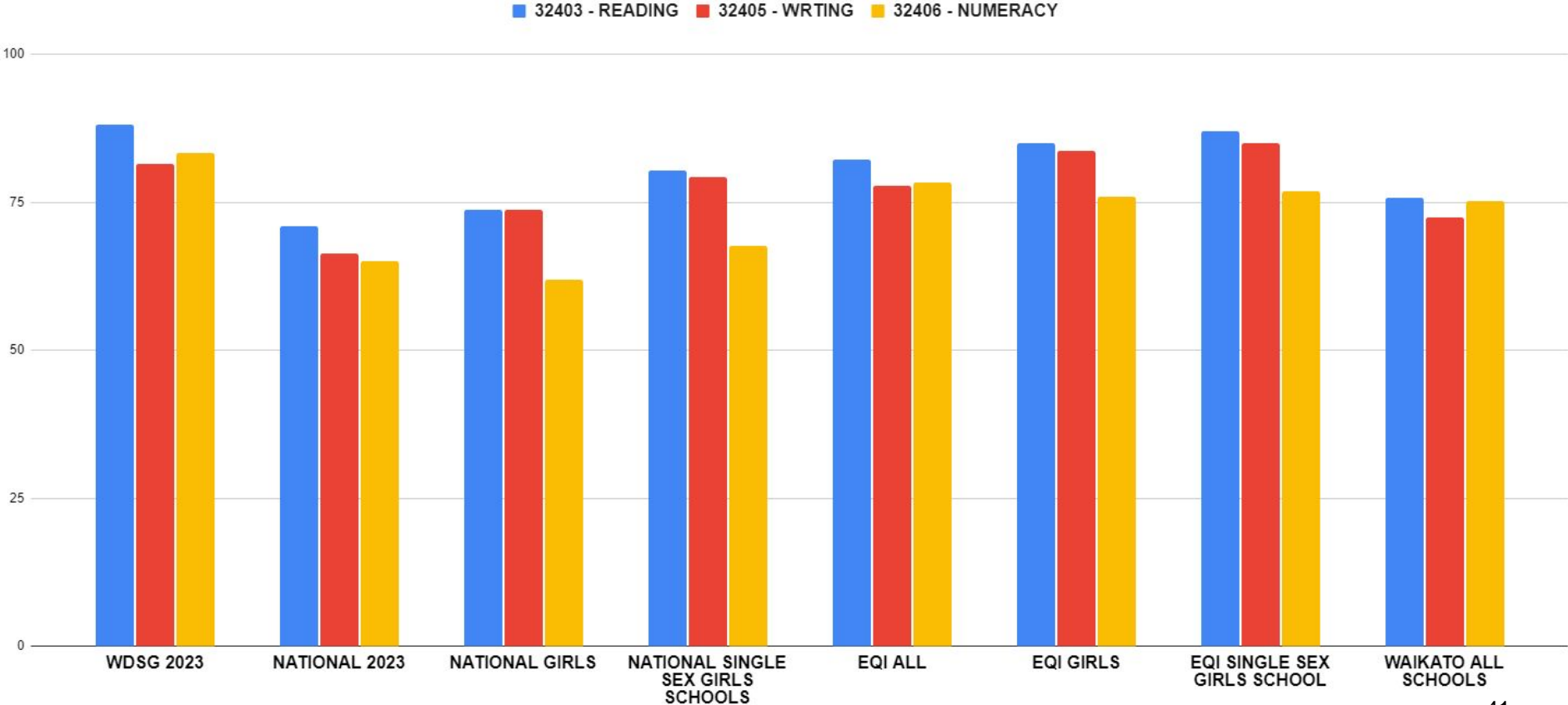
Year 13 - University Entrance



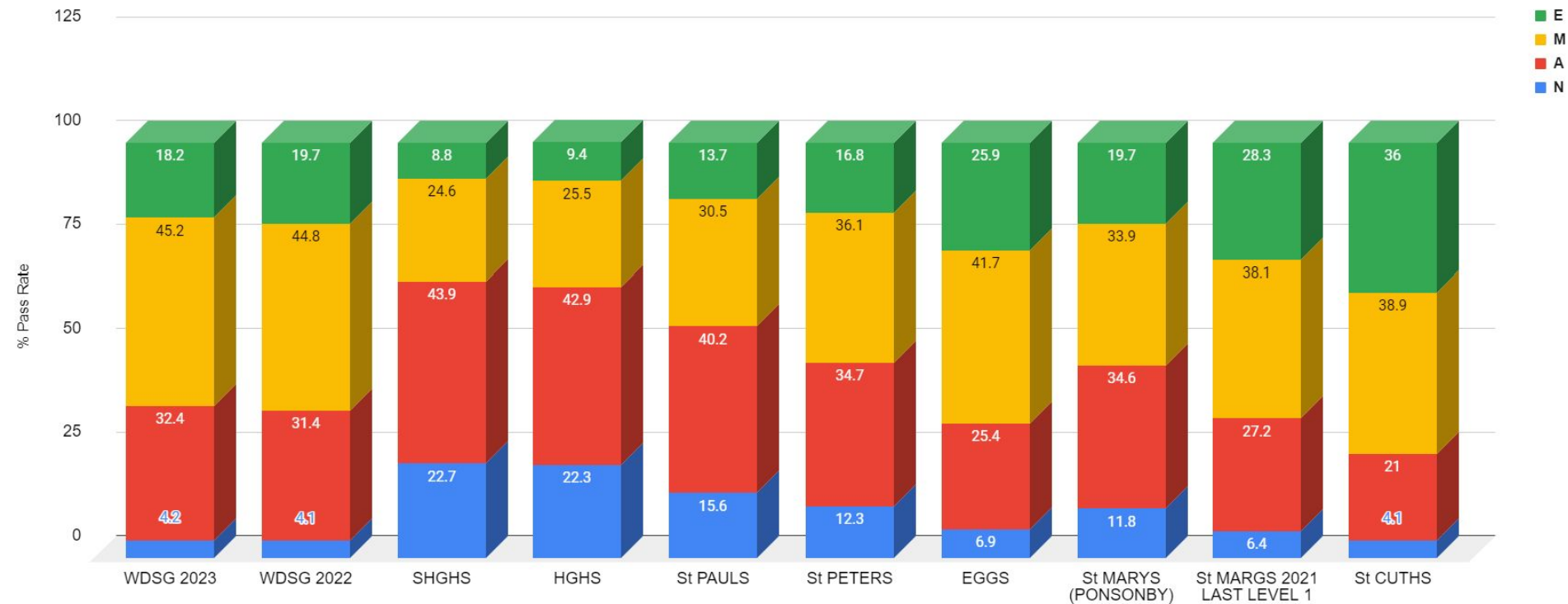
Numeracy and Literacy Year 10 2023 Achievement Rates



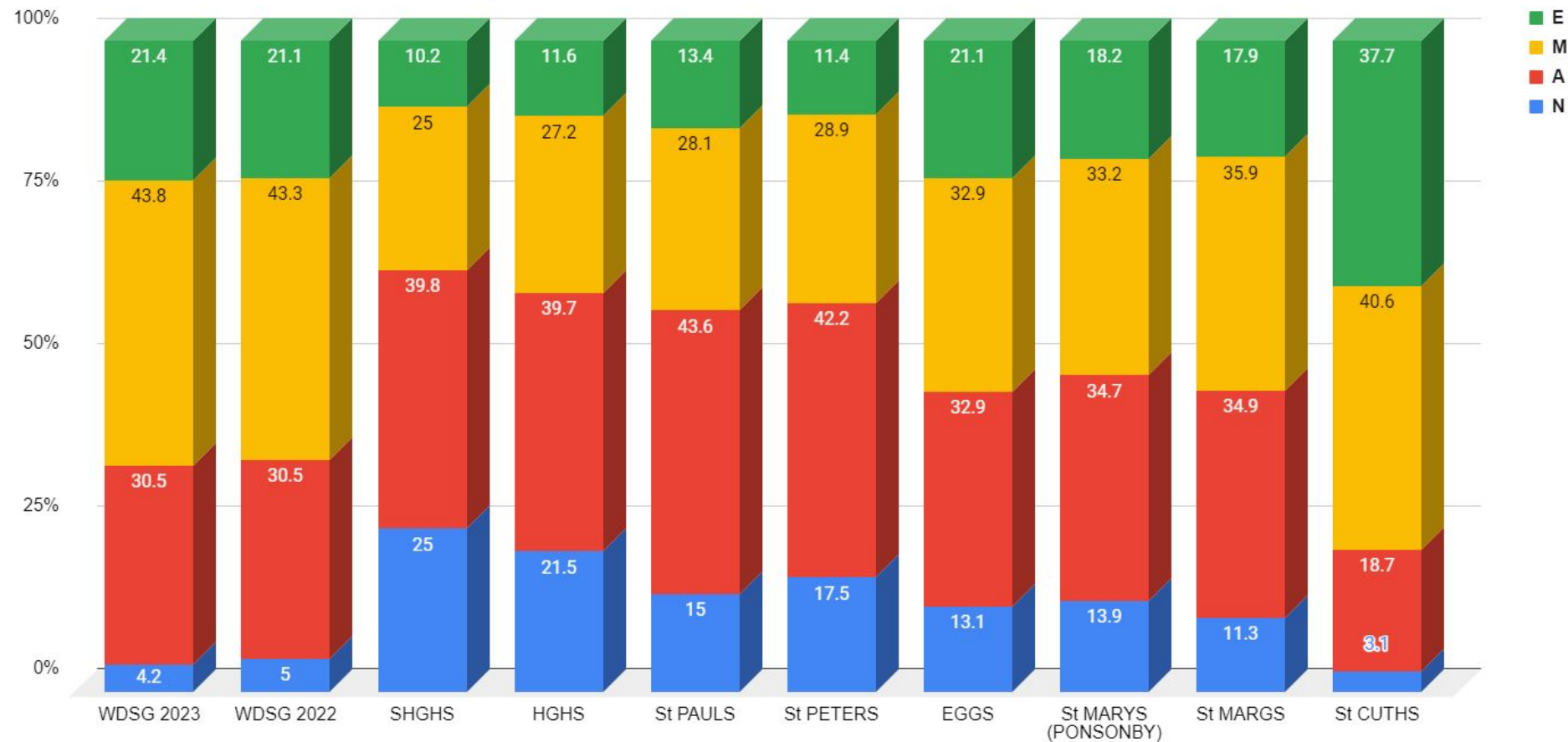
32403 - READING, 32405 - WRITING and 32406 - NUMERACY



