

GISBORNE GIRLS' HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	210
Principal:	Jan Kumar
School Address:	555 Gladstone Rd, Te Hapara, Gisborne 4010
School Postal Address:	PO Box 249, Gisborne, 4040
School Phone:	06 868 6092
School Email:	info@gggs.school.nz
Accountant / Service Provider:	Edtech Financial Services Ltd

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Phil Matthews	Presiding Member	Elected	16/09/2025
Jan Kumar	Principal	ex Officio	
Adam Lynch	Member	Elected	16/09/2025
Sally McLeod	Deputy Chair	Elected	16/09/2025
Tim Petro	Member	Co-opted	16/09/2025
Greg Roseman	Member	Elected	16/09/2025
Donna Williams	Member	Elected	16/09/2025
Jess Williams	Staff Representative	Elected	16/09/2025
Quinn Haughey	Student Representative	Elected	31/10/2024
Reremoana Maynard-Wilson	Student Representative	Elected	16/09/2025

GISBORNE GIRLS' HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Gisborne Girls' High School 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.

Greg Robertson Roseman
Full Name of Presiding Member


Signature of Presiding Member

03/03/2026
Date:

Belinda Anne Hannah
Full Name of Principal


Signature of Principal

03/03/2026
Date:

Gisborne Girls' High School

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	11,467,292	11,432,392	11,268,417
Resource Teachers: Learning and Behaviour	4	3,154,677	2,974,323	2,973,658
Locally Raised Funds	3	712,520	521,465	413,410
Interest		141,576	85,000	112,091
Gain on Sale of Property, Plant and Equipment		3,043	-	-
Total Revenue		15,479,108	15,013,180	14,767,576
Expense				
Locally Raised Funds	3	400,485	378,193	293,260
Resource Teachers: Learning and Behaviour	4	3,043,165	2,974,323	2,973,658
Learning Resources	5	7,764,671	7,964,448	7,628,416
Administration	6	1,457,807	1,464,920	1,428,743
Interest		5,556	7,500	6,178
Property	7	2,562,894	2,219,436	2,153,777
Loss on Disposal of Property, Plant and Equipment		1,850	-	1,643
Total Expense		15,236,428	15,008,820	14,485,675
Net Surplus / (Deficit) for the year		242,680	4,360	281,901
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		242,680	4,360	281,901

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

Gisborne Girls' High School

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		1,420,945	1,488,371	1,139,044
Total comprehensive revenue and expense for the year		242,680	4,360	281,901
Distributions to the Ministry of Education		(18,961)	-	-
Contribution - Furniture and Equipment Grant		58,342	-	-
Equity at 31 December		1,703,006	1,492,731	1,420,945
Accumulated comprehensive revenue and expense		1,703,006	1,492,731	1,420,945
Equity at 31 December		1,703,006	1,492,731	1,420,945

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.

Gisborne Girls' High School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	916,868	1,435,142	1,479,654
Accounts Receivable	9	927,901	799,822	872,263
GST Receivable		23,315	15,342	15,342
Prepayments		20,636	21,012	21,012
Inventories	10	48,323	59,483	59,483
Investments	11	1,491,546	1,278,000	1,278,000
Funds Receivable for Capital Works Projects	18	45,252	-	-
		3,473,841	3,608,801	3,725,754
Current Liabilities				
Accounts Payable	13	897,440	863,646	905,540
Revenue Received in Advance	14	496,670	584,172	590,172
Provision for Cyclical Maintenance	15	125,175	199,800	199,800
Finance Lease Liability	16	39,629	44,887	44,887
Funds held in Trust	17	110,412	140,845	140,845
Funds held for Capital Works Projects	18	-	-	233,535
Funds Held on Behalf of ORS Cluster	19	65,502	65,502	65,502
Funds Held on Behalf of TAK Centre	20	144,942	128,243	128,243
Funds Held on Behalf of Gisborne COL/Kahui Ako Cluster	21	110,685	125,538	125,538
		1,990,455	2,152,633	2,434,062
Working Capital Surplus/(Deficit)		1,483,386	1,456,168	1,291,692
Non-current Assets				
Property, Plant and Equipment	12	1,105,138	746,237	838,928
		1,105,138	746,237	838,928
Non-current Liabilities				
Provision for Cyclical Maintenance	15	804,096	699,858	699,858
Finance Lease Liability	16	81,422	9,816	9,816
		885,518	709,674	709,674
Net Assets		1,703,006	1,492,731	1,420,946
Equity		1,703,006	1,492,731	1,420,945

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

Gisborne Girls' High School

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		3,091,624	3,466,696	3,636,610
Locally Raised Funds		391,934	395,074	253,480
International Students		244,464	126,391	5,626
Goods and Services Tax (net)		(5,974)	-	69,817
Payments to Employees		(2,275,284)	(1,113,167)	(1,399,131)
Payments to Suppliers		(1,658,818)	(1,781,272)	(2,292,572)
Interest Paid		(5,492)	(7,500)	(6,178)
Interest Received		172,301	85,000	98,504
Cyclical Maintenance Payments in the Year		(248,393)	(132,957)	(209,609)
Net cash from/(to) Operating Activities		(293,638)	1,038,265	236,547
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,193	(293,173)	(1,643)
Purchase of Property Plant & Equipment (and Intangibles)		(323,344)	(552,667)	(146,377)
Purchase of Investments		(175,000)	-	-
Proceeds from Sale of Investments		-	-	550,000
Net cash from/(to) Investing Activities		(497,151)	(845,840)	401,980
Cash flows from Financing Activities				
Furniture and Equipment Grant		58,342	-	-
Distributions to Ministry of Education		(18,961)	-	-
Finance Lease Payments		(61,372)	(239,791)	(47,921)
Funds Administered on Behalf of Other Parties		249,994	2,854	107,649
Net cash from/(to) Financing Activities		228,003	(236,937)	59,728
Net increase/(decrease) in cash and cash equivalents		(562,786)	(44,512)	698,255
Cash and cash equivalents at the beginning of the year	8	1,479,654	1,479,654	781,398
Cash and cash equivalents at the end of the year	8	916,868	1,435,142	1,479,653

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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

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 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 12.

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 26.

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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

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:

Board-owned Building Improvements	10-100 years
Furniture and Equipment	10-15 years
Information and Communication Technology	5 years
Motor Vehicles	5-10 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 engages an independent valuer 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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

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 (Resource Teacher: Learning and Behaviour) 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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

o) Funds Held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) 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.

q) 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.

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,947,213	3,050,928	2,889,193
Teachers' Salaries Grants	6,014,191	6,120,682	6,146,079
Use of Land and Buildings Grants	1,639,663	1,477,594	1,447,594
Ka Ora, Ka Ako - Healthy School Lunches Programme	834,661	783,188	783,188
Other Government Grants	31,564	-	2,363
	<u>11,467,292</u>	<u>11,432,392</u>	<u>11,268,417</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	1,945	500	2,828
Fees for Extra Curricular Activities	211,934	314,574	231,245
Trading	87,420	80,000	79,925
Fundraising and Community Grants	158,608	-	-
Other Revenue	77,445	-	-
International Student Fees	175,168	126,391	99,412
	<u>712,520</u>	<u>521,465</u>	<u>413,410</u>
Expense			
Extra Curricular Activities Costs	273,486	242,051	178,381
Trading	61,284	79,500	70,400
International Student - Employee Benefits - Salaries	23,167	23,000	9,951
International Student - Other Expenses	42,548	33,642	34,528
	<u>400,485</u>	<u>378,193</u>	<u>293,260</u>
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	<u>312,035</u>	<u>143,272</u>	<u>120,150</u>

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

4. Resource Teachers: Learning and Behaviour Services Revenue and Expense

The School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers for Learning Behaviour to its group of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Teachers' Salary Grant	2,596,704	2,539,200	2,539,200
Administration Grant	85,987	86,055	83,144
Learning Support Funding	157,400	157,400	152,382
Travel Grant	126,539	126,539	122,112
Lead School Grant	9,466	9,466	7,114
Other Revenue	91,357	55,663	59,961
	3,067,453	2,974,323	2,963,913
Revenue received in advance	87,224	-	9,745
Revenue recognised	3,154,677	2,974,323	2,973,658
Expense			
Employee Benefit - Salaries	2,596,704	2,539,200	2,539,200
Administration	142,387	188,427	141,484
Learning Support	178,674	177,381	226,062
Travel	91,901	51,210	45,655
Depreciation	33,499	18,105	21,257
Total Expense	3,043,165	2,974,323	2,973,658
Surplus/ (Deficit) for the year - RTLB Service	111,512	-	-

5. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	380,350	601,374	213,164
Information and Communication Technology	1,696	600	582
Employee Benefits - Salaries	7,204,321	7,009,113	6,916,695
Staff Development	23,856	48,160	25,843
Depreciation	151,354	291,201	194,141
Other Learning Resources	3,094	14,000	277,991
	7,764,671	7,964,448	7,628,416

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

6. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	15,844	10,580	9,797
Board Fees and Expenses	23,820	25,474	28,335
Other Administration Expenses	204,361	269,730	271,424
Employee Benefits - Salaries	340,370	331,748	298,308
Insurance	21,155	26,000	20,293
Service Providers, Contractors and Consultancy	17,596	18,200	17,398
Ka Ora, Ka Ako - Healthy School Lunches Programme	834,661	783,188	783,188
	1,457,807	1,464,920	1,428,743

7. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	278,006	132,957	127,217
Heat, Light and Water	78,308	68,788	59,846
Rates	27,256	27,363	25,336
Repairs and Maintenance	81,043	73,500	49,985
Use of Land and Buildings	1,639,663	1,447,594	1,447,594
Employee Benefits - Salaries	354,207	328,094	324,042
Other Property Expenses	104,411	141,140	119,757
	2,562,894	2,219,436	2,153,777

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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

8. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	916,868	935,142	979,654
Short-term Bank Deposits	-	500,000	500,000
Cash and cash equivalents for Statement of Cash Flows	916,868	1,435,142	1,479,654

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$916,868 Cash and Cash Equivalents and \$1,491,546 Investments, \$2,793 of Grants in Advance from the Ministry of Education, and \$78,615 of Other Revenue in Advance, is held by the School, as disclosed in note 14.

Of the \$916,868 Cash and Cash Equivalents and \$1,491,546 Investments, \$199,941 is held by the School on behalf of the RTLB Service. See note 4 for details of how the funding received for the cluster has been spent in the year.

Of the \$916,868 Cash and Cash Equivalents and \$1,491,546 Investments, \$215,321 of International Students Revenue Received in Advance is held by the School, as disclosed in note 14.

Of the \$916,868 Cash and Cash Equivalents and \$1,491,546 Investments, \$65,502 is held by the School on behalf of the ORS Cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

Of the \$916,868 Cash and Cash Equivalents and \$1,491,546 Investments, \$144,941 is held by the School on behalf of the TAK Centre. See note 20 for details of how the funding received for the cluster has been spent in the year.

Of the \$916,868 Cash and Cash Equivalents and \$1,491,546 Investments, \$110,685 is held by the School on behalf of the Gisborne COL/Kahui Ako Cluster. See note 21 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	92,592	28,212	28,212
Receivables from the Ministry of Education	5,936	-	72,441
Interest Receivable	-	30,725	30,725
Teacher Salaries Grant Receivable	829,373	740,885	740,885
	927,901	799,822	872,263
Receivables from Exchange Transactions	92,592	58,937	58,937
Receivables from Non-Exchange Transactions	835,309	740,885	813,326
	927,901	799,822	872,263

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

10. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
School Uniforms	\$ 48,323	\$ 59,483	\$ 59,483
	48,323	59,483	59,483

11. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Current Asset			
Short-term Bank Deposits	\$ 1,491,546	\$ 1,278,000	\$ 1,278,000
Total Investments	1,491,546	1,278,000	1,278,000

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	169,588	168,986	-	-	(11,753)	326,821
Furniture and Equipment	403,240	171,169	(2,353)	-	(67,742)	504,314
Information and Communication Technology	76,671	36,992	-	-	(37,682)	75,981
Leased Assets	22,989	93,761	-	-	(31,212)	85,538
Library Resources	20,188	5,730	(2,196)	-	(2,965)	20,757
RTL B Assets	146,252	72,436	-	-	(33,499)	185,189
	838,928	549,074	(4,549)	-	(184,853)	1,198,600

The net carrying value of furniture and equipment held under a finance lease is \$85,538 (2023: \$22,989).