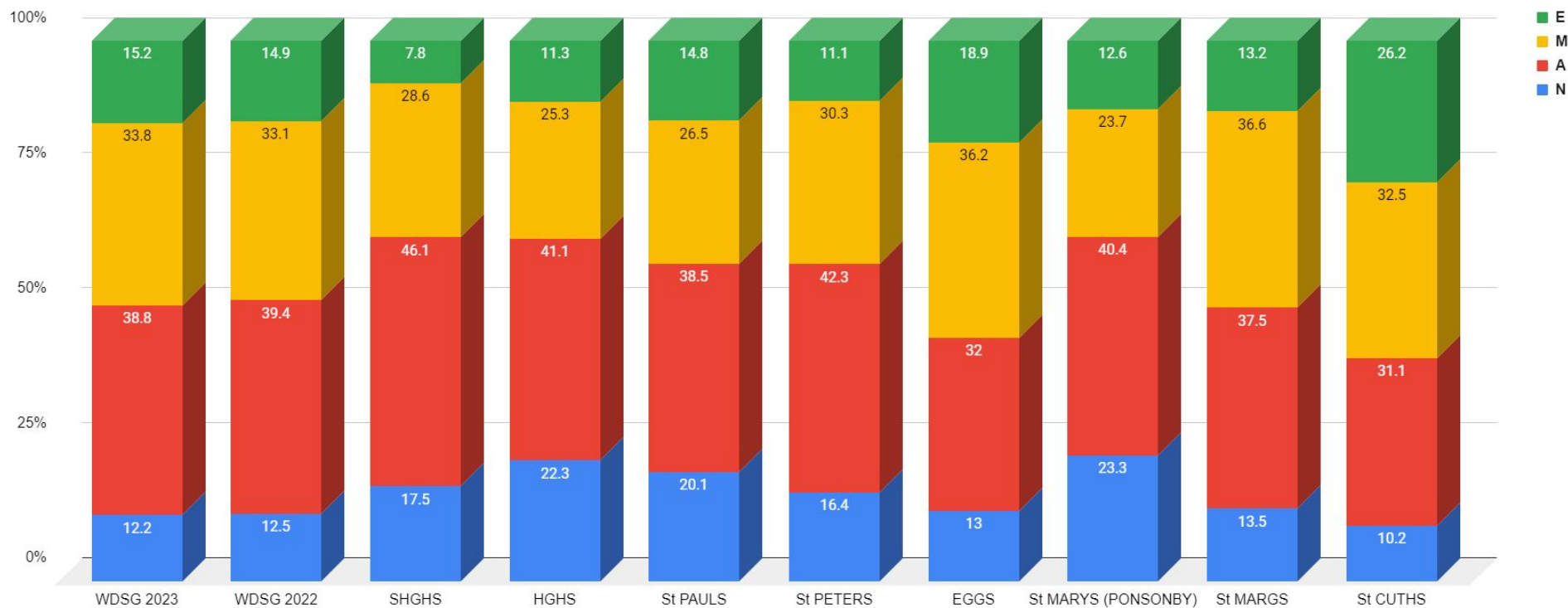
NCEA LEVEL 1 2023 SCHOOLS COMPARISONS



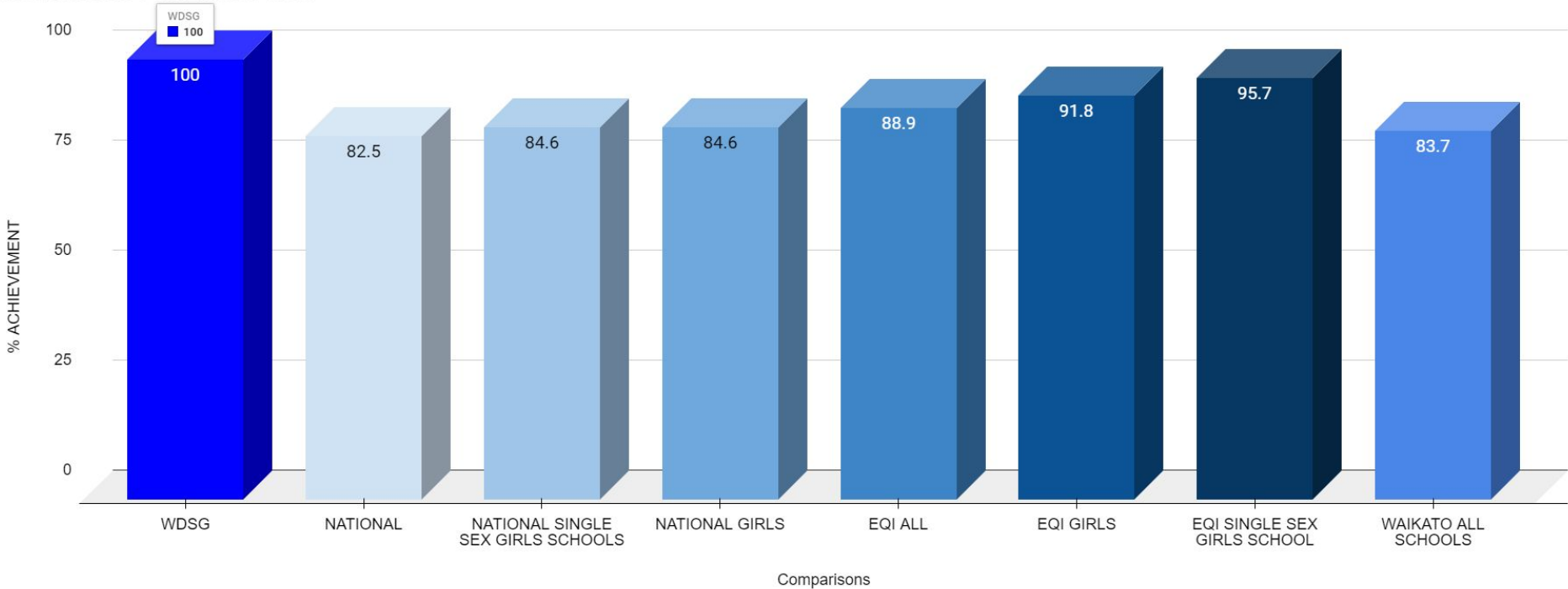
NCEA LEVEL 2 2023 SCHOOLS COMPARISONS



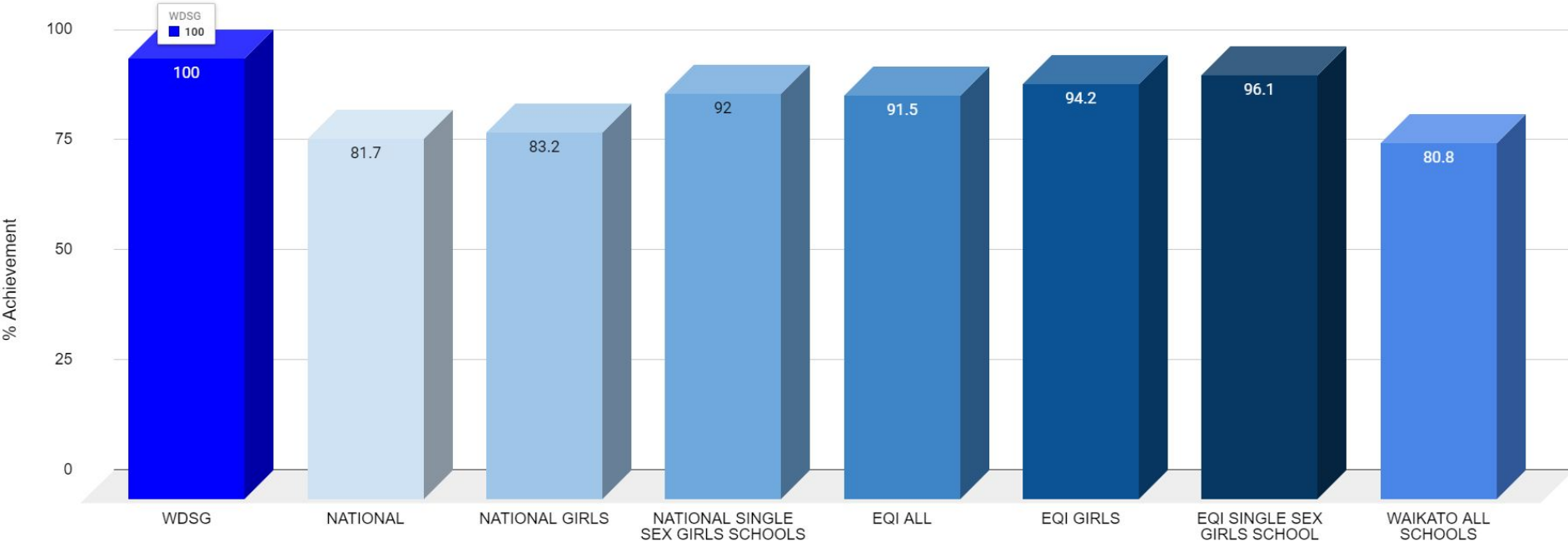
NCEA LEVEL 3 2023 SCHOOLS COMPARISONS