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	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	710,522	(383,701)	326,821	541,536	(371,948)	169,588
Furniture and Equipment	1,518,557	(1,107,705)	410,852	1,448,427	(1,045,187)	403,240
Information and Communication Technology	534,015	(458,034)	75,981	498,187	(421,516)	76,671
Motor Vehicles	285,766	(285,766)	-	285,766	(285,766)	-
Leased Assets	176,723	(91,185)	85,538	239,791	(216,802)	22,989
Library Resources	76,960	(56,203)	20,757	79,926	(59,738)	20,188
RTL B Assets	255,756	(70,567)	185,189	183,320	(37,068)	146,252
	3,558,299	(2,453,161)	1,105,138	3,276,953	(2,438,025)	838,928

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

13. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	19,100	112,623	112,623
Accruals	15,844	9,797	9,797
Employee Entitlements - Salaries	841,773	710,246	752,140
Employee Entitlements - Leave Accrual	20,723	30,980	30,980
	<u>897,440</u>	<u>863,646</u>	<u>905,540</u>
Payables for Exchange Transactions	897,440	863,646	905,540
	<u>897,440</u>	<u>863,646</u>	<u>905,540</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	2,793	60,617	66,617
Grants in Advance - Resource Teachers Learning and Behaviour	199,941	236,389	236,389
International Student Fees in Advance	215,321	146,025	146,025
Other Revenue in Advance	78,615	141,141	141,141
	<u>496,670</u>	<u>584,172</u>	<u>590,172</u>

15. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	899,658	899,658	982,050
Increase to the Provision During the Year	278,006	132,957	44,696
Use of the Provision During the Year	(248,393)	(132,957)	(209,609)
Other Adjustments	-	-	82,521
Provision at the End of the Year	<u>929,271</u>	<u>899,658</u>	<u>899,658</u>
Cyclical Maintenance - Current	125,175	199,800	199,800
Cyclical Maintenance - Non current	804,096	699,858	699,858
	<u>929,271</u>	<u>899,658</u>	<u>899,658</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

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:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	46,682	44,887	47,616
Later than One Year and no Later than Five Years	89,062	9,816	10,305
Future Finance Charges	(14,693)	-	(3,218)
	<u>121,051</u>	<u>54,703</u>	<u>54,703</u>
Represented by			
Finance lease liability - Current	39,629	44,887	44,887
Finance lease liability - Non current	81,422	9,816	9,816
	<u>121,051</u>	<u>54,703</u>	<u>54,703</u>

17. Funds Held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	110,412	140,845	140,845
	<u>110,412</u>	<u>140,845</u>	<u>140,845</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2024	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Asbestos Removal & Containment	8,808	11,927	(20,705)	(30)	-
Block J Changing Rooms Upgrade	-	-	(4,843)	-	(4,843)
Drama Roof Replacement	94,692	-	(102,561)	-	(7,869)
Electrical Remediation & Upgrade	46,491	-	(51,939)	-	(5,448)
ILE Works to Block G (Stage 2)	43,545	-	(42,155)	(1,390)	-
ILE Works to Block G (Stage 3)	39,999	-	(67,091)	-	(27,092)
Totals	233,535	11,927	(289,294)	(1,420)	(45,252)

Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Receivable from the Ministry of Education

(45,252)

2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Asbestos Removal & Containment	18,445	-	(9,637)	-	8,808
Cooking Room Air-con & Hot Water	(13,247)	14,247	(1,000)	-	-
Drama Roof Replacement	50,777	46,043	(2,128)	-	94,692
Electrical Remediation & Upgrade	-	48,745	(2,254)	-	46,491
ILE Works to Block G (Stage 2)	(3,810)	123,472	(76,117)	-	43,545
ILE Works to Block G (Stage 3)	109,697	-	(69,698)	-	39,999
Stormwater & Sewer Upgrade	(7,224)	7,224	-	-	-
Totals	154,638	239,731	(160,834)	-	233,535

Represented by:

Funds Held on Behalf of the Ministry of Education

233,535

Funds Receivable from the Ministry of Education

-

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

19. Funds Held on Behalf of ORS Cluster

Gisborne Girls' High School is the lead school and holds funds on behalf of the ORS cluster, a group of schools funded by the Ministry of Education.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	65,502	65,502	64,821
Funds Received from MOE	454,402	489,382	514,286
Total funds received	<u>519,904</u>	<u>554,884</u>	<u>579,107</u>
Funds Spent on Behalf of the Cluster	(158,885)	(162,782)	(178,307)
Funds remaining	<u>361,019</u>	<u>392,102</u>	<u>400,800</u>
Distribution of Funds			
Campion College	(138,429)	(326,600)	(113,352)
Elgin School	-	-	(9,316)
Gisborne Central School	(9,297)	-	(31,617)
Gisborne Girls' High School	(104,775)	-	(117,744)
Ilminster Intermediate School	-	-	(13,972)
Kaiti School	-	-	(16,696)
Te Wharau School	(43,016)	-	(32,601)
Funds Held at Year End	<u><u>65,502</u></u>	<u><u>65,502</u></u>	<u><u>65,502</u></u>

20. Funds Held on Behalf of TAK Centre

Gisborne Girls' High School is the lead school funded by the Ministry of Education and holds funds on behalf of the TAK Centre.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	128,243	128,243	65,915
Funds Received Other Income	124,941	78,610	114,215
Funds Received from MOE	112,352	112,283	108,846
Total funds received	<u>365,536</u>	<u>319,136</u>	<u>288,976</u>
Funds Spent on Behalf of the Cluster	(220,594)	(216,883)	(160,733)
Funds remaining	<u>144,942</u>	<u>102,253</u>	<u>128,243</u>
Funds Held at Year End	<u><u>144,942</u></u>	<u><u>102,253</u></u>	<u><u>128,243</u></u>

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

21. Funds Held on Behalf of Gisborne COL/Kahui Ako Cluster

Gisborne Girls' High School is the lead school funded by the Ministry of Education and holds funds on behalf of the Gisborne COL/Kahui Ako Cluster.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	125,538	125,538	136,649
Funds Received from MOE	41,221	36,886	42,720
Total funds received	166,759	162,424	179,369
Funds Spent on Behalf of the Cluster	(56,074)	(86,000)	(53,831)
Funds remaining	110,685	76,424	125,538
Funds Held at Year End	110,685	76,424	125,538

22. 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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

23. 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	3,220	3,585
<i>Leadership Team</i> Remuneration	2,336,902	2,406,710
Full-time equivalent members	19	20.72
Total key management personnel remuneration	2,340,122	2,410,295

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (5 members) committee that meet the week prior to each Board meeting and Property (3 members) committee that meets once per term. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210 - 220	210 - 220
Benefits and Other Emoluments	5 - 6	4 - 5
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	34.00	30.80
110 - 120	13.00	15.00
120 - 130	8.00	5.00
130 - 140	1.00	1.00
	56.00	51.80

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

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

24. 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	2023 Actual
Total	\$7,734	\$0
Number of People	1	0

25. 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.

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

26. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$43,080 (2023:\$380,345) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Alarm System (claim 2)	11,146
Block J Changing Rooms Upgrade	4,843
ILE Works to Block G (Stage 3)	27,091
Total	43,080

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

(b) Operating Commitments

As at 31 December 2024, the Board has signed into one operating contract:

Uniform purchase from Argyle Schoolwear, ordered in May 2024 and delivered in January 2025.

	2024 Actual	2023 Actual
No later than One Year	\$ 87,879	\$ -
	87,879	-

Gisborne Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

27. 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	916,868	1,435,142	1,479,654
Receivables	927,901	799,822	872,263
Investments - Term Deposits	1,491,546	1,278,000	1,278,000
Total financial assets measured at amortised cost	<u>3,336,315</u>	<u>3,512,964</u>	<u>3,629,917</u>

Financial liabilities measured at amortised cost

Payables	897,440	863,646	905,540
Finance Leases	121,051	54,703	54,703
Total financial liabilities measured at amortised cost	<u>1,018,491</u>	<u>918,349</u>	<u>960,243</u>

28. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Gisborne Girls High School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Hawke's Bay, 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 28, 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 3 March 2026. 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.

PARTNERS: Glenn Fan-Robertson Heather Hallam Lisa Townshend Michael Nes
CONSULTANT: David Pearson

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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Kiwisport Report, Personnel Policy Compliance (s73 and s74 Public Service Act 2020), Annual Report 2024, and Giving Effect to Te Tiriti o Waitangi, 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 blue ink, appearing to read 'GFR', with a long horizontal stroke extending to the right.

Glenn Fan-Robertson
BDO Hawke's Bay
On behalf of the Auditor-General
Hawke's Bay, New Zealand

How do we give effect to Te Tiriti o Waitangi:

Our Strategic Plan gives effect to Te Tiriti in the Strategic Initiatives for each target:

Goal 1: 2024 Specific Target:

Our school values are integrated and evident both inside the classroom and across the school.

Review our Hinetu Profile (Graduate Profile) in line with our values.

Ensure our school provides a safe and supportive learning environment.

Goal 2: 2024 Specific Target:

All staff are using ākonga voice for school improvement.

Ākonga voice is used by all staff to improve practice.

Gather ākonga voice in the curriculum.

Diversify the Student Governance Council membership to represent the ākonga cohort.

Goal 3: 2024 Specific Target:

Our school supports all ākonga to realise their potential.

Ensure all staff understand the requirement for responsive practice to meet the needs of all learners.

Provide for at-risk Year 11 ākonga with a supported learning class.

Goal 4: 2024 Specific Target:

Our school develops an understanding of Te Mātaiaho (refreshed NZC) to support learning.

Faculties continue to learn, develop, and implement Mana Orite mo to Maturanga Māori into their junior curriculum as we move to the revised Te Mātaiaho.

Curriculum decisions are made using ākonga voice.

Introduce teaching staff to the revised curriculum Te Mātaiaho.

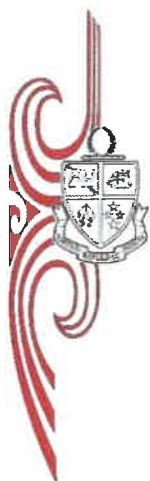
The details of these initiatives can be found in the Statement of Variance.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Health and Safety policies fully complied with. Health and Safety Committee operating with staff members from across the school. Regular hui and reporting to the BOT at each hui.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Gisborne Girls' High School has policies for providing Equal Employment Opportunities and these are followed.
How do you practise impartial selection of suitably qualified persons for appointment?	Review of applications and interview results by all in the selection panel.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	Fully cognisant of these requirements when appointing staff dependent on applications.
How have you enhanced the abilities of individual employees?	Full PLD programme operating at all levels for both teaching and non-teaching staff.
How are you recognising the employment requirements of women?	Fully cognisant of these requirements when appointing staff dependent on applications.
How are you recognising the employment requirements of persons with disabilities?	Fully cognisant of these requirements when appointing staff dependent on applications.

KIWISPORT

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$22,552 (excluding GST). This included \$3,913 Kiwisport funds reimbursement from Lytton High School. The funding was spent on sporting endeavours.



Te Kura Tuarua o Tūranga Wāhine
GISBORNE GIRLS' HIGH SCHOOL

ANNUAL REPORT

2024

Our Vision:

Whāngaihia te āpōpō

Empowering rangatahi for life



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN
2024**

Strategic Goal 1: Our school teaches and embodies our values in order to foster a safe and supportive environment.	2024 Specific Target: Our school values are integrated and evident both inside the classroom and across the school.	
Baseline Data: (What?) School Relational Practice data.	NELP Links: 1, 2, 3, 5. Mg responsible	
Strategic Initiative: (Now What?)	Actions:	Measurable Outcomes:
1. Review the Hinetu Profile in line with our values.	1. Redevelop the Hinetu Profile. 2. Develop a Junior Hinetu Profile for Years 9 and 10.	Our Hinetu Profile is understood and relevant to all staff, ākonga and whānau.
2. Review the Learning Framework	1. Review the Domains to ensure they still match our kaupapa and reflect Te Mātaiaho whakapapa and essential pedagogies. 2. Ensure the LF is relatable for our students.	Revised Learning Framework produced and shared. Ākonga voice used in the evaluation of domains.
3. Ensure our school provides a safe and supportive learning environment.	1. Conduct a student voice collection. 2. Review results and identify required changes.	Ākonga voice identifies any aspects for additional focus. Initiatives created to address any focus areas identified.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. <ol style="list-style-type: none"> Review of Hinetu Profile: <ul style="list-style-type: none"> Hinetu review committee was established at the start of Term 2. Voluntary members (teachers, support staff, students). Weekly meetings held. Scoping exercise: Kahui Āko - Achievement Challenges Strategic Drivers, Goals & Challenges 2024-25, The Matauranga-a-Iwi strategy for Tūranga, Dreamers working documents, Mātaitipu Vision for young people - Te Mātaiaho, Teacher Feedback/Ideas from TOD 31 May 2024, School Profiles - Website search, Tairāwhiti Secondary School Graduate Profile, Hauora Tairāwhiti WAKA Key ideas (qualities, characteristics, knowledge, skills) gathered and presented to staff on 17 June. Staff prioritised top 5 qualities. Results tallied (A) Next steps: Collecting Student and whānau voice This will be done once the Hinetu Profile has been redeveloped Student Voice staff PLD on Monday 20 May. Student Voice is a requirement of FRAC interviews and will also be incorporated into end-of-year evaluation processes. 		
End-of-Year Evaluation: <ol style="list-style-type: none"> Hinetu Profile Review: <ul style="list-style-type: none"> Whānau voice was collected alongside conferencing feedback in Term 3. Whānau were asked: 		



- When your student leaves Girls' High, what are the top 3 things you hope they have gained (beyond academic success) that will help them in life?
 - Student voice was collected by the student members of our Hinetu Review Committee. Questions were developed and run through the Governance Council before sending out to students on a Google Form. The student representatives oversaw the collection of this data and went to extended form classes to encourage students to respond to the Google Form.
 - A [Hinetū Checklist \(B\)](#) was created using main ideas from staff, whānau, and students to guide the redevelopment of the Hinetū Profile statement.
 - A draft was presented to staff for feedback [Staff Meeting Presentation 21 October \(C\)](#)
 - Guidance sought from Morehu Nikora to incorporate Te Reo me tikanga into the statement
 - [Final Draft of Hinetu Profile \(D\)](#)
- 2. This will be a key piece of work for 2025.
- 3. Student voice collected by the Student Governance Council included aspects of wellbeing. This will be extended into 2025, but we did not want to interfere with the SGC process.

Related Documents

[Relational Practice Report Term Four 2024 \(E\)](#)



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN
2024**

Strategic Goal 2: Ākonga voice is an essential part of our school community.	2024 Specific Target: All staff are using ākonga voice for school improvement.	
Baseline Data: (What?) SGC report 2023	NELP Links: 1, 2, 3, 5, 7. Hn responsible	
Strategic Initiative: (Now What?)	Actions:	Measurable Outcomes:
1. Ākonga voice is used by all staff to improve practice.	1. Provide PLD for all staff on the purpose and process for the collection of ākonga voice to improve practice. 2. Professional practice conversations will include discussion around the use of ākonga voice.	All staff understand the purpose and process of using ākonga voice to improve practice and can provide examples.
2. Gather ākonga voice on our Curriculum	1. SGC will lead consultation with ākonga about the curriculum development that is underway in the school.	The review is completed and informs Goal 4.
3. Diversify the SGC membership to represent the ākonga cohort.	1. The selection process will support the diverse representation of the Council.	Our SGC membership represents our ākonga population.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. <ol style="list-style-type: none"> 1.1 PLD was held on June 17th with all staff. SGC discussed their wellbeing / attendance findings with staff. Staff were then asked to complete a Google form to allow the students to triangulate their data. 2 Mid-Year FRACS will have a focus on the use of student voice. Ws/Hn will work on this during late Term 3 and Term 4. 3. The selection process supported a diverse representation of the SGC and has representation from Yr 9 to Yr 12 with a mix of ethnicities. 		
End-of-Year Evaluation: <ol style="list-style-type: none"> 1. Students have completed a cycle of inquiry around attendance. (F) <p style="margin-left: 20px;">This was a multi-pronged approach. Following the student focus group work, staff were surveyed with a Google form. The students reported the data back to the staff so that staff members could reflect on their relationships with students.</p> <p style="margin-left: 20px;">The final loop was re surveying the students to see if there were any changes in how they felt about attending school.</p> <p style="margin-left: 20px;">Alongside this, the students ran a House token competition. This was divided into a form class attendance competition and a weekly individual draw for any students who attended 90% during the previous week.</p> 		



2. Students completed a review of how successful the addition of Extended Form Class had been. The SGC presented results to the staff and asked staff what questions they would like them to use to review the initiative.
[Extended Form Time Review BOT Report \(G\)](#)

Related Documents

[Attendance Report June 2024 \(H\)](#)

[Attendance Term Four 2024 report \(I\)](#)



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN
2024**

Strategic Goal 3: Our school supports all ākonga to realise their potential.	2024 Specific Target: Assessment data is used to make equitable decisions for our ākonga.	
Baseline Data: (What?) asTTle results Junior reports	NELP Links: 1, 2, 3, 4, 6. Ku responsible	
Strategic Initiative: (Now What?)	Action:	Measurable Outcomes:
1. Embed the new Junior assessment system.	<ol style="list-style-type: none"> 1. Review the 2023 results and make adjustments. 2. Investigate the change from 'Curriculum Levels' to 'Phases' as per Te Mātaiaho. 3. Ensure the reporting system aligns with the assessment system. 	Each Faculty has junior assessments providing reliable, informative information for ākonga and whānau.
2. Ensure all staff understand the requirement for responsive practice to meet the needs of all learners.	<ol style="list-style-type: none"> 1. All staff are to have a plan for each learner in their courses by the end of Term One. 2. Plans are discussed at Term Two co-construction hui. 3. Data is used for decision-making and goal setting at HOF, Deans and Faculty level each term. 	<p>Staff can articulate the plan for each of their ākonga.</p> <p>Improved engagement and achievement for all ākonga.</p>
3. Provide for at-risk Year 11 ākonga with a supported learning class.	<ol style="list-style-type: none"> 1. Establish the Matariki Support Class using additional MOE funds. 2. Identify additional supports these ākonga may need. 	This group of ākonga stays at school for the full year and achieves meaningful NCEA results.
<p>Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes.</p> <ol style="list-style-type: none"> 1.1 Faculties have reviewed results from 2023 and made adjustments for this year. 1.3 Mid-year junior reports are all aligned to the new system. 2. SSA data analysed for each year level in senior school to identify students needing support. 3. The 11MSC class is working well for those students. Support is well-received. 		
<p>End of Year Evaluation:</p> <ol style="list-style-type: none"> 1.1 All faculties are assessing junior student achievement based on Curriculum Levels. Students report positively about the assessments and understand how to show progress. 1.2 MOE has stalled the development of Te Mataiaho. We are awaiting developments. 1.3 All faculties report junior student achievement based on Curriculum Levels. Feedback from whānau has been positive. 		



2. Staff discussion of student progress at co-construction hui, faculty, and HOF level. Information used for Conferencing with whānau, students, and subject teachers in Term Three.
3. Students in the 11MSC class have successfully engaged in their programme. This was a small class of 9 students, of whom 6 completed the year. Two new students, who enrolled during the year, did not settle and left after a limited time. Of the 6 students who completed the year, all gained Literacy and Numeracy and 2 have completed NCEA Level One. Report to MOE ([J](#))

Related Documents

Literacy and Numeracy Entry Data Year 9 2024 ([K](#))

Student Conferences ([L](#))

Careers Faculty Report ([M](#))

International Report ([N](#))

NZQA MNA Report ([O](#))

School Leavers 2023 ([P](#))

Student Services 2024 ([Q](#))

Student Achievement NCEA 2024 ([R](#))



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN
2024**

Strategic Goal 4: Our school provides a diverse and relevant curriculum.	2024 Specific Target: Our school develops an understanding of Te Mātaiaho (refreshed NZC) to support learning.	
Baseline Data: (What?) Junior Curriculum Report 2023	NELP Links: 1, 2, 3, 4, 5, 6, 7. Ws responsible	
Strategic Initiative: (Now What?)	Actions:	Measurable Outcomes:
1. Faculties continue to learn, develop and implement Mana Orite mo te Matauranga Māori into their junior curriculum as we move to the revised Te Mātaiaho.	1. Identify appropriate resources and PLD to enhance our teaching programmes. 2. Faculties engage with the Matauranga Māori WST in the implementation of their plans. 3. Faculty plans are shared across the school.	Faculty Unit Plans Matauranga Māori Staff Self Review comparison data (Began in 2023) Data collected by the Matauranga Māori WST - lesson observations and hui. Please see link below.
2. Curriculum decisions are made using ākonga voice.	1. Teachers use student voice data to support the evaluation of programmes. 2. FRAC conversations will include how ākonga voice has informed curriculum decisions.	Faculty curriculum documents reflect the use of ākonga voice. Will need to surmise from FRAC hui how this is happening. SOS - change in how skills are structured across Years 9 and 10
3. Introduce teaching staff to the revised curriculum Te Mātaiaho.	1. Provide PLD on the revised curriculum.	Data collected from PLD sessions
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. 1.1; 1.2 Various PLD opportunities and support offered by WST to faculties and the whole staff. Delivered a staff beginners Te Reo PLD - Term 2 Local Purakau PLD delivered - Term 2 WST progress reports Term 2 1.3 HOFs are sharing plans at HOF hui 2. PLD held June 17th with all staff on integrating mātauranag Māori into their teaching ND learning programmes. Staff encouraged to collect and use relevant ākonga voice. 3. PLD held about Te Mātaiaho - Term 2		
End-of-Year Evaluation: 1. FRAC Conversation hui included specific questions about student voice. A lot of the focus this year has been on the new NCEA Level 1. 2. HOFs continue to share their development of plans - re curriculum at the HOF hui.		



3. Revised curriculum yet to be developed further - goalposts and timelines have shifted due to government changes.

The new timeline:

Term 1, 2026: Schools and kura with Years 7 to 13 must teach the updated English and Te Reo Rangatira curriculum and mathematics and statistics and Pāngarau for Years 9 to 13. Requiring the use of these learning areas and wāhanga ako in 2026 will give secondary schools lead-in time for implementation. The Ministry will work with NZQA to make sure NCEA achievement standards only assess content that is in the updated national curriculum.

The fully updated national curriculum, including all the other learning areas, wāhanga ako, and subjects, will be available for all schools and kura to use throughout 2026, giving a full year of implementation support before it's officially required from 2027.

4. We have started to explore and discuss, as an SLT team the use of Trauma Informed Practice as a way to enhance the relationships and learning at our school.
5. Have yet to see faculty documents that reflect ākongā voice. Recently, a decision was made to keep the numeracy CAA's at Year 10 in response to ākongā voice.
6. WST continued to keep up to date with developments in particular with the Maths Curriculum.

KEY IDEAS - Summary of results from consultation with staff

Top 10:

1. Respect for themselves and others (18) note: expressed as *mana ōrite* (Melody)?
2. Identity and heritage/Know our history, tikanga and language/culturally connected (15)
3. Empowered (13)
4. Build, grow and sustain healthy relationships/relate effectively with others (13)
5. Individual achievement and personal excellence (13)
6. Active learners and citizens/citizens of their local, national and global communities/Care for family and community (13)
7. Courageous, compassionate and curious (12)
8. Strong sense of identity (11)
9. Critical thinker (9)
10. Curious about learning/Enduring curiosity for learning (8)

Other results:

Embrace diversity (7)	Kaitiaki of our environment (3)
Flexible and adaptive (7)	Dream big (3)
Wellbeing (7)	Self-reliant (2)
Empathy (7)	achieve academic success (2)
We understand that success can look different for us all (6)	Equipped to achieve aspirations (2)
Give effect to Te Tiriti (6)	Agile thinker (2)
Successful lifelong learners (6)	Self worth (2)
Integrity (6)	Whakarangatira (2)
Collaboration, collective responsibility/take individual and collective responsibility (5)	Flourish (1)
Equality and equity (5)	actively involved (1)
Not for school but for life we are learning (5)	Sincere effort (1)
Resilient (5)	In all walks of life (1)
Learning together, achieving together (4)	Use our heads and our hearts to make decisions (1)
Confident (4)	Wide range of learning opportunities (0)
future pathways (4)	High intentions (0)
Aspire to excellence (4)	Fulfilment (0)
Seek out challenges (4)	love learning (0)
	Equipped for global success (0)

Gaps/other feedback:

Learning for life, life of learning
Well rounded, diverse
Needs Te Reo me tikanga - te ao Māori

Use values as framework

“Me mate ururoa koi mate wheke” (for resilience)

Suggested Profile statements:

Less jargon, more human: build amazing Hinetū who will respect & inspire & seek out challenges to overcome.

Independent wahine equipped to empower future generations and to embrace challenges with courage and resilience

Hinetū Checklist

- Does it fill the brief of a graduate profile?
 - Graduate profiles describe skills, knowledge, and attitudes that students will need to develop in order to participate in a range of life contexts beyond school. (MOE)
 - Graduate profiles describe a wide range of competencies and dispositions that places of learning want to see developed in young people during the time they are with them. (Derek Wenmoth, CORE)

- Does it reflect our values (can we see the values in the statement?)
 - Mana Motuhaketanga
 - Maiatanga
 - Whakawhanaungatanga
 - Manaakitanga

- Can we see our Vision statement?
 - Whāngaihia te āpōpō
 - Empowering rangatahi for life

- Does it include key ideas from ākongā?
 - Social skills/friendships
 - Life skills
 - Confidence
 - Resilience
 - Reach my future goals

- Does it include key ideas from whānau?:
 - Confidence
 - Resilience
 - Empathy
 - Self belief
 - Identity
 - Love of learning

- Does it include key ideas from staff?
 - Respect for themselves and others
 - Identity and heritage
 - Empowered
 - build/grow/sustain healthy relationships
 - Individual achievement and personal excellence

- Does it meet other requirements we've identified?
 - Includes te reo me tikanga
 - short/sharp less jargon
 - Ability to measure our (school's) progress against it/ develop a strategic plan based on it ie. what we *do* to develop the skills, knowledge, attitudes, competences stated in our our Hinetū profile

Anything else to consider?



Hinetū Profile Review: Draft Statement for Consultation

Staff Hui 21 October 2024



Hinetū Review Committee

Betty Cherrington
Quinn Haughey
Wendy Kirkwood
Melody Lamb
Tony-Rose Monzales
Mokena Ngata
Izzy Robertson-Reiri
Jess Williams



Graduate Profile

Graduate profiles describe skills, knowledge, and attitudes that students will need to develop in order to participate in a range of life contexts beyond school.

New Zealand Curriculum Online



Graduate Profile

Graduate profiles describe a wide range of competencies and dispositions that places of learning want to see developed in young people during the time they are with them.

Derek Wenmoth; CORE Feb 2020



Our Process

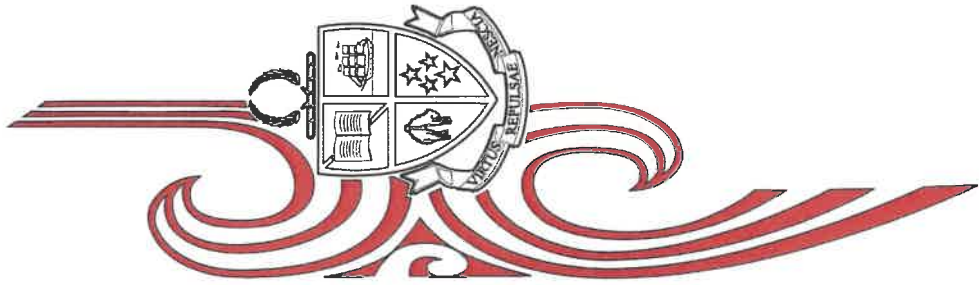
1. Scoping
2. Staff voice, student voice, whānau voice
3. Wordsmithing



Staff

Top 10:

1. Respect for themselves and others
2. Identity and heritage/know our history, tikanga and language/culturally connected
3. Empowered
4. Build, grow and sustain healthy relationships/relate effectively with others
5. Individual achievement and personal excellence
6. Active learners and citizens/citizens of their local, national and global communities/Care for family and community
7. Courageous, compassionate and curious
8. Strong sense of identity
9. Critical thinker
10. Curious about learning/Enduring curiosity for learning



Hine tiaia ki kura rau!

Hine hōkaia taumata rau!