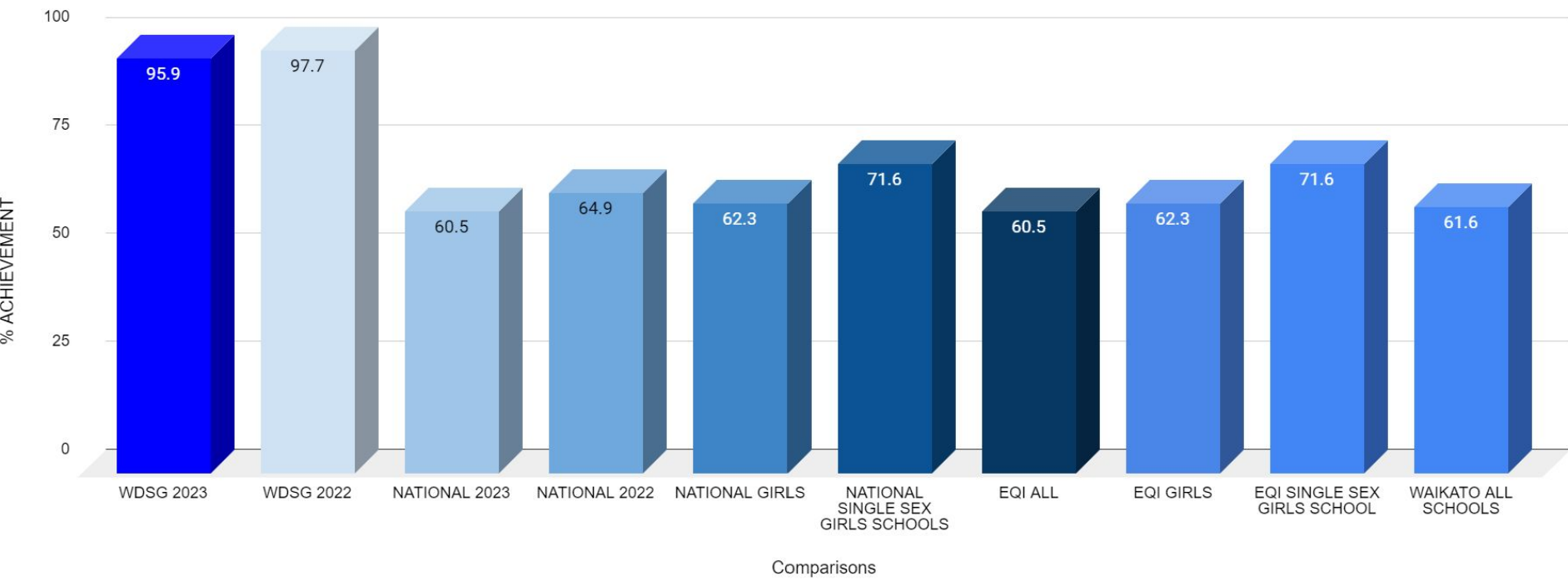
NCEA LEVEL 1 LITERACY 2023



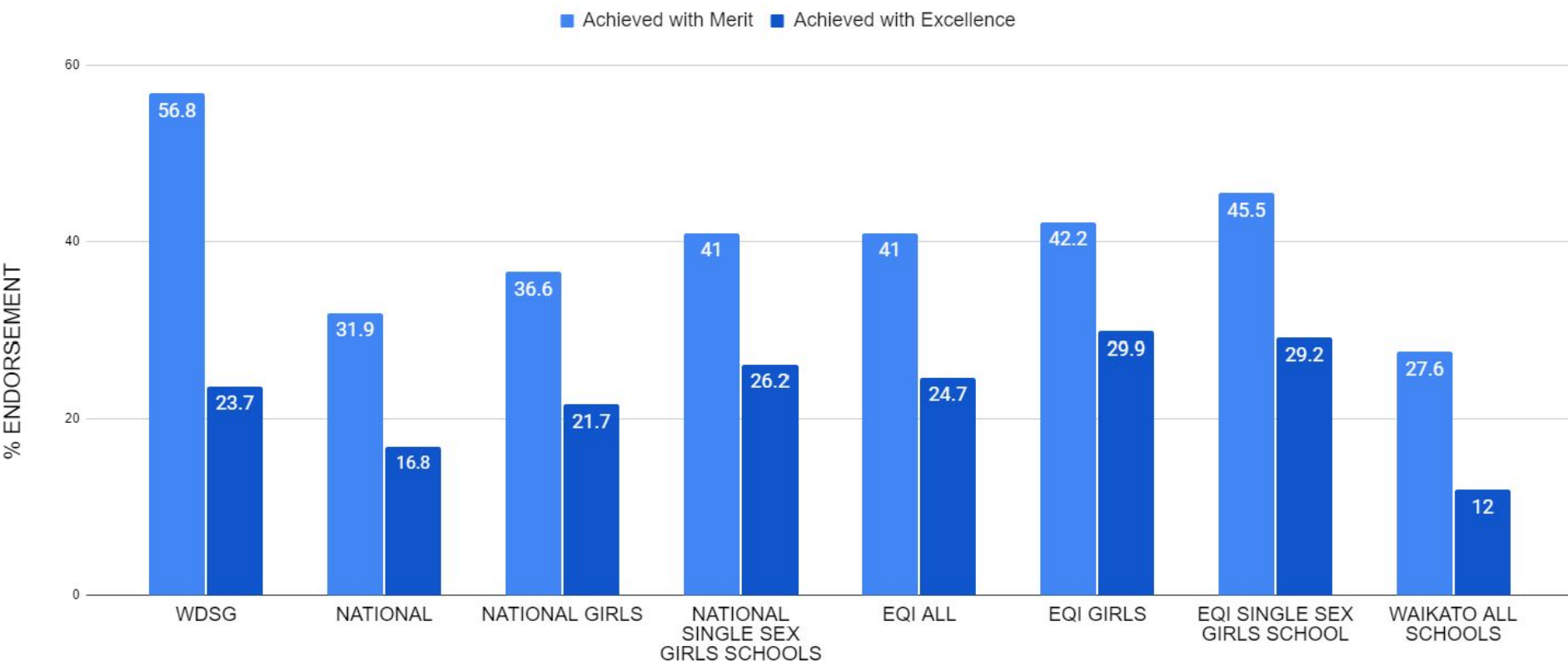
NCEA LEVEL 1 NUMERACY 2023



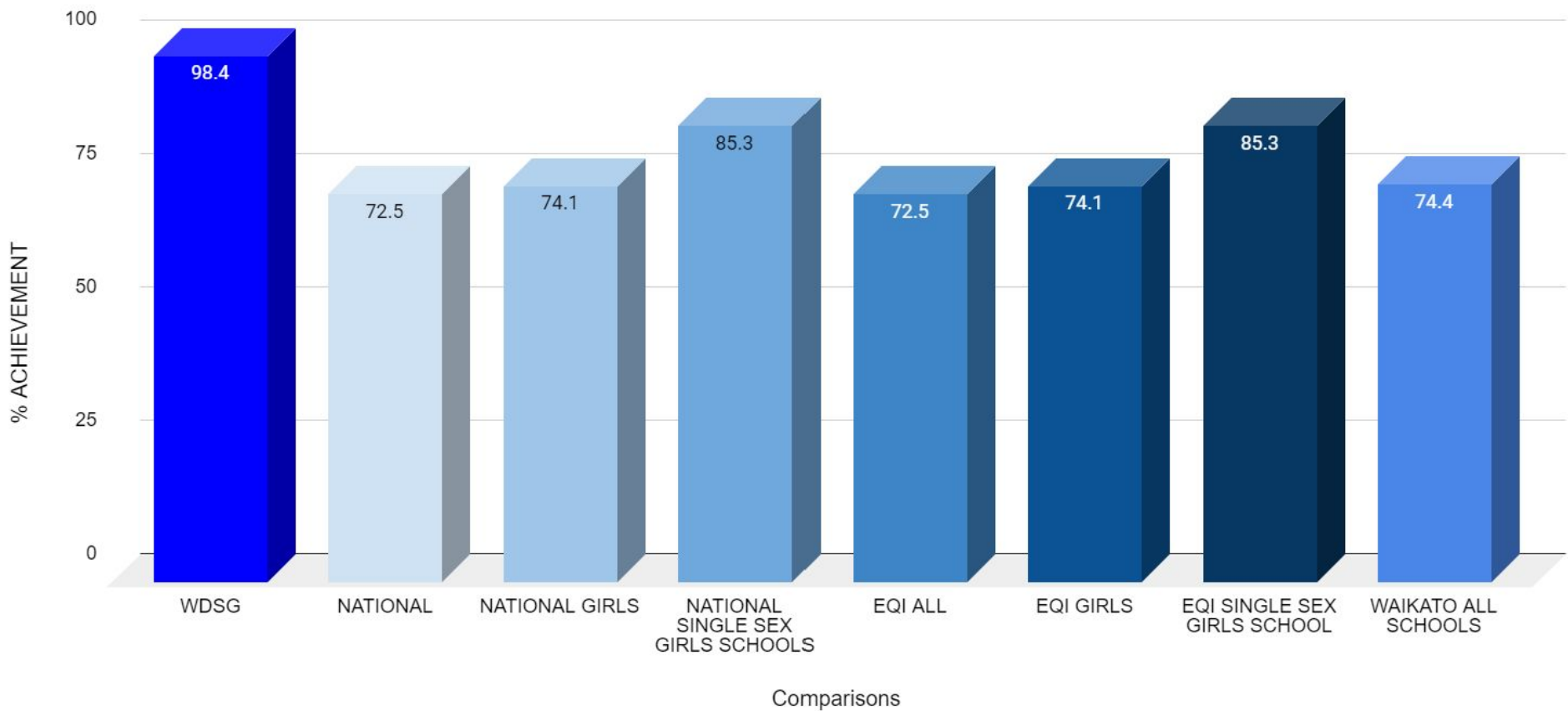
NCEA LEVEL 1 2023



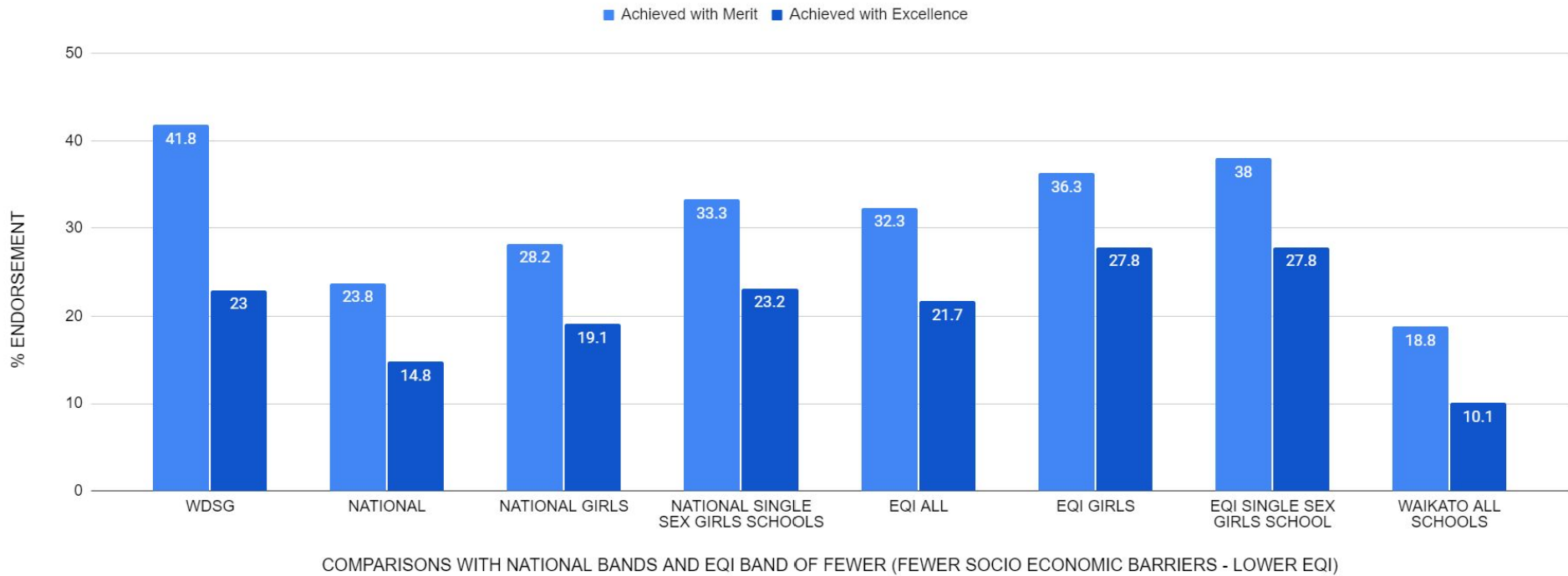
LEVEL 1 NCEA ENDORSEMENT : Achieved with Excellence and Achieved with Merit



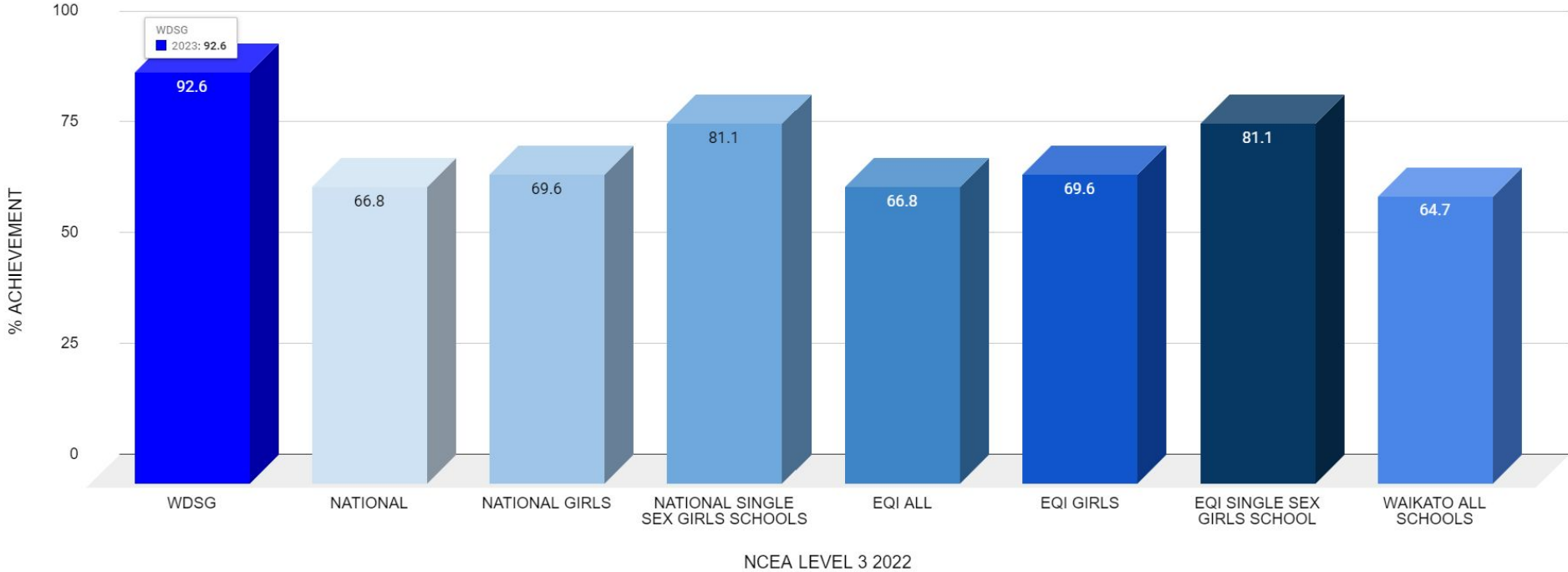
COMPARISONS WITH NATIONAL BANDS AND EQI BAND OF FEWER (FEWER SOCIO ECONOMIC BARRIERS - LOWER EQI)