We are Hinetū; strong in our identity and culture. With courage and compassion, we empower each other to thrive.

E tū e! Hinetū e

This paper reports on 2024 Term Four's activities for the Restorative Practice portfolio. During Term 4, we had 2 SLT-led restorative conferences, 5 stand-downs, and no suspensions. The details are shown in the table below.

Year	Stand-down	SLT led restorative	Suspension
9			
10	Unacceptable Behaviour x1 Drugs use x 3	Drugs use x 2	
11	Phone Offence # 4 x 1		
12			
13			

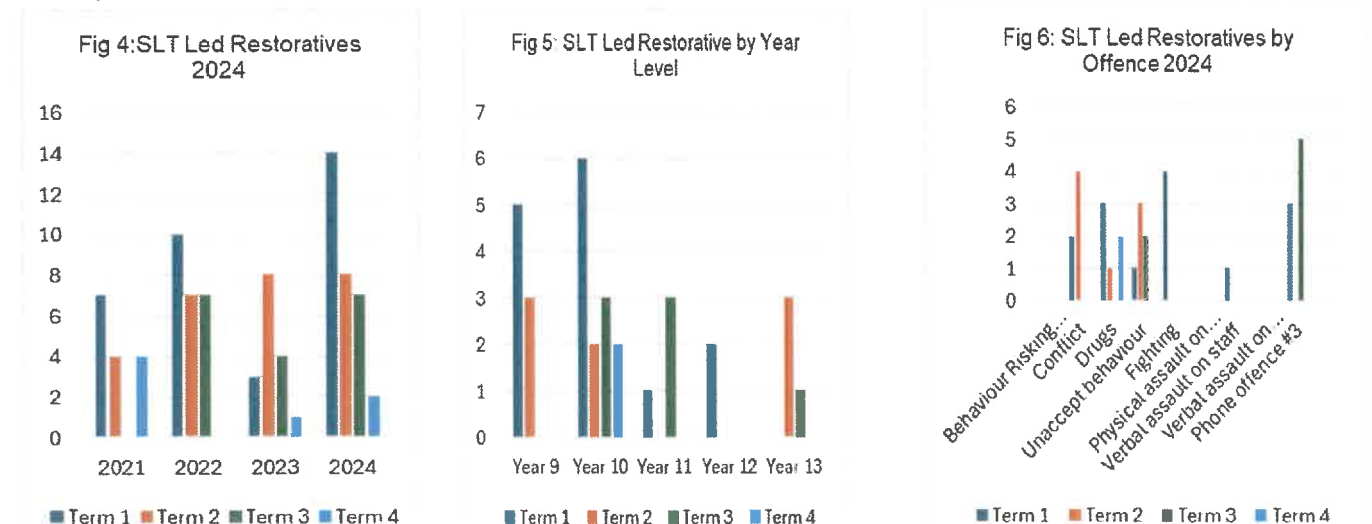
Stand-Downs:

There were 5 stand-downs during Term 4, they were mostly due to a group coming to school under the influence of drugs. We had our first, and only, stand-down due to a fourth phone offence.



SLT-Led Restoratives:

The two SLT-Led Restoratives during Term 4 were again due to students coming to school under the influence of drugs. These were both Year 10 students. Overall, the phone ban has been quite successful with most students managing this change effectively. The most compliant year level has been Year 9 - possibly linked to their previous experiences. During 2024, 15 students needed SL-led Restorative meetings for a third phone offence.



2024 followed the same trend as previous years. Term One is spent working with new students to help them understand our relational culture and develop new relationships. Students arrive from different kura, looking to assert themselves at GGHS and this does take Term One to work through this. During Term One, we spend a significant amount of time working on Whakawhanaungatanga and are always looking for ways to improve this. Our work with the Ministry around Trauma informed practice blended with PLD with Marg Thorsborne on Relational Practice, with the whole staff, during the first half of the year will support this growth and improvement.

This year we have given our Year 9 Form Teachers an additional hour for them to focus on establishing good home - school relationships with whānau of our newest students. It is hoped that this will help them to settle into our culture quicker. Our Year 9 camps are very early this year to also help build relationships between the new students.

GGHS Attendance Project

Over the course of the past two years our attendance initiative has included:

- initial focus groups with students on attendance motivators and barriers
- The development of the attendance counter house challenge
- Informed teachers of student feedback then surveyed teachers to triangulate data

GGHS Attendance Project

As a final step we are putting out one final survey to the students.

The purpose of this is to:

- Focus on a key part of ākonga attendance, which we believe is relationships: students - teachers relationships and school - whānau - relationships. We are focusing on adding depth in our data through this survey that focuses on this area.
- Make a comparison between the results and feedback of students from when we first did the focus groups last year, the feedback we collected from the teachers, and the results we get back from this survey, so we can identify any progress.

GGHS Attendance Project

Counter totals 2024

2nd
LYSNAR: 325

1st
WILLIAMS: 378

3rd
DUFF: 313

We are going to continue the counters next year, and we hope for your continued involvement.

Finally, we want to thank you on behalf of the council for working with us on our initiatives over the past two years regarding attendance. We look forward to continuing our work over the coming years.

If you have any suggestions or comments regarding our ongoing attendance project, please email Mrs Hannah.

Extended Form Time

We have been asked to look into the success or not of extended form time.

To instigate the best approach possible, we want to know what questions the teaching staff want to ask students about extended form time to improve it.

This paper reports on the revision of Extended Form Time that was conducted following the review by the Student Governance Council in 2024. The review clearly showed that the students generally did not value this time mainly due to the lack of direction, inconsistency across form classes, and variability of learning activities. This information was shared with form teachers at the end of the year at a staff hui and discussions were held as to what improvements were required.

Our first step was to acknowledge the importance of the learning that is to occur at this time. To ensure that this was given the appropriate value we have renamed this as Ako Time to recognise that it is learning time in its own right not just an extension of form class time. Ako Time is an important part of our school curriculum where we ensure we deliver aspects of Social and Emotional Learning (SEL), Careers Education, academic guidance and mentoring, and other important topics such as living our school values and realising the aspirations of our Hinetū Profile.

Rationale for the importance of teaching SEL and life skills curriculum:

Our ākonga and whānau have told us that life skills should be included in our curriculum. Our ākonga Dreamers group who set our strategic direction and established our school vision in 2021, were intentional in the words they chose for our school vision: Empowering rangatahi for life. The vision statement was worded deliberately to imply both the idea of life-long learners, but also life skills. In 2024, the Hinetū Review Committee gathered whānau and ākonga voice around their priorities for knowledge, skills, and qualities they hoped to acquire over their time at our school. Ākonga at all year levels, as well as whānau, emphasised the importance of SEL and life skills. Research shows that Social and Emotional Learning (SEL) improves achievement and increases prosocial behaviours (such as kindness, sharing, and empathy), improves learner attitudes toward school, reduces depression and stress among learners, and improves learners' academic performance. (Tāhūrangi - New Zealand Curriculum).

Rationale for Academic Mentoring and Careers Education curriculum:

A 2019 study by Business and Economic Research Limited (BERL, 2019) found that 21 of 100 Māori school leavers get University Entrance. The report goes on to state that attainment of a degree-level qualification is a "strong predictor of long-term prosperity" (p.10). The New Zealand Institute of Economic Research reinforces this finding, In 2020, the employment of people with no qualification was 42%, compared to those with levels 1–3 (64%) and levels 4–6 (74%). On average, a person with a level 4–6 qualification will earn more than \$500,000 compared to someone with no qualification during their working life. The level of income difference will materially expand the potential economic outcomes and consumption choices available to those with better education. Better education outcomes are also linked to improvement in health literacy, health outcomes, civic participation, and a reduction in intergenerational poverty. (NZIER, 2021)

The responsibility secondary schools hold as qualification providers within the New Zealand Qualifications Framework is significant. Students who gain their qualifications while at secondary school have better outcomes than those who gain similar qualifications through tertiary providers. In his report to the Ministry of Education, Earle (2010) found that Levels One to Three certificates attained through a tertiary provider, while equivalent in level to school qualifications, were associated with lower employment and income than school qualifications, with social outcomes similar to those of people with no qualifications.

Roles and responsibilities of Ako Teachers:

Teaching:

Ako Time is a paid lesson of teaching time. As such, there is an expectation that lessons will be planned and actively taught by Form Teachers. Administration and pastoral care related to Form Class should be done during other Form Times during the week.

Planning:

SLT will establish an overview for each year level with intended outcomes, in consultation with deans. Priorities for learning, progressions and intended outcomes are set using voice gathered from whānau, ākonga and staff, as well as other data (achievement, attendance and pastoral). The foundation for learning in Ako Time is the school's vision, values and the Hinetū profile. Term-by-term planning will be collaboratively developed by Deans and Form Teachers at each level. Hui will be scheduled to accommodate this planning. Term-by-term plans are iterative and developed using previous years' plans, however will be adapted to be responsive to the needs of a given cohort. Deans/SLT will have oversight of the delivery of these plans.

Resources for Ako Time are located on the Google Teacher Drive. This folder already has a wealth of resources to use to assist with planning and activities.

This paper provides information about the school's attendance statistics for Term One. The data is provided by the MOE from the Every Day Matters term-by-term data collection.

Daily Attendance:

We monitor the attendance of our students every day. Our average daily attendance in Term One was **83.2%**. In 2023, this result was 81.4% so we have seen another small increase. Daily attendance averaged 77 - 89% per week. It was good to see that all year levels are generally attending at the same level.

Regular Attendance:

The main data that this report is based around the concept of 'Regular Attendance'. The MOE considers regular attendance as being 90%. The MOE has a goal of 90% of students attending school regularly. The overall percentage of students attending our school regularly in Term One was **42%**. This was the same as for 2023.

YEAR LEVEL:	REGULAR ATTENDANCE % T1 2023	REGULAR ATTENDANCE % T1 2024
9	52	50
10	41	41
11	38	43
12	34	30
13	43	39

There is a difference in attendance for different ethnicities of students with Pakeha students having the highest result last term and Maori students having the lowest. Both the Maori and Pakeha student results have reduced in 2024. Pasifika students' attendance has improved this year.

Ethnicity:	REGULAR ATTENDANCE % T1 2023	REGULAR ATTENDANCE % T1 2024
Maori	35	32
Pakeha	51	46
Pasifika	36	44

Attendance below 70%:

We still have a number of students who are attending at below 70% and these cause us the most concern. It is pleasing to see that all year levels except Year 12 have recorded better results than last year. The Year 12 increased result was mainly caused by a group of students who returned to school this year but had very low attendance. They have since left school.

Year Level:	<70% attendance % T1 2023	<70 attendance % T1 2024
9	16	6
10	19	14
11	28	7
12	19	24
13	24	16

Ethnicity:	Below 70% Attendance T1 2023	Below 70% Attendance T1 2024
Maori	28	18
Pakeha	12	4
Pasifika	29	5

Again we can see good improvement compared to 2023 for all groups. Every student in this position has their own story and no single solution will work for them all. This starts with individual conversations with students and whanau to identify how the school can help to improve attendance and success.

Attendance Actions:

1. Attendance processes reviewed with staff at the start of the year.
2. Reasons are expected to be obtained for all absences.
3. Form teachers receive attendance data for their form class regularly and have discussions with individual students and contact home when necessary.
4. Deans regularly receive attendance data for their year level and work with individual students and their whanau as required.
5. Attendance data for all students was included in Term One Interim reports and was discussed at conferences.
6. Attendance Service kaiawhina works with our school to follow up students who have had an ASA referral (more than three days unexplained absences).
7. Student services conduct home visits for those students who are not attending.
8. One of our Community Liaison Roles (new this year) has the focus area is: Supporting poor attenders in the senior school and involves working with post-16 irregular attenders, their whānau and key stakeholders.

This paper provides information about the school's attendance statistics for Term Four. The MOE provides the data from the Every Day Matters term-by-term data collection.

Daily Attendance:

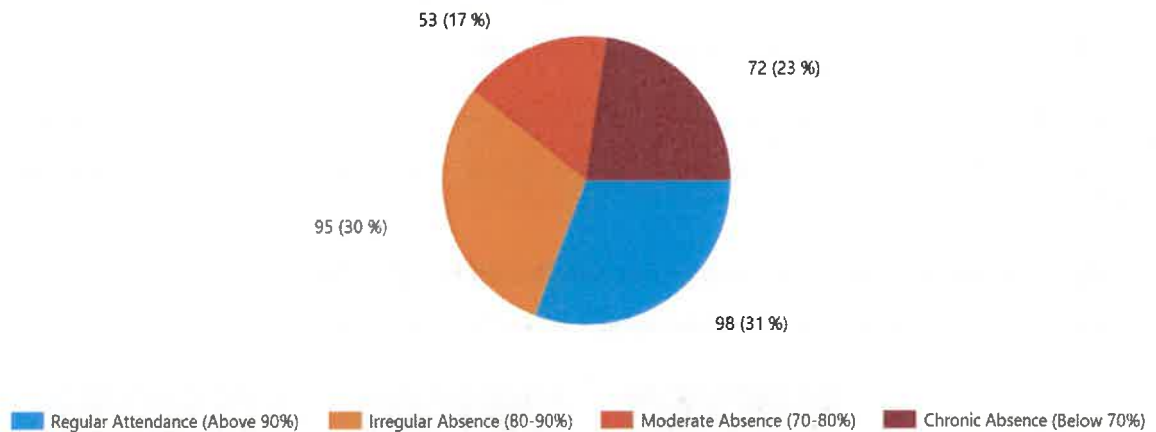
We monitor the attendance of our students every day. Our average daily attendance in Term Four for our Year 9 and 10 students was **78.1%**. The value in Term Three for all levels was 79.9%.