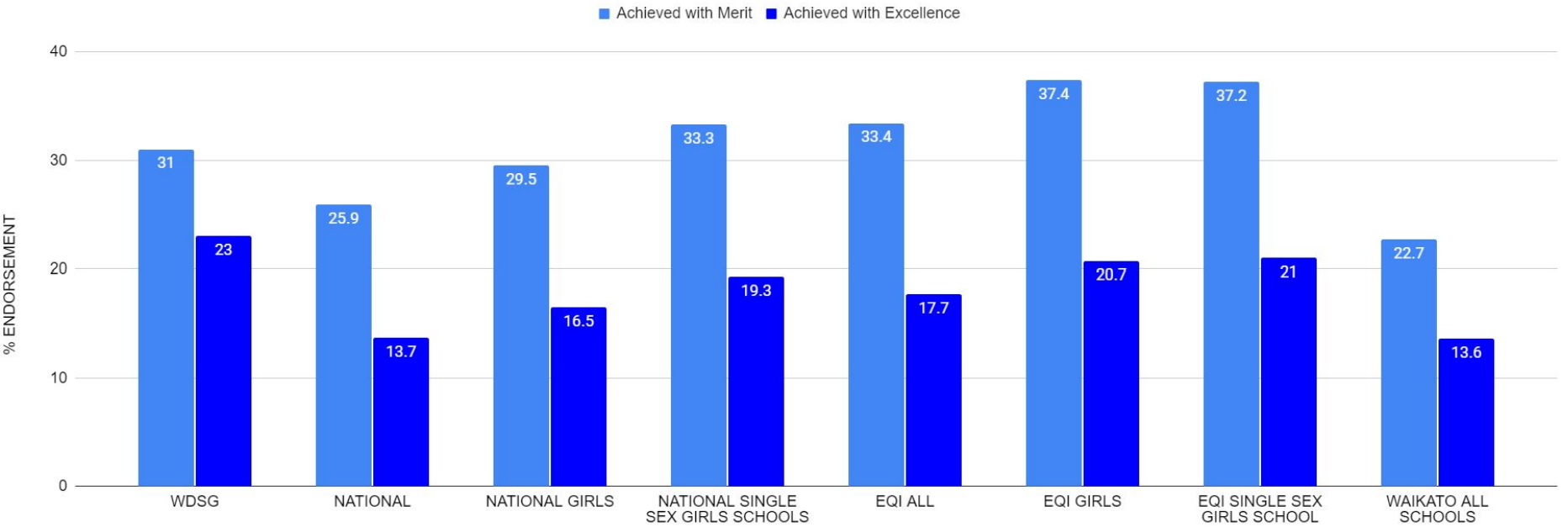
NCEA LEVEL 2 ENDORSEMENTS 2023 :Achieved with Merit and Achieved with Excellence



NCEA LEVEL 3 2023

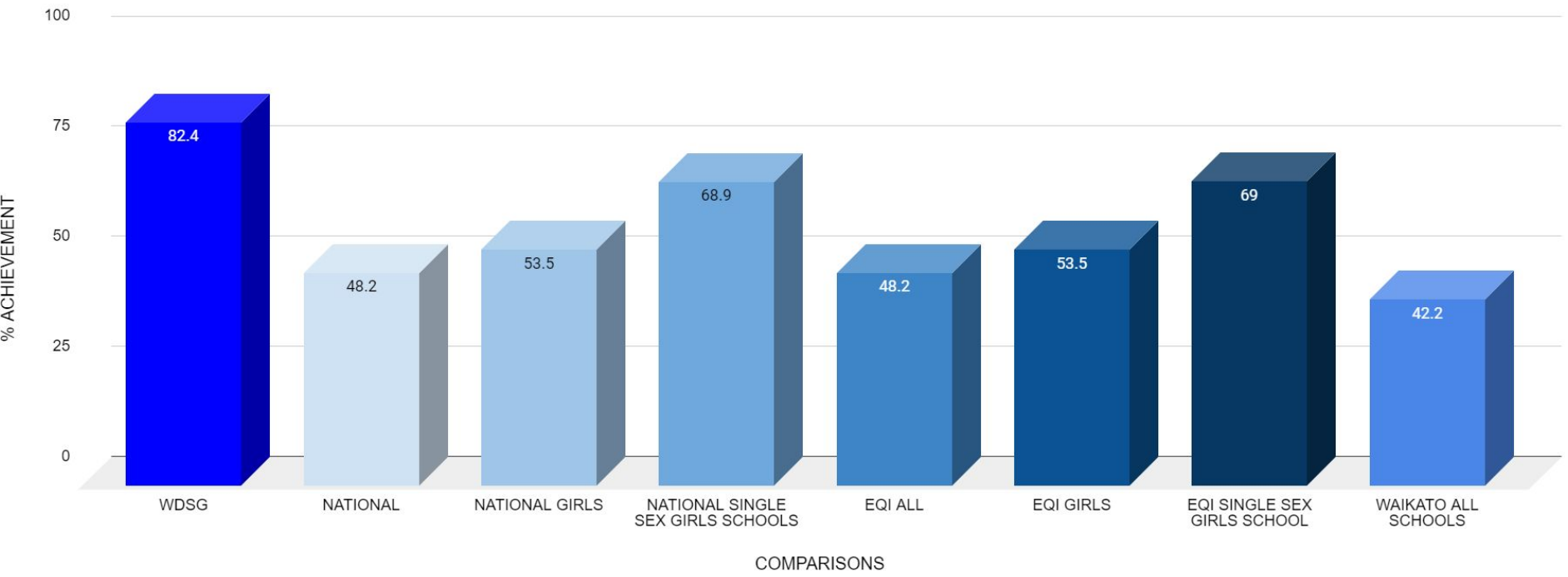


NCEA LEVEL 3 ENDORSEMENTS 2023 : Achieved with Merit and Achieved with Excellence

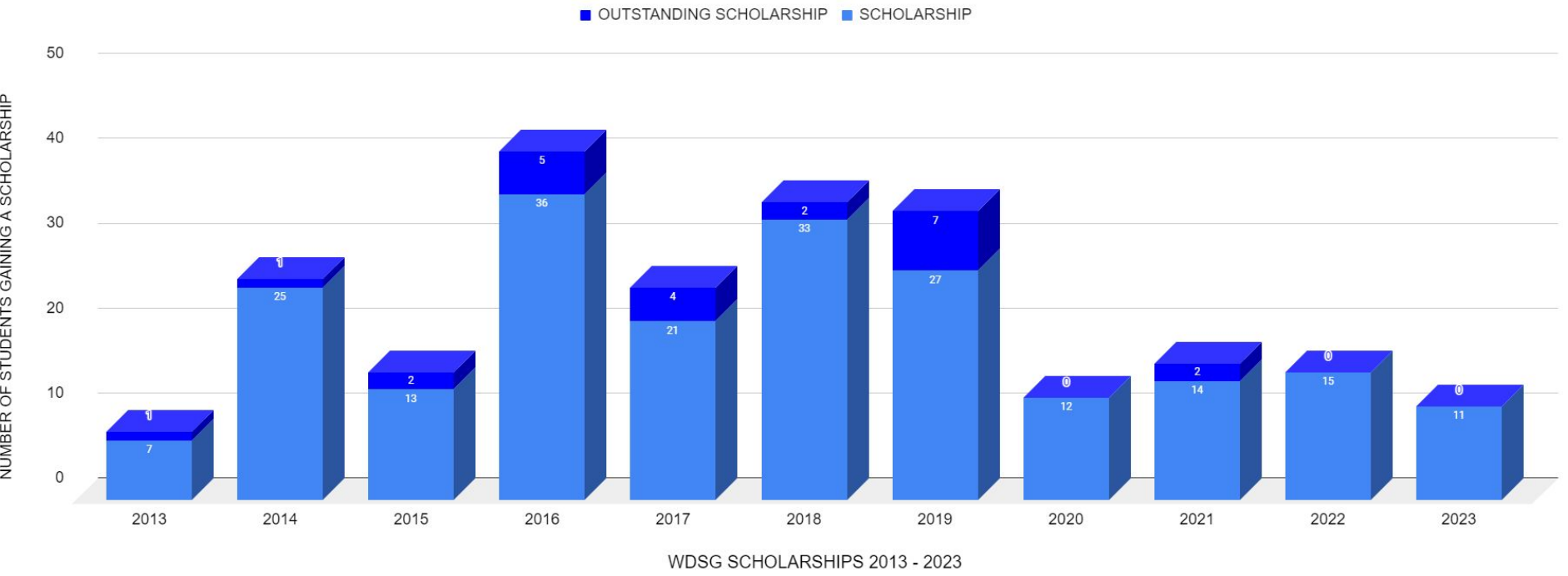


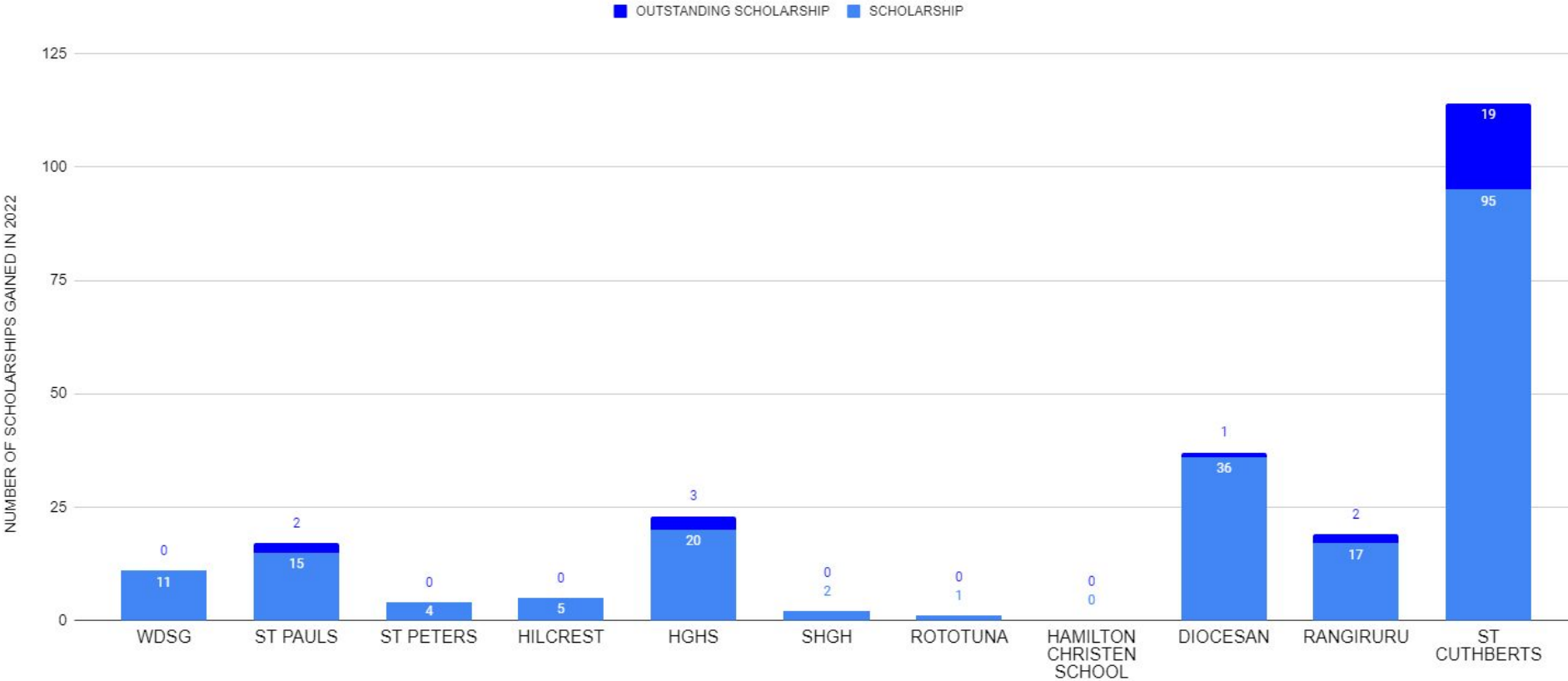
COMPARISONS WITH NATIONAL BANDS AND EQI BAND OF FEWER (FEWER SOCIO ECONOMIC BARRIERS - LOWER EQI)