Regular Attendance:

The Everyday Matters report is based on the concept of 'Regular Attendance'. The MOE considers regular attendance as being 90%. The MOE has a goal of 80% of students attending school regularly. The overall percentage of students attending our school regularly in Term Four was **31%**. This was 25% in 2023.

Term 4 Detailed View

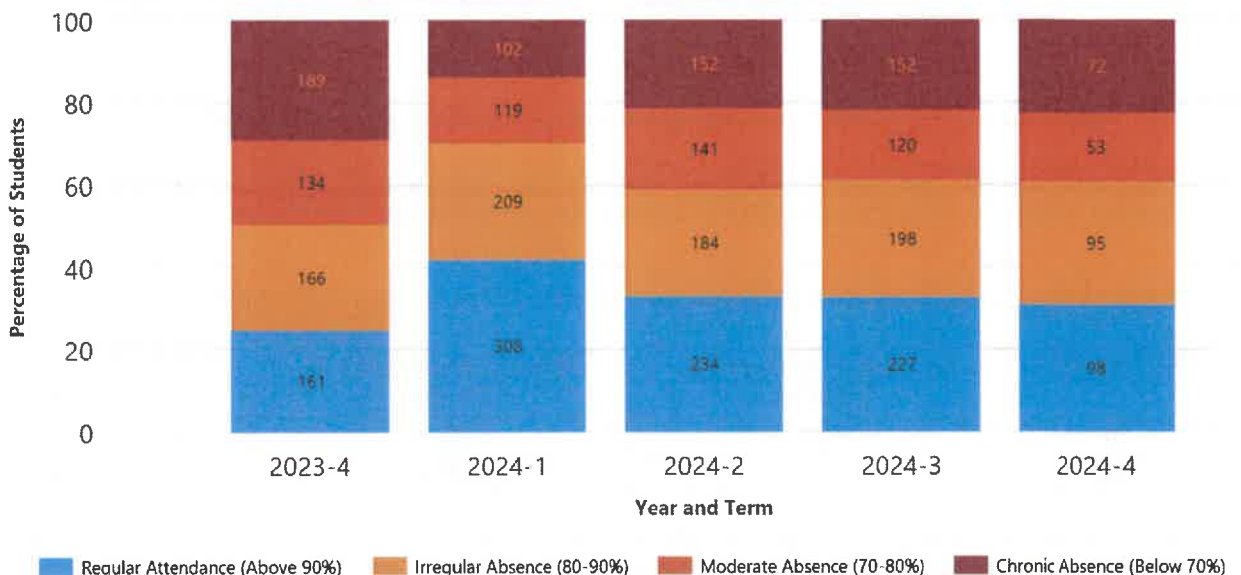
How many students are in each student attendance category?



In Term 4 of Year 2024, 98 of your students were attending school regularly, with 31% students at school above 90% of the time.

How have your student attendance categories changed over the last 5 terms?

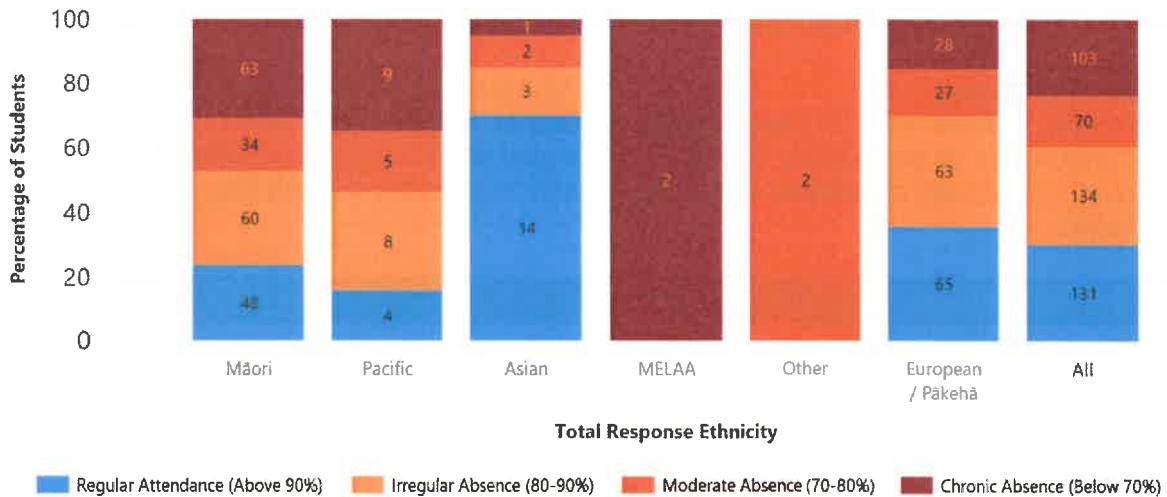
NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



How are your student attendance categories distributed by ethnicity?

NOTE:

- Students who identify with more than one of these ethnic groups are counted in each.
- Percentages are shown on the vertical axis while the bars show the actual number of students.
- Where there are small numbers in a group, please interpret with caution

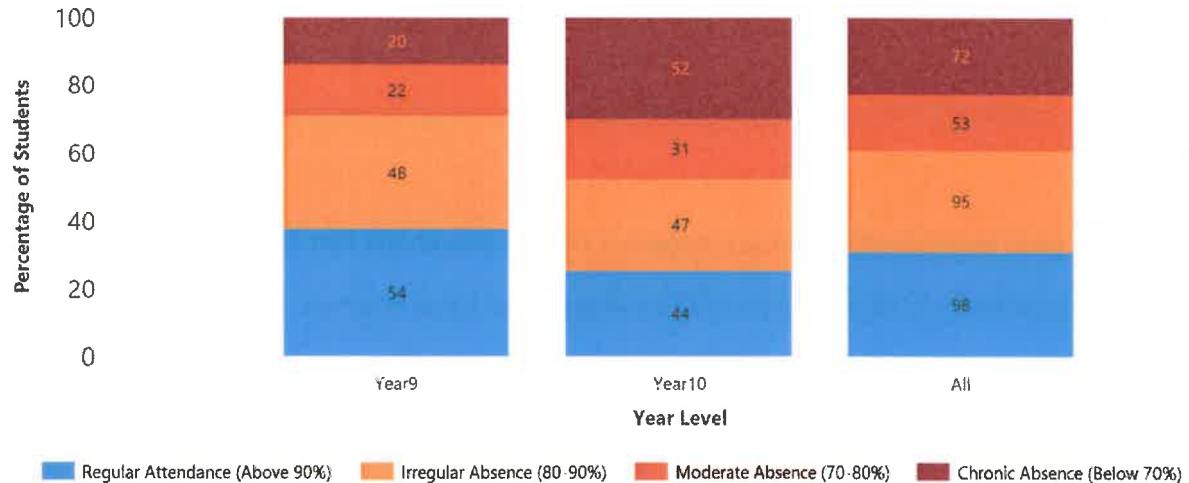


In Term 4 of Year 2024, Asian ethnic group had the highest proportion of students attending regularly, with 70% of students at school above 90% of the time.

In Term 4 of Year 2024, MELAA ethnic group had the highest proportion of students with chronic absence, with 100% of students at school less than 70% of the time.

How are your student attendance categories distributed by year level?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



In Term 4 of Year 2024, Year 9 had the highest proportion of students attending regularly, with 38% of students at school above 90% of the time.

In Term 4 of Year 2024, Year 10 had the highest proportion of students with chronic absence, with 30% of students at school less than 70% of the time.

In the table below we can see that Years 9 - 10 have all improved when compared to the 2023 results.

YEAR LEVEL:	REGULAR ATTENDANCE % T4 2022	REGULAR ATTENDANCE % T4 2023	REGULAR ATTENDANCE % T4 2024
9	35.0	24.4	37
10	30.2	26.4	24

There is a difference in attendance for different ethnicities of students with Pakeha students having the highest result last term and Maori students having the lowest. Both the Pakeha and Pasifika student results have increased in 2024. Māori students' attendance has remained the same this year.

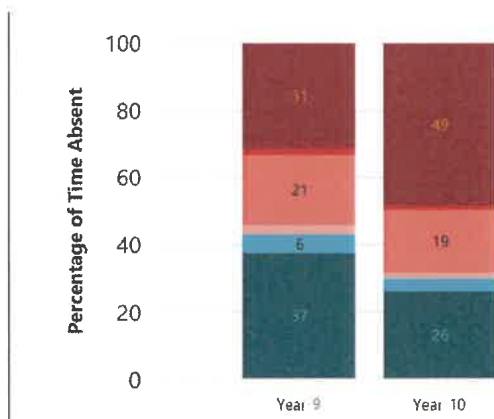
Attendance below 70%:

We still have a number of students who are attending at below 70% and these cause us the most concern. In particular, the increase in the low attendance at Year 10, gives us plenty to work on.

Year Level:	<70% ATTENDANCE T4 2022	<70% ATTENDANCE T4 2023	<70% ATTENDANCE T3 2024
9	16.3	25.6	13
10	33.8	18.2	30

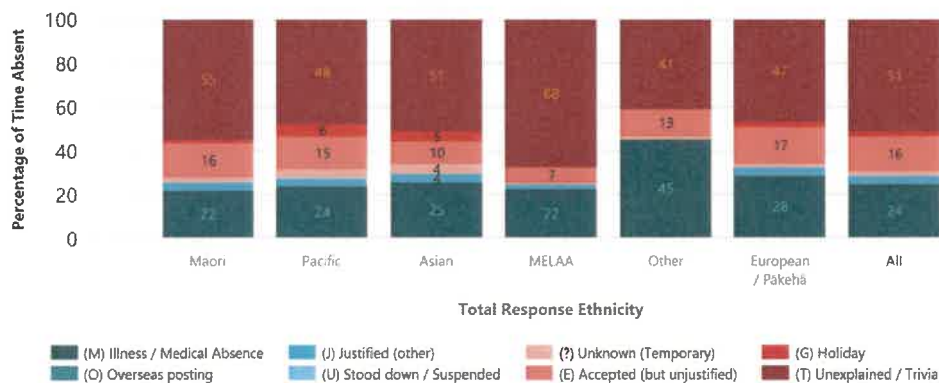
The graphs below show the level of Justified vs Unjustified absences from the Everyday Matters report. As we can see from this, under half of our absences are Justified according to the MOE rules. Of that, the largest component is absence due to medical conditions.

What differences are there between year levels in reasons given for absence?



What differences are there between ethnic groups in reasons given for absence?

NOTE: Students who identify with more than one of these ethnic groups are counted in each.



Other students had the highest proportion of justified absences, with 45% of their absences being for justified reasons. MELAA students had the highest proportion of unjustified absences, with 76% of their absences being for unjustified reasons.

This year we are putting a bigger focus on attendance. Our Attendance Plan already follows the new MOE guidelines however we will put more emphasis on everyone following the plan correctly.

We have given Year 9 Form Teachers an additional hour (CLR position) for them to focus on engaging with their new students and their whānau to establish stronger relationships and good attendance patterns.

All staff will be regularly reminded and monitored to ensure our plan is followed.

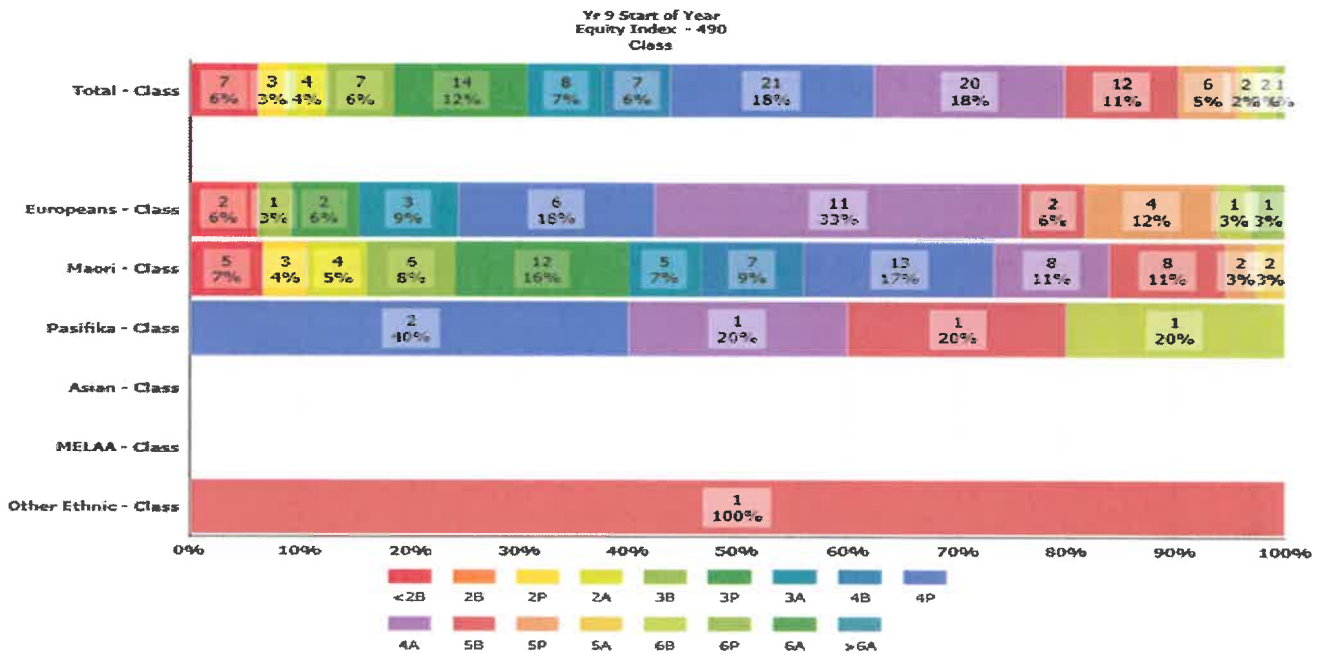
Regular publicity will focus on the importance of regular attendance.

The writing results are from 146 students. Looking at the graph, we can observe that many students, 62%, are below the expected curriculum level of 4P while 13% are performing at the expected level, and 25% are exceeding expectations. There is a wide range of results from 2B to 6B. 14% of the cohort are testing at 3P or lower, significantly below the expected level, while 14% tested at Level 5 or above, significantly above the expected level.

Within both Māori and European student cohorts, there are many students performing below the expected curriculum level. However, a significant gap exists with 71% of Māori students below the expected level, compared to 47% of European students. 19% of Māori students tested well below (at 3P or below) compared to 3% of European students. At the higher level, 23% of European students achieved at Level 5 or above and 10% of Māori students reached this level.

Reading:

The spread of results are shown in the graph below.



The reading results are drawn from a dataset comprising of 107 students. Unfortunately, one class took a different reading test from the rest of the cohort. The smaller sample size may impact the reliability of these findings in comparison to the writing data. Overall, 44% of the assessed students scored below the expected level. There is a wide range of results, with approximately 31% of students performing at 3P or below, which is significantly below the average expected curriculum level. In contrast, 18% have attained the expected level, with 38% surpassing expectations with 20% testing at level 5 or higher.

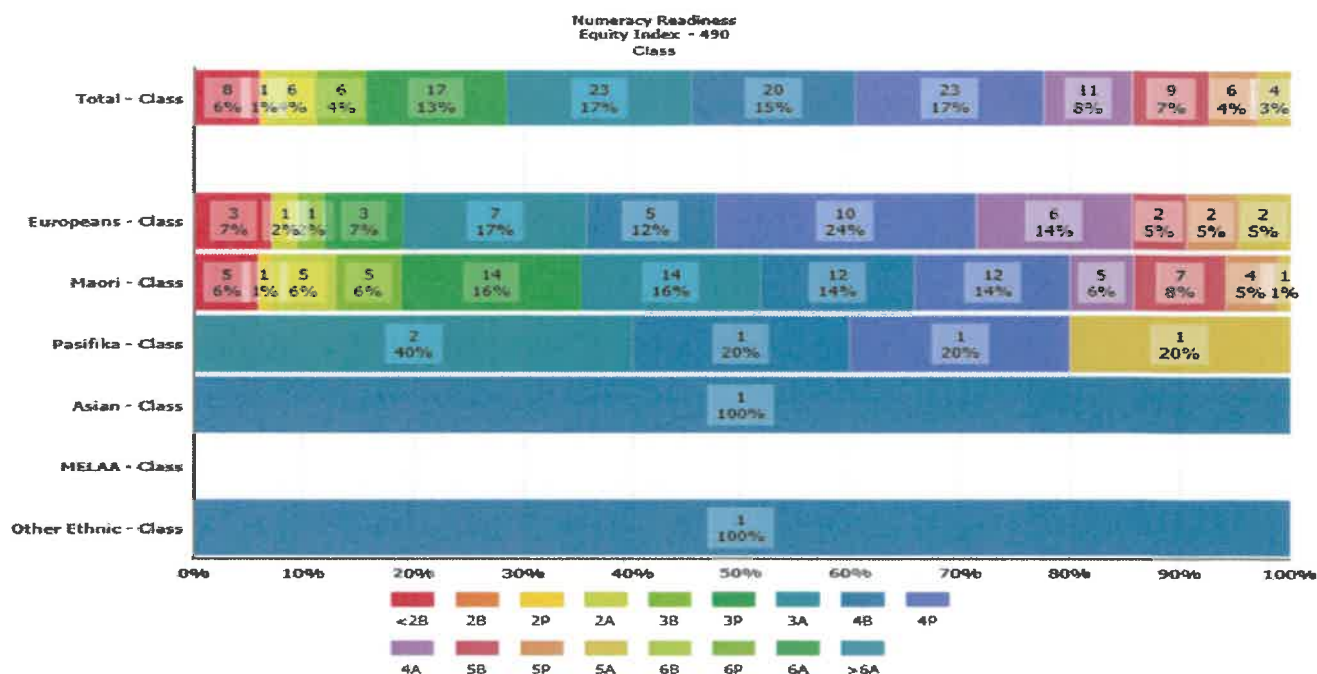
There is a large discrepancy between the performance of Māori and European students. Specifically, 56% of Māori students fall below the expected level, compared to 24% of European students. While 40% of Māori students are testing at 3P or below, only 15% of European students demonstrate similar performance. This gap is less at the higher end of the results, with 17% of Māori students achieving level 5 or above, compared to 24% of European students.

The results for the class that took the alternative test cannot be included with the other students however the trends were similar although this class performed slightly better than the overall cohort. This could have been due to many reasons.

Numeracy:

It is important to note that the numeracy assessment is designed as a 'numeracy readiness' test, focusing on evaluating numeracy skills rather than assigning a specific curriculum level for mathematics. This differs to previous years which specifically tested for the Year 9 Mathematics course.

The spread of results are shown in the graph below.



The numeracy readiness results are drawn from a dataset of 134 students. 60% of the assessed students scored below the expected level. 28% of students tested at level 3P or below, significantly below the average expected level. 17% have attained the expected level, with 23% surpassing expectations and 14% operating at level 5 or higher.

The pattern of discrepancy between the performance of Māori and European students continues. Specifically, 65% of Māori students fall below the expected level, compared to 47% of European students. 35% of Māori students are operating at 3P or below, while 18% of European students demonstrate similar performance. The gap between Māori and European student narrows at the higher end of testing with 11% of Māori students tested at level 5 or above, compared to 15% of European students.

This year we plan to hold two student - whānau conference sessions. The first one was held in Week 9 and was with students, their whānau and their form teacher. An Interim Report was sent home by email the week before to provide feedback on how the students had settled into the new school year. We used the School Interviews programme for booking interviews this year and this generally worked very well.

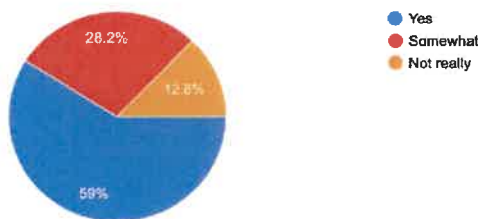
Overall uptake of this opportunity remains strong with a steady increase over the past three years.

Year Level	Attendance % 2022	Attendance % 2023	Attendance % 2024
9	79	75	85
10	79	73	76
11	68	71	60
12	66	58	74
13	55	59	59
Overall	69	67	71

A survey was sent out after the conferencing to gather whānau voice about our process. A total of 35 responses were received and these provided some good feedback.

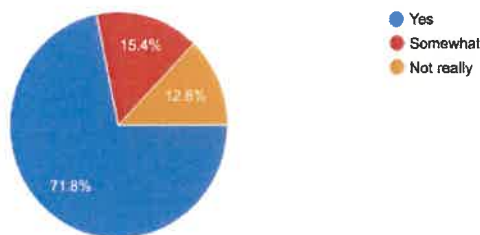
Was the Interim Report useful to give you information about how your student has started the new year?

39 responses



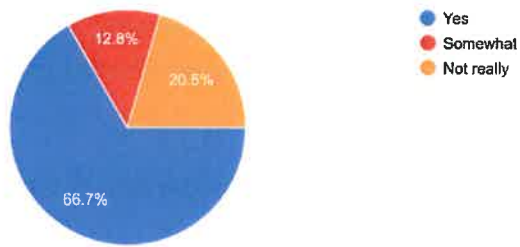
Was your conference helpful for strengthening the home - school relationship?

39 responses



Was your conference helpful to understand your student's progress at school this year to date?

39 responses



The second round of conferencing is planned for early Term Three to discuss progress and reset goals for the remainder of the year. The second occasion will align with the mid-year reporting round. Following feedback from our first round of conferences we are making some changes to the second round. The plan is to open up conferencing with any teacher. These will be booked online and will allow for both form and subject teacher interviews.

Ka nui te mihi ki a koutou - Tēnei te Ripoata mō Careers Faculty 2024

In this report I hope to provide a clear and concise overview of what we deliver at GGHS and how we support the development of career management competencies and transitions for our taura. Our Careers Faculty offers an array of programmes, resources, events and career guidance. This year our staff includes three qualified Careers Advisors and our Careers PA.

Programmes offered include: Timetabled programmes, Year Level Career Education - Extended Form Time support, targeted yearly STAR courses and courses that arise throughout the year, Tertiary trips and events, EIT Trades Academy, Gateway, Careers Advice and Guidance - targeted at Y11 to Y13,

Senior Year Level Careers Advisor Support:

Year 11 - Kelly Sheridan, Year 12 - Christine Bevan-Hutana and Year 13 - Penny Clarke

Career Education and Guidance:

Year 9 to Year 12: Career education activities and resources are provided for form teachers to use throughout the year to develop career management competencies pertinent to each year level. Activities and support is also provided to align with events and school-wide processes eg. subject selection, conferencing.

Year 9: One lesson is provided by Careers HOF for each form class of Career Education in Term 1 to support taura and form teachers with the use of the Career Central career development online platform. Year 11 to 13: Taura and whanau can request one on one careers advice and guidance. Whanau careers evenings held eg. Term 3 to support subject selection and transition plans.

For our senior levels we have a strong focus on providing regular and relevant visitors such as ex-students, role models and current employers eg. Police, Matai etc. These have been very well received by the students and teachers alike. We have also built strong relationships with tertiary providers and liaisons, Youth Services and Studylink, helping students be prepared for their tertiary study while still at school, creating links with the tertiary institutions throughout NZ. Maintaining strong relationships and connections with outside networks and providers, ensures our taura have up to date, relevant and culturally responsive support to meet their year level and individual needs.

STAR - (Secondary Tertiary Alignment Resource):

STAR is an important grant used by Gisborne Girls' High School to meet the identified learning needs of senior students that cannot be catered for within the traditional school curriculum. The objectives of STAR are to:

1. provide or purchase tertiary-type courses which will better meet students' needs, motivate them to achieve and facilitate their smooth transition to further education, training or employment;
2. support students to explore career pathways and help them make informed decisions about their schooling and future work or study.
3. facilitate transition to the workplace for students, particularly those intending to go straight into the workforce or those likely to leave school without any formal qualifications.

Timetabled Subjects - STAR Funded:

These courses are unit-standard based and can support taura with their NCEA Qualifications.

Early Childhood Education - Y12 and Y13

Pathways to Work - Year 11, 12 and 13

STAR funds also support:

- First Aid Courses - offered during the year with priority given to ECE students and Y13 students. Our target is that all Year 13 students leave with a First Aid Certificate.

- Outdoor Education classes to attend an OED specific First Aid course, funding for Senior Cookery classes to have an EIT Assessment Tutor, and our Pathways to Work programmes to attend a Health and Safety course.
- Academic Uni-Start papers: Tertiary level papers offered each year vary and are dependent on student academic need referrals. This year we have 4 taura completing an Anatomy paper through the Southern Institute of Technology. We have had a 100% pass rate over the last couple of years for students enrolled in the UNI STAR courses - through Canterbury University.
- Depending on individual student needs that arise, availability of providers, and funding, courses offered outside of our timetabled programmes will vary.
- Driver's Licence Courses: we offer Learner Licence courses throughout the year.
- Restricted Licence Practice Test - one free lesson funded by STAR to support student readiness for their restricted licence test.
- Subsidised Defensive Driving - students who complete a Defensive Driving Test can request a subsidy which we refund back into their school account.
Our target is that all students leave school with a minimum of a Learner's Licence.
- Year 12 RYDA Programme - STAR funds the 1 Day Road Safety programme for all Y12's.
- Barista - Our Careers PA runs barista courses during the year and supports taura with continued skill development through lunchtime service in our school barista cafe.

EIT Trades Academy - Trades Academies are secondary-tertiary programmes that provide senior students access to a broad range of trades or technology learning opportunities to ensure they stay engaged in education. Students attend one day per week during the school year and credits gained from these courses support their NCEA qualifications.

2024 - Total of 35 Taura attending:

Year 12 - 18 Course Enrolments: Hair and Beauty - 10, Integrated Creative Skills - 2, Hospitality - 3, Building and Construction - 1, Automotive - 1, Agriculture - 1.

Year 13 - 17 Course Enrolments: Hair and Beauty - 7, Building and Construction - 5, Agriculture - 1, Bakery - 1, Services Preparation - 3.

Gateway:

The Gateway programme funds and supports senior students from Y11 to Y13 to undertake learning and assessment in the workplace for a sustained period of time (minimum of 10 weeks). Whilst the student is at work placement, they will also be focused on completing industry based units that are assessed by their workplace supervisor. These credits will contribute towards NCEA qualifications and some NZ certificates. At GGHS we have funding for 35 students. This is achieved through student self-referrals, subject selection requests from the previous year, dean referrals, whanau hui, form teacher conferencing, career guidance hui, and careers faculty timetabled classes. Gateway placements can also be obtained from new programmes that arise throughout the year and programmes we seek to create, to meet the individual needs of taura.

For example, this year we have set up a Computer Technology Gateway programme for 11 taura (Y12 and Y13), with AREC-Amateur Radio Emergency Communications and Warihi Tawhiwhirangi - GGHS Computer Technician. This was created due to the EIT Computer Tech course being cancelled at the beginning of the year.

'Ko te pae tawhiti whāea, kia tata ko te pae tata, whakamaua kia tina'
Seek out distant horizons and cherish those you attain

Nō reira tēnā koutou tēnā tātou katoa
Na Christine Bevan-Hutana, HOF Careers Faculty

International Marketing Trip - Hong Kong & HCMC, Vietnam. May 2024

Purpose

To reconnect with education agents in Hong Kong and Macau, that Gisborne Boys' and Girls' High Schools had a working relationship, before COVID-19. The last visit to both markets was in 2018. To diversify our students by returning to Asia and attending the School Focus Workshop, in HCMC, Vietnam. To meet education agents from a range of countries. To target more long term academic orientated International students to complement short term students.

13.5.24

Flew to Auckland and stayed overnight, used Accor member complimentary night at International Airport Hotel to avoid consequences of delays in domestic service.

14.5.24

Early check in. Arrived late in Hong Kong Tuesday evening, stayed 3 nights in Sheung Wan, Hong Kong Island.

15.5.24

Public holiday in Hong Kong, but we had two agent appointments:

Dr Wing Cheng (three hours - meeting and lunch)

[CJR Education Consultancy](#)

Now semi-retired, his offices were in Macau and Hong Kong. However, he still sends students overseas by referral due to his reputation and long-standing service in education. He reflected on the changes in Hong Kong, Macau, and China during the last six years. He gave us a long socio-economic and political review. He has changed his stance from being pro-Hong Kong/Macau to being a staunch advocate of modern China and has written a book on Chinese "Democracy" and the future of China world stage.

The main points summarised:

- NZ is a desirable destination if we keep politically neutral. AUKUS manoeuvring is seen as antagonistic.
- Economic difficulties post-COVID have altered the market.
- Also, a complex combination of psychology, politics, etc in recent years. Families are reprioritising their dynamics and aspirations.
- Our long history with Dr Cheng holds us in good stead.

Rebecca Vilas, Director:

[Wisdom Educational Consultancy, Macau](#)

4 hours, meeting and dinner.

Ms. Vilas has had long experience in education consultancy, for Chinese students interested in high school and university. She has diversified into other fields since Covid-19, including property and working globally in the UK/Italy/Portugal. The agency is still active in Macau. We have 25-plus years of student enrolments from Wisdom.

Market Update Post Covid:

- Reprioritisation in families as parents now prefer to keep their children nearer to them.
- Increase in international schools in China.
- The economic downturn has bitten hard. Families also leaving Hong Kong because of political factors.
- New Zealand is still an attractive destination for economic value and total immersion in English.
- China wants to deal with and trade as a world power and seeks to break- away from the past into a positive future. NZ is a valued trading partner and our relationship is respected.

These two older, agents' observations on China are interesting. Quite a change in attitude in the last six years from a pro-Macau stance to one of backing China. Is it their experience that makes them advocate the positives or is it for appearances?

16.5.24

AAS Education Consultancy

Meeting with Yetta Kwan, Senior Education Manager

Met Sam Kwong 15+ years ago at an Education New Zealand Agent Workshop in Rotorua. He is now semi-retired, but his son and his wife, run this very successful agency in a prestigious location, in Hong Kong. There is longevity in this relationship. Warmly welcomed by Yetta Kwan who we met many times. A busy agency that has also diversified into other areas e.g. tourism, immigration, and visas.

Yetta reports:

- An upturn in the market and an increase in students wanting to go overseas for their education including to New Zealand.
- One of the factors behind this is the Chinese control of education, Mandarin is now the language of instruction in schools (suppression of Cantonese language and culture), altered history lessons, and an obvious political bias which means that discontented families are keen to look elsewhere, especially for children who don't fit the mold.
- NZ is seen as a positive destination because of our neutral position, our tuition and other fees, and alumni satisfaction.

The agent liked our combined brochure and the size of it, as well as the data stick given as the office is mainly paperless. It has been evident that the government 'incentives' to be plastic-free and to reduce waste have been adopted by the populace, who are encouraged to reduce waste and encourage recycling.

Agency Agreement - signed.

An aviation programme in Gisborne between the high schools and Eagle Flight School warrants further research as this has been well received in Hong Kong.

17.5.24

DaDi Overseas Studies Centre

Another long-term relationship agency of over 15 years. Both schools have attended education exhibitions run by this agency in the past.

Met with five agents from Kowloon, Wanchai, Macau and Guangzhou, China. Carmen Kwan, Jenny Chan, Florence Shek, Liz Wu and Jade Chan. Three of these agents have been met before. The office is in a very upmarket location, spacious and well presented. We received an excellent, positive reception and were asked to give a presentation on both schools to update these agents. Good questioning and discussion. The agents would have taken more of the combined brochures because of the multiple offices. The brochure appealed for its design innovation, pictorial focus and hearts and mind focus.

Very successful, for GGHS- we have already received a 3+ year application for Hiu Tung Poon from Dadi.

Hong Kong Overseas Studies Centre

Jimmy Wong, Director

Gave a presentation to Elphin Ng, Manager and two education consultants on Gisborne. Long-standing relationship with this agency. They are very busy. Positive feedback on our brochure and interest in the development of a high school-aviation programme.

18.5.24 (Saturday)

Flew from Hong Kong to HCMC. Stayed at Sofitel Saigon Plaza where the organizer of the event had arranged the event and accommodation for the participants.

19.5.24 (Sunday)

Prepared for the upcoming Schools Focus Asia Workshop and met informally with other NZ high schools, networking and gaining market research.

20.5.24

Met with Vietnamese agent based in HCMC and Hanoi, Jess Mai from We Study Education Consultancy Co. Ltd and Nguyen Thi Hoai Anh, Tan Anh (Annie) who has two students at Eagle Flight Training, Gisborne. Discussed the potential of a high school-aviation programme. We met these agents at the Schools Focus Workshop in November 2023, definitely building up a relationship with them who have requested we visit next year. We Study have sent agents agreement

21.5.24 - 22.5.24

Schools Focus Asia Workshop Ho Chi Minh 2024

This two-day event was held at the Sofitel Saigon Plaza in which 28 schools from the following countries participated: Australia, Bangalore, Canada, Germany, New Zealand (18 institutions: primary, intermediate and high schools) Philippines, the UK and the USA.

56 education agencies were at the workshop and our schools had 28 scheduled appointments with agents from these countries: Bangladesh, China, India, Korea, Japan, Nepal, Thailand, the UK, Uzbekistan, and Vietnam. We also had unscheduled meetings with agents over these two days.

This marketing event was an economical way to meet a large number of agents from a wide range of countries. Our presentations were well received, as were the brochures and data sticks. Several agents have requested Agent's Agreement contracts to start working with our schools.

Recommendations for further marketing events:

- To follow up with the agents met at this workshop, selecting the best fit for our schools, and having an Agency Agreement with them which formalizes this working relationship.
- To return to Vietnam in 2025 and visit agents in HCMC and Hanoi as well as Bangkok to meet with the Thai agents that we had appointments with.
- To get a video done by our Vietnamese students showcasing the schools and send this to agents who have asked for social media content.
- Try to ascertain if the local aviation schools are able to work with us and create possible pathways. (We need to create more of a cluster in this region.)

September International Marketing Trip

- To attend the Insider Tour Event fair scheduled in Frankfurt, Germany run by our agent Steffen Kimmerle, Southern Cross who sent us a Henry Klepser for two terms this year and students to GGHS. [Insider Tour Schedule September 2024](#)
- To return to Konstanz and meet with the families alumni students and any new enrol for Terms 1 & 2, 2025. (GBHS have 2). As well as visit Humboldt Gymnasium School.
- To visit IE agents in Cologne, Munich, and a new branch in Zurich. As well as meet with Pascal Longo, Let's Go Abroad, Kaltbrunn, Switzerland. He sent Joel Mauchle for two terms and a student for next year to GGHS.

M. McCarthy - GBHS

W. Kirkwood - GGHS

International Student Directors



In May, our school was reviewed by NZQA to check on our systems related to assessment and NCEA. The final report has been received and this is a very positive endorsement of our assessment practice. Bindy Hannah is our Principal's Nominee who oversees all NZQA processes in the school.

FINDINGS OF THIS REVIEW

Gisborne Girls' High School 15 May 2024

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2019.

Actions and considerations

No action required

The school has no action items relating to the quality of their assessment systems.

External and internal review

External review:

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 28 March 2019 Managing National Assessment Report There were no actions from this report. The school has addressed the Consideration from the last review to extend good practice through documenting practice and ongoing discussion, ensuring that kaiako understand when they can apply resubmission opportunities.

External moderation response to outcomes and processes

Responses to external moderation guide review and improvement:

Kaiako respond effectively to external moderation outcomes through the development, implementation, and evaluation of action plans to address issues. The Principal's Nominee monitors all steps in the process which are documented by Heads of Faculty. Differences between assessor and moderator judgements of grades are discussed and reasons analysed. In many cases the grades concerned are identified as being at the high/low boundaries by the kaiako and two samples are deliberately submitted for feedback. Where this occurs, kaiako use the information from the moderator to better support their understanding of the standard and assessment practice.

Assessors who receive not yet consistent or not consistent outcomes discuss these with their Heads of Faculty and document actions to improve assessment practice accordingly. Heads of Faculty also provide support through a mentor arrangement or appropriate professional learning opportunities which may include working with experienced kaiako from other schools.

External moderation outcomes at Gisborne Girls' High School are used to inform assessment practice and ensure that kaiako are assessing at the standard. Senior leaders can be confident that through the school's effective approach to continuous improvement of moderation results, grades reported are credible.

Exam Centre Quality Assurance Check

The 2023 Quality Assurance check of the school's examination centre, sent to the school, identified that the centre was compliant with a minor issue, which is noted below:

- Include in the upcoming Health and Safety review the process to follow in the event of a lockdown and share this with the Exam Centre Manager in advance of the examination round.

Internal review

Evidence of the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Ākonga led strategic planning over-arches internal review:

Gisborne Girls' High School is committed to meeting the learning and assessment needs of their ākonga. The ākonga developed the current strategic plan in conjunction with the Senior Leadership Team and the Board of Trustees and continue to contribute to planning and review through the Ākonga-Led Council. The school actively collects ākonga voice about whether learning and assessment practice is meeting their needs. This guides internal review of assessment policy and practice. The school changed its junior curriculum and are reviewing their graduate profile after evaluation of requests by their ākonga.

Internal review and evaluation guides decision-making:

Gisborne Girls' High School uses a comprehensive cycle of self-review to evaluate the effectiveness of course design and delivery. A Faculty Review and Annual Consultation process is conducted by the Senior Leadership Team alongside their assigned Faculty Head midway through, and at the end of the year. Heads of Faculty lead the analysis of ākonga achievement data by standard and focus on specific data, for example achievement by ethnicity. Ākonga voice is actively collected for these reviews. Evaluation of the data drives discussion in faculties where kaiako identify areas for improvement and put actions in place to make required changes. Examples reported include redesigning courses and offering ākonga the opportunity to select optional standards. The self-review cycle is embedded across the school. Ākonga have access to the best possible learning and assessment opportunities that meet their needs and help them achieve their aspirations.

Credible assessment practice to meet ākonga needs:

Evidence of assessment practice meeting ākonga needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Credible assessment practice based on consistent and fair practice for ākonga:

Kaiako assessment practice reflects school policy and NZQA's requirements. Evidence of the school's effective practice includes the quality assurance of derived grades and strategies used to assure the authenticity of ākonga work. Subject specialists verify practice examination grades and document the process to ensure that results awarded for derived grades are valid and credible. Kaiako use a variety of methods to check the authenticity of ākonga work which include knowing their ākonga, Artificial Intelligence checkers, version histories and check discussions with other teachers. Kaiako have a clear understanding of assessment rules and what good practice looks like.

Ākonga aspirations supported through assessment flexibility:

Kaiako and senior leaders consistently seek to improve practice and opportunities to meet the needs of students.

Gisborne Girls' High School provides ākonga access to a range of programmes and courses which gives them greater opportunities to achieve success and their aspirations. There are a number of pathways available for ākonga to achieve the qualification. The school shares a senior timetable with their brother school which gives senior ākonga access to courses which the school does not offer. Ngā Manu Tangiata, a bilingual learning option from Years 10 to 13, gives Te Reo Māori speakers access to assessment in Te Reo. Ākonga can also enrol in Te Aho o Te Kura Pounamu courses and the Trades Academy. Ākonga report that they receive excellent support from the school's careers education service, especially when planning their transition from school into their chosen education, vocational or employment pathway.

Faculties give ākonga as many options in their courses as they can. This can include choice of standards being assessed, how they present their work and whether to complete assessments on paper or digitally.

Internal moderation to ensure the reporting of credible results:

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Robust internal moderation processes:

Kaiako consistently follow clear moderation procedures to ensure reported results are credible. The school uses the moderation process built into the ākonga management system. The Principal's Nominee uses the system's facility where kaiako cannot publish results until all steps in the internal moderation process have been completed. All assessment activities are critiqued by subject specialists in the school and where necessary by kaiako from other schools. Actions developed from external moderation feedback are implemented at this stage and also at the marking stage.

Kaiako use a mix of internal and external verifiers to ensure expert feedback is provided. One to two kaiako learning areas use subject specialists from other schools to verify their moderation. Kaiako have a clear understanding about the purpose of verification. When agreement cannot be reached after discussion between the teacher and the verifier, a third party or external subject expert is consulted.

Kaiako are clear about NZQA's expectation for samples for external moderation submissions. Moderated ākonga work is stored both electronically and physically and is available at all times if required for moderation. Strong leadership by the Principal's Nominee means senior leaders can be confident that internal moderation processes ensure authentic, valid, credible grades are awarded to students. Ākonga can also be confident that they are accurately awarded their qualification.

This paper reports on the leaving qualifications for the students who left our school last year from any level.