UNIVERSITY ENTRANCE 2023



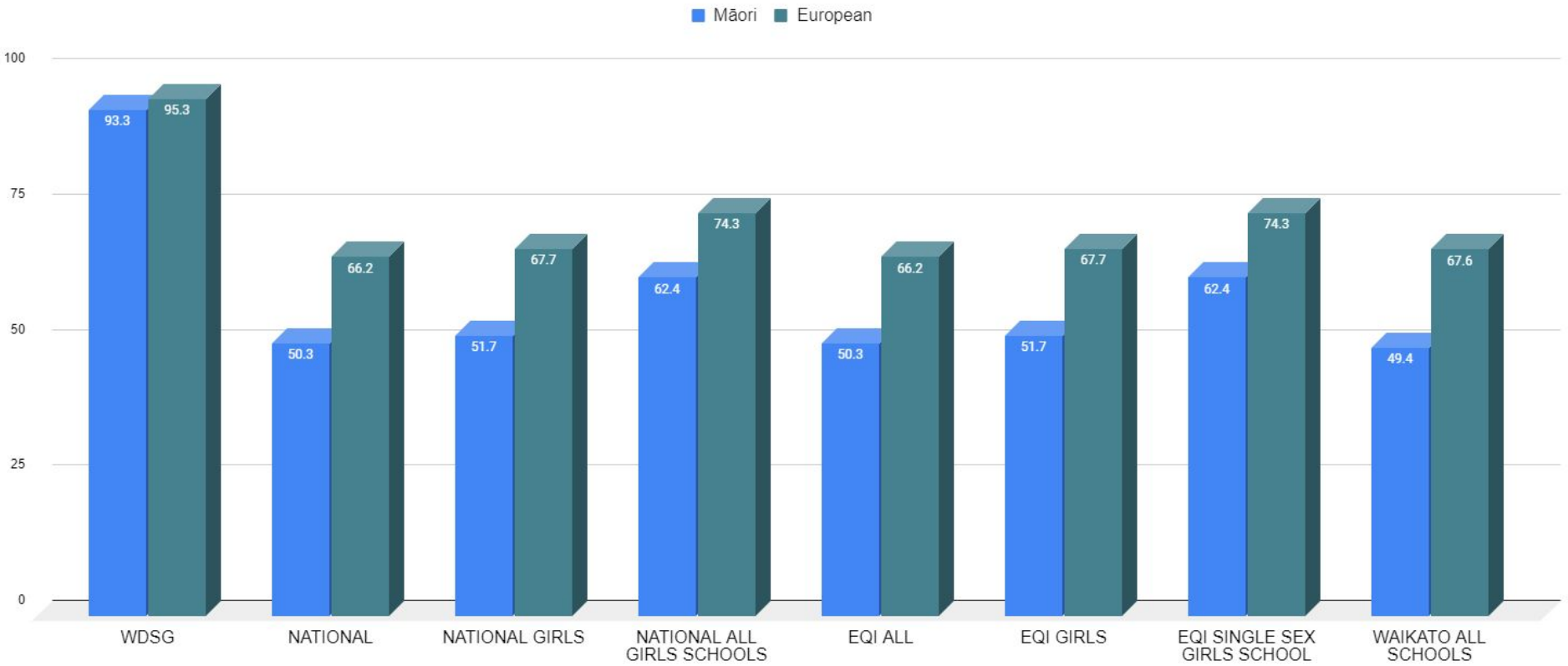
SCHOLARSHIP and OUTSTANDING SCHOLARSHIP





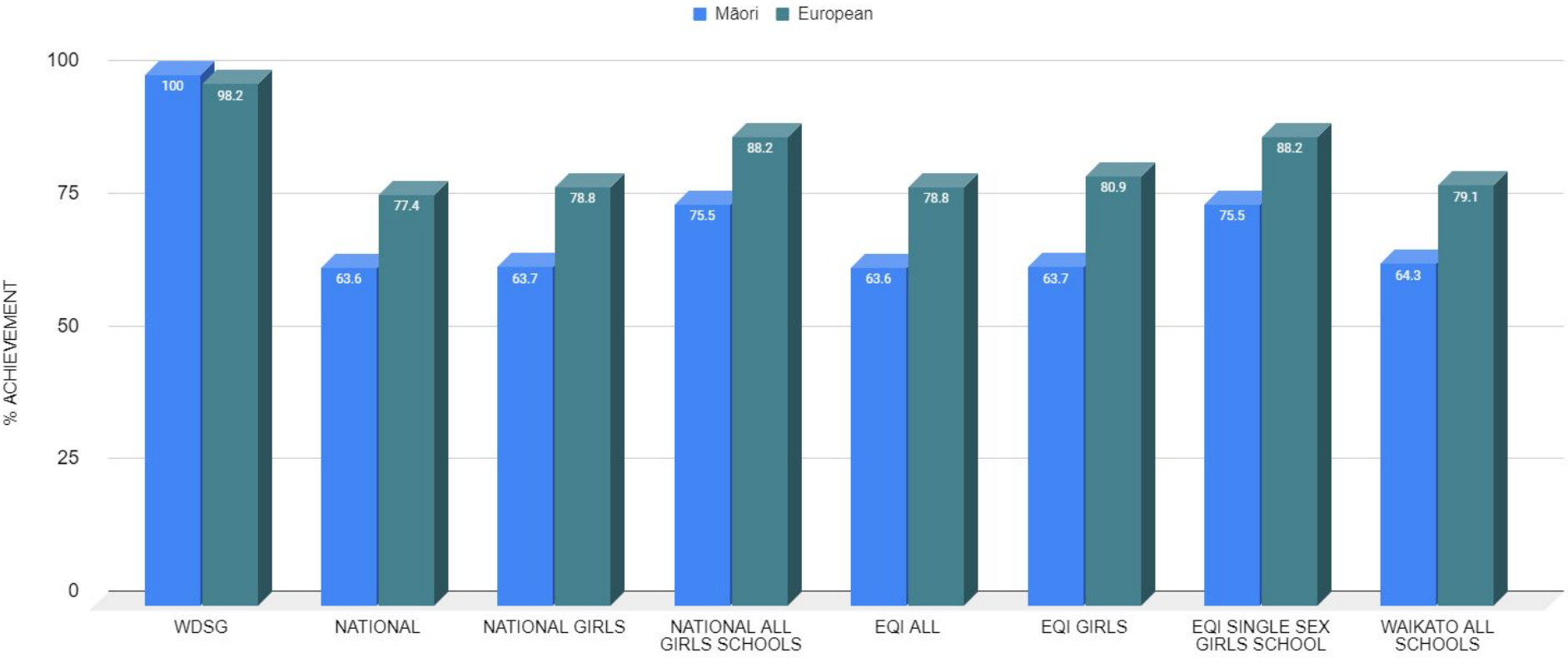
FEMALE SCHOLARSHIPS COMPARISONS 2023

Māori and European 2023



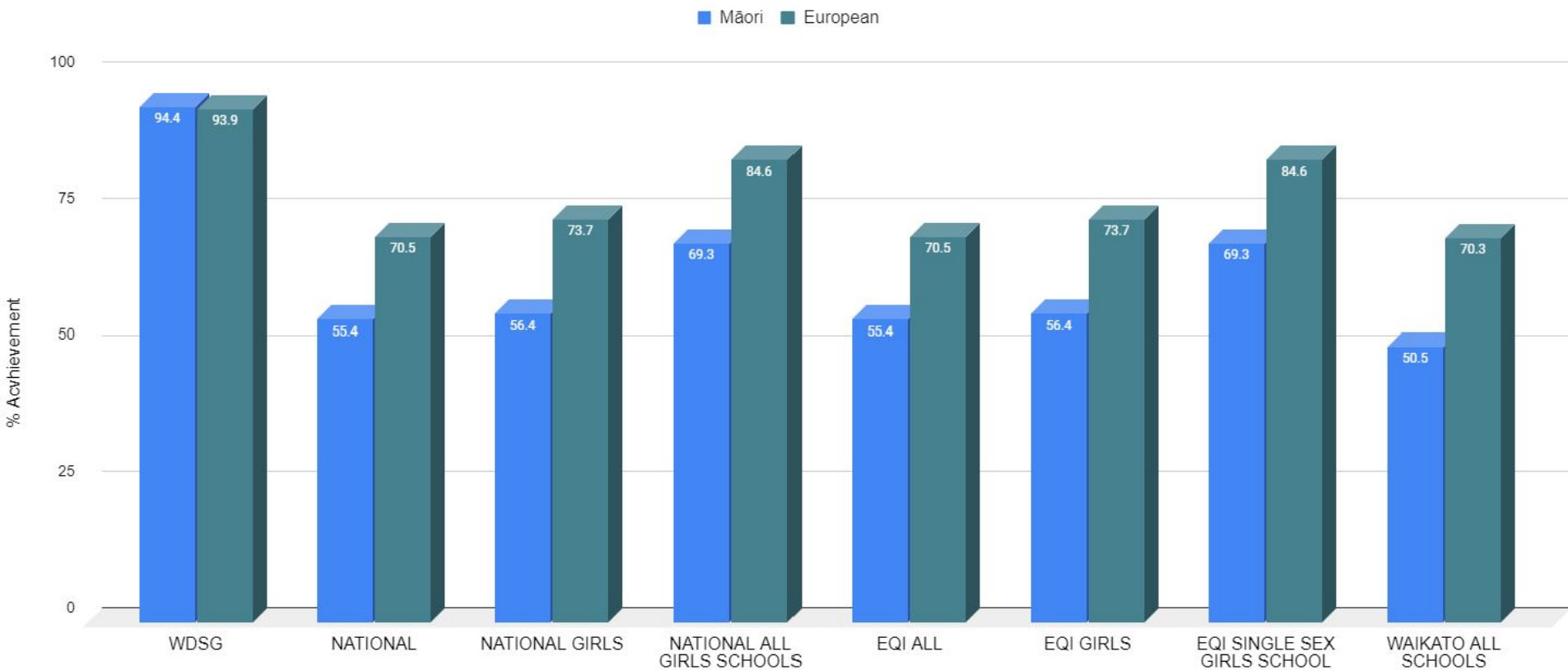
NCEA LEVEL 1 FOR MĀORI IN 2023

NCEA LEVEL 2 2023 FOR MĀORI



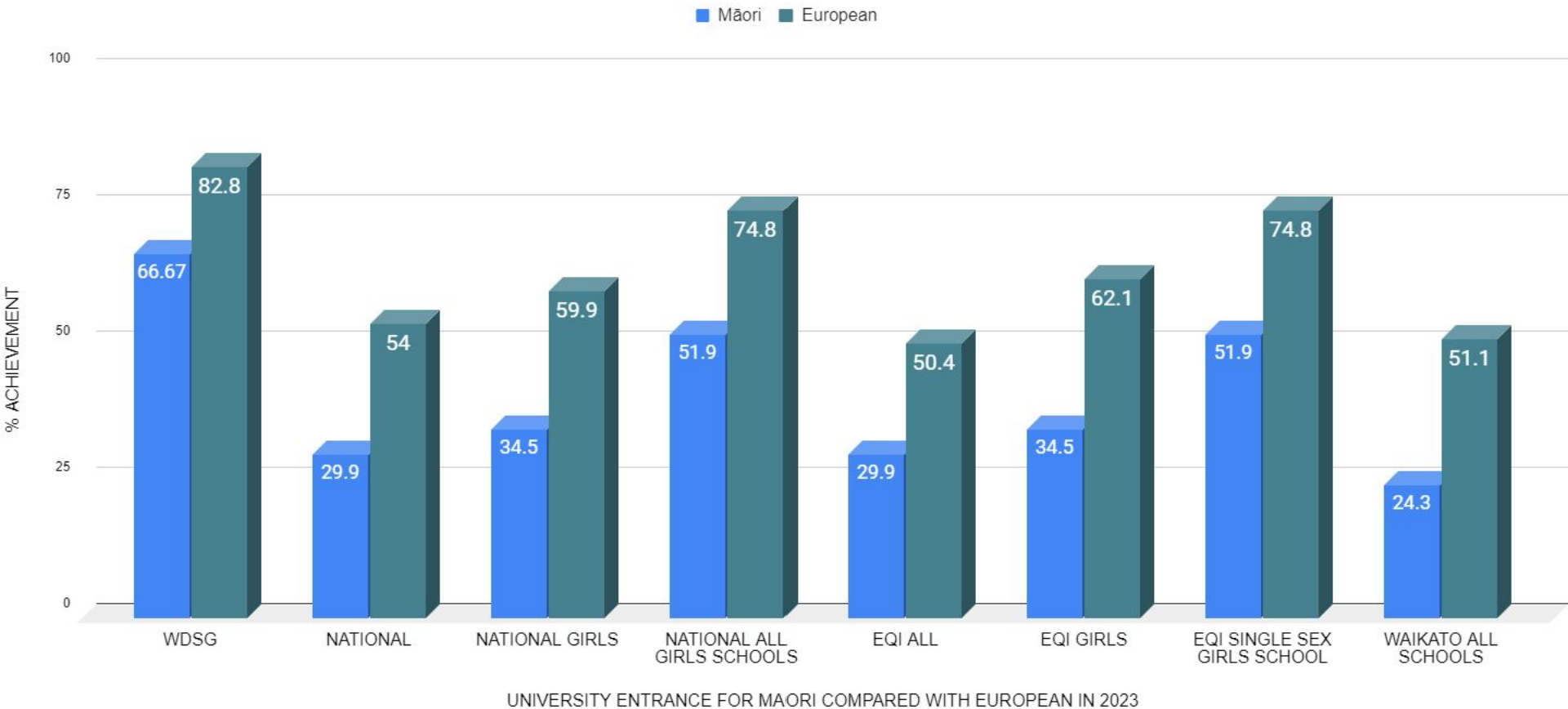
NCEA LEVEL 2 2023 FOR MĀORI

NCEA LEVEL 3 FOR MĀORI IN 2023



NCEA LEVEL 3 FOR MĀORI IN 2023

UNIVERSITY ENTRANCE FOR MAORI IN COMPARISON WITH EUROPEAN 2023



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 some work to do compared to schools fewer EQI (fewer barriers to learning)
- 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
- Unlike private schools we were hit with the teacher strikes which was very difficult to navigate

Next Steps 2024

- 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 2024 with named students in mind. (targeted)
- Keep updated with changes for NCEA Level 1 with the goal to implement in 2025.
- 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 strategies:

- Whaanaungatanga (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 Wharehau)

Waikato Diocesan School for Girls Kaupapa Maaori Operating Plan 2021–2025 provides direction based on key pillars of:

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

Kaupapa Maaori at Waikato Diocesan School for Girls is led by our Head of Department of Kaupapa Maaori and Kaupapa maaori teaching staff. The programme encompasses our students who are:

- Of maaori descent;
- Take te reo maaori as a subject; or
- Involved in kapa haka.