The Ministry’s School Leaver measure is based on a student’s highest level of attainment (NCEA or equivalent qualifications) upon exiting the New Zealand schooling system – a leaver-based measure. This differs from NZQA’s Secondary Statistics measure which is an enrolment-based measure of NCEA attainment. When a student leaves our school, and leaves the NZ schooling system permanently, they are counted as a GGHS school leaver and included in our statistics.

Leavers in 2023:

Year Level:	Leavers:	Left Early (Terms 1 - 3)
13	98	16
12	31	16
11	18	7
10	1	1
Total	148	40

In 2023, a total of 148 students left our school. It is usually the best outcome when a student leaves at the end of the school year as they have had the best opportunity to gain a qualification. Sometimes at Years 12 and 13, students may leave during the year as they have completed one qualification and decide not to complete the next level. They can all have their own reasons and plans. Some leave after continuous absence while others leave with a pathway supported by the school.

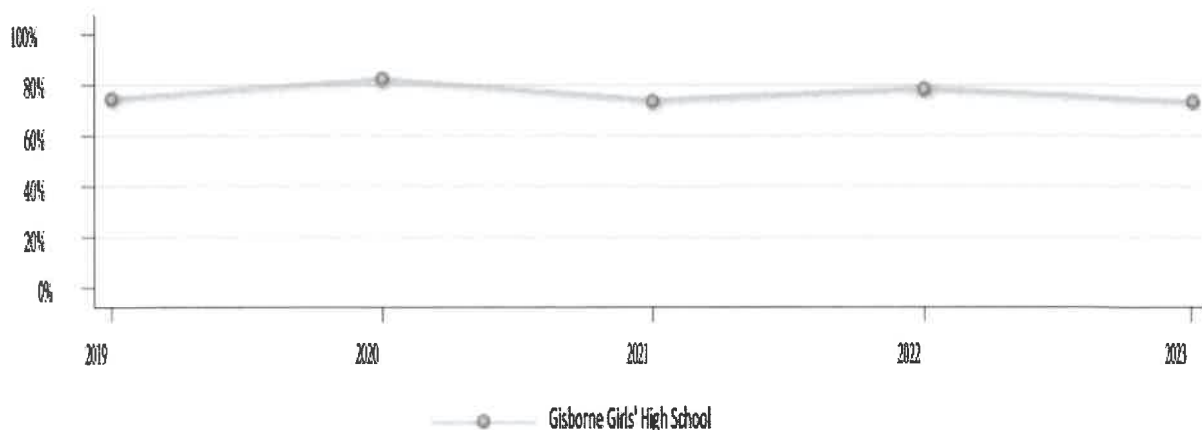
In 2023, six students left from Year 10 and two from Year 11 before they could gain any qualification. These students were not included in our official leavers data as they were 16 years of age with an early exemption. Leavers that were included in our data were 13 Year 11 and 10 Year 12 students who left before they could achieve at least NCEA Level One. One Year 10 student also left early without an exemption. We continue to focus on ways that we can support students to stay at school and achieve better outcomes.

NCEA Level Two:

The qualification that is generally considered as the minimum leaving qualification is NCEA Level 2. Our result showed a reduction in the percentage leaving with at least Level Two from 78.7% to 73.6%. The highest qualification is University Entrance and 35.1% of all leavers achieved this (reduced from 38.7% in 2022).

The graph below shows the NCEA Level 2 results for the past five years. There has been minor fluctuation over this time.

Final: School Leavers (2019 - 2023) with NCEA level 2 or above, at Gisborne Girls' High School



In the table below, we can see the difference in the attainment level for students of different ethnicities. The majority of our early leavers were Māori students. We continue to work on how to support all students, in particular our Māori students, to engage with our programmes and find success at school. This includes our work on making our curriculum culturally relevant and inclusive for all of our students.

Ethnicity	Below Level 1	Level 1	Level 2	Level 3	UE	Total Leavers	% at least L2
Māori	20	14	20	12	29	95	64.2
Pasifika	0	1	5	4	2	12	91.7
NZE	6	6	18	6	35	71	83.1
Total	22	17	35	22	52	148	73.6

Note:

1. Students may be recorded as more than one ethnicity. That is why there are a total of 148 leavers but 178 recorded leavers. This is particularly true for Maori students who are often also listed in the NZE statistics.
2. Students are counted only once under their highest level of attainment. For example if you want to calculate the number of students with Level 2 or above you would include students at Level 2, Level 3 and University Entrance.

This report summarises the extensive operation of Student Services provided to our students this year. Our Student Services team provides amazing support to our students.

New Enrolments - orientations

In this case, a new enrolment is defined as a student who enrolls after the start of the school year. This process involves discovering more about the student, particularly if there are any barriers to attending or learning at school. Students are then shown around the school, introduced to their teachers, and buddied up with a student in their form class. Sometimes students require a slower transition into the school. The student is then supported multiple times in the first few days to ensure they have settled in. After 4-6 weeks a counsellor will check in with them.

Student Services completed **98 new enrolment orientations** this year.

Special Assessment Conditions (SAC)

This year we have been especially busy with SAC due to many junior trials and the new level 1 internal/external assessments. SAC is provided for internal assessments, benchmarks, and NZQA exams. For junior students, trials are run with readers/writers/computer use in class assessments. This data can be used to apply for SAC when students reach NCEA level.

Overview of the SAC numbers:

Junior Students

Year	Number	Ethnicity
Year 9	19	NZ Euro = 4 Maori = 14
Year 10	20	NZ Euro = 8 Maori = 11 Samoan = 1

Senior Students

Year	Number	Ethnicity	Reason
Year 11	15	NZ Euro = 7 Maori = 7 Tongan = 1	Anxiety = 3 Learning = 10 Medical = 2
Year 12	10	NZ Euro = 3 Maori = 6 Australian = 1	Anxiety = 2 Learning = 6 Medical = 3
Year 13	9	NZ Euro = 4 Maori = 1 Sth African = 2 Canadian = 1 Jamaican = 1	Anxiety = 3 Learning = 3 Medical = 3

Roll-over from 2023: 23 Students

New applications in 2024: 14 students

Student Voice - Supports in the School

The Student Services faculty has completed a survey with 75 students across all year levels in the school. This survey asks students about the current support in the school and any suggestions they have for improving support.

In general, students seem happy with the support provided within the school and juniors have indicated that they prefer support from Tūmatakahuki in Maths, English, Social Science and Science. Some of the senior responses did mention that they would appreciate more availability in either their class or for 1:1 support - a tutorial.

"We need more one-to-one sessions. Sometimes the class moves too fast."

"We don't really see +++++ or +++++ past Year 11, so maybe some more support crew with the older students, especially since I know a lot are still struggling and stressed in Year 13."

Attendance Services Referrals (ASA)

Referrals can only be made if students are under 16 Years of age. Students must be absent from school for at least three consecutive days with an unknown or unjustified reason and the school must have tried strategies to improve attendance before the referral.

Overall, this process hasn't been that successful as follow-up can be delayed and we've had to take students off our roll due to them being absent for twenty days. The school does make several attempts to connect with whānau and develop plans to improve attendance. When we have exhausted these options and there is no change, a referral is made. Intermittent attendance is still the main concern around attendance rather than school refusal.

Term 1

Referrals: 10

Students still on our register: 1

Term 2

Referrals: 6

Students still on our register: 1

Term 3

Referrals: 7

Students still on our register: 3

Term 4

Referrals: 4

Students still on our register: 2

Home visits

These recorded visits are only those made by Student Services staff. Visits are completed once a week and most are attendance-related.

Term 1 - 28

Term 2 - 42

Term 3- 19

Term 4 - 10

Counselling Team

The total amount of sessions for the year so far is **918**. These sessions are mostly counselling with students but some do include other actions such as making referrals to outside agencies, attending agency hui and whānau hui. The breakdown for each term:

Term 1: 241

Term 2: 247

Term 3: 279

Term 4: 151

In the counselling space we continue to find referring on to secondary mental health services difficult such as Infant, Child and Adolescent Mental Health (i-camhs) and Ue Paia (Crisis Team). Both these services sit under Ministry of Health and our support team does what it can to get students referred on for the support that they require.

This year we have had inconsistent hours for a public nurse and sexual health nurse - we have been told that this is due to staff shortage. Some of our Year 9 students this year have not had their HEAADS assessments completed by a nurse.

Travellers Programme

A well-being survey for all Year 9 students is completed early in the year. In Term 1-2 ten 'high-risk' students completed a ten-week programme around developing mental/emotional/social well-being strategies. This programme was led by counselor, Anna Richards, and lead Tūmatakahuki, Betty Cherrington.

This report provides the preliminary results for our students for NCEA in 2024 as at 14 January. The official results will be published later in Term One. There are some students still completing standards and expect the final results to be slightly higher.

Each faculty will investigate their results to learn from them and make decisions for this year. With the large changes to NCEA Level One last year we can be very pleased with these results in particular.

In the table below are the 2024 results with the final 2023 results in brackets. Included are the National results and those for our Equity Index band (Socio-economic).

NZQA Published Provisional Results:

Level:	Merit %	Exc %	Passed GGHS %	National %	Pool Equity Index %
1	29.5 (40.9)	13.9 (19.4)	74.4 (69.9)	44.9 (61.7)	57.0 (65.8)
2	20.5 (32.7)	29.5 (11.5)	79.3 (75.4)	72.7 (73.2)	73.6 (74.3)
3	40.6 (24.6)	11.6 (20.3)	62.2 (71.9)	68.2 (67.7)	68.4 (65.3)
UE			49.5 (54.2)	48.2 (49.7)	39.6 (40.5)

The provisional national stats come with an explanation that there are now only about 64% of Year 11 students participating in a full Level 1 assessment programme with participation more weighted to schools with moderate to high socio-economic barriers (i.e. like us). Of these participating students, 70% attained the qualification. We cannot directly compare our result (74.4%) to this number however because our result is for all students even if they did not participate in a full programme (entered for 80+ credits). Our results include all students even those who left during the year.

Whatever way we look at these numbers, our students have done very well in the new Level One - all the angst and hard work on the part of our students and staff was worth it! Well done to all staff who battled with the confusion last year.

Adjusted NCEA results 2024:

In the table below, I have calculated the results after removing the students who did not complete the year (i.e. they left us by mid-year). NZQA will probably include all students who attended for at least a term so some of the students I have excluded will be included in our final results.

Stats	Level 1:	Level 2:	Level 3:	UE:
Students who completed the year	81.1	80.9	71.2	59.0
NZQA stats for GGHS	74.4	79.3	62.3	49.5

So we can see quite a significant difference due to students leaving school during the year especially at Levels 1 and 3.

There will be more statistics once the final results are published in March. Faculties will look deeper into the specific standard results when planning their programmes for this year.

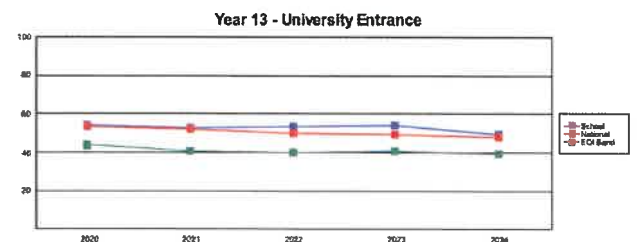
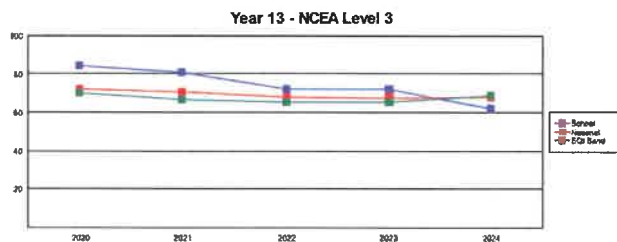
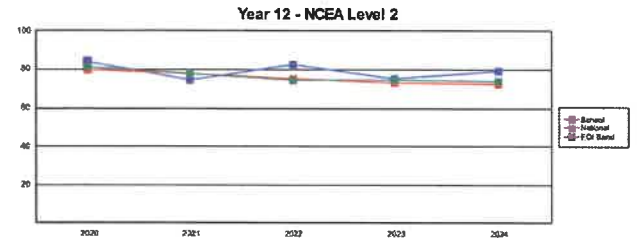
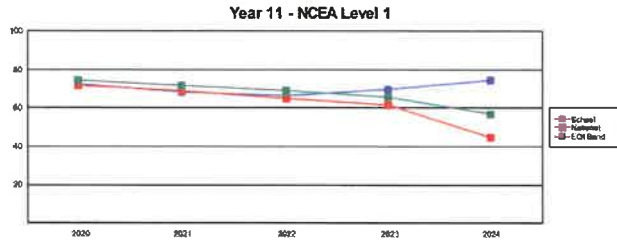
These graphs are taken from the NZQA Principal's Report.

Achievement in NCEA and UE: Gisborne Girls' High School

Generated 14-Jan-2025

PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Gisborne Girls' High School				National				Above Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2020	72.6	84.3	84.3	53.9	71.8	80.1	72.1	53.4	74.6	81.2	69.9	43.7
2021	68.2	74.8	81.1	52.8	69.2	77.9	70.5	51.9	71.5	78.2	67.0	40.8
2022	66.5	82.9	72.1	53.2	64.9	74.9	68.2	50.3	68.7	74.4	65.4	39.9
2023	69.9	75.4	71.9	54.2	61.7	73.2	67.7	49.7	65.8	74.3	65.3	40.5
2024	74.4	79.3	62.2	49.5	44.9	72.7	68.2	48.2	57.0	73.6	68.4	39.6



Ethnicity Comparisons:

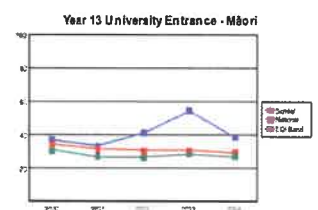