Tikanga Maaori and Te Reo Maaori in our School:

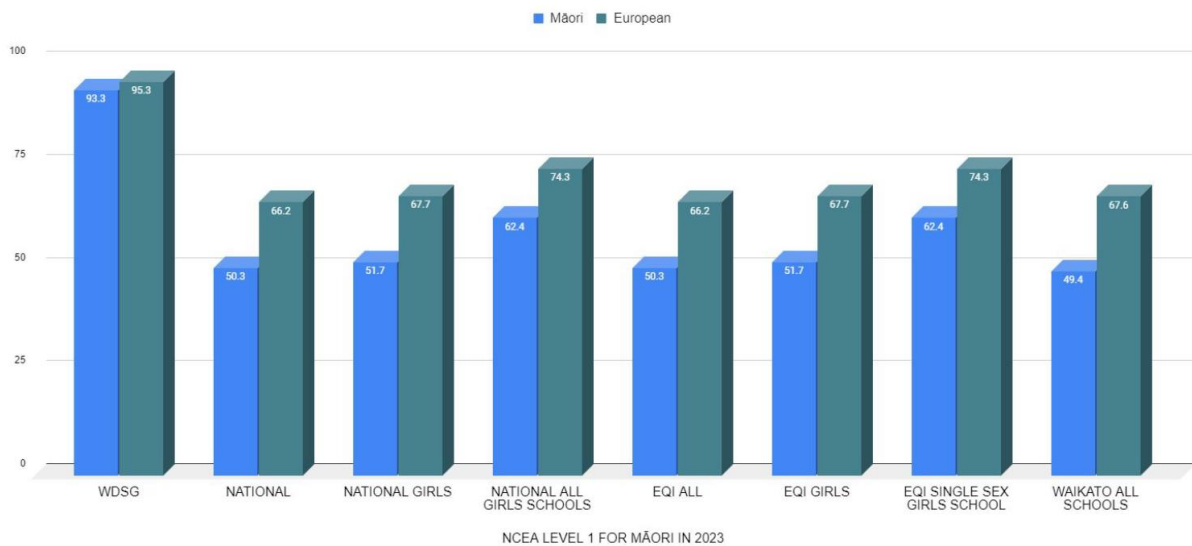
- Kaupapa Maaori at Dio is whaanau-based and whaanau-focused. Inclusive of Te Reo Maaori me ona tikanga and kapa haka, students gain a sense of pride and belonging under the leadership of our Amokura (Maaori Student Leader) and her Mana Waahine Council.
- The positive culture of the school year is set 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, 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.
- 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.

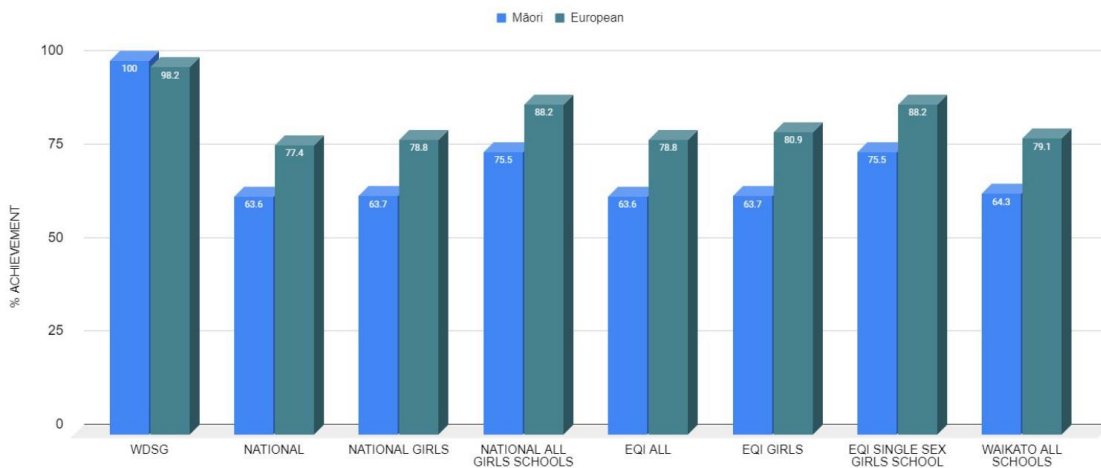
Maaori Student achievements for 2023:

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

Māori and European 2023

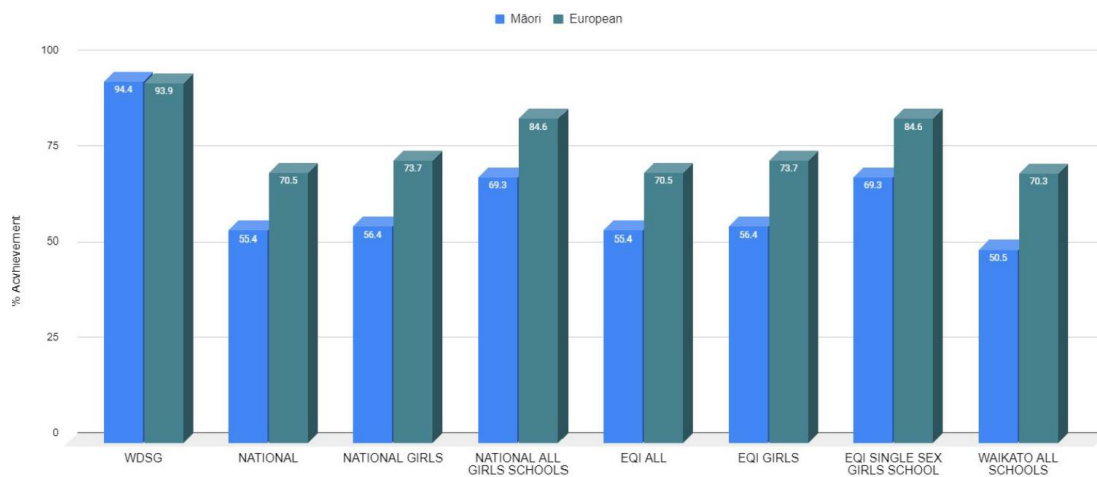


NCEA LEVEL 2 2023 FOR MĀORI



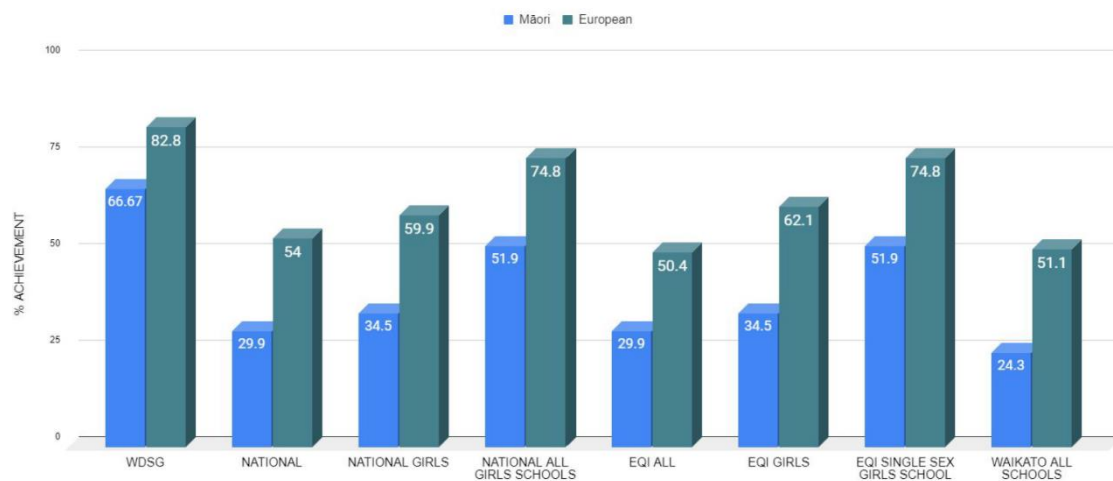
NCEA LEVEL 2 2023 FOR MĀORI

NCEA LEVEL 3 FOR MĀORI IN 2023



NCEA LEVEL 3 FOR MĀORI IN 2023

UNIVERSITY ENTRANCE FOR MAORI IN COMPARISON WITH EUROPEAN 2023



UNIVERSITY ENTRANCE FOR MAORI COMPARED WITH EUROPEAN IN 2023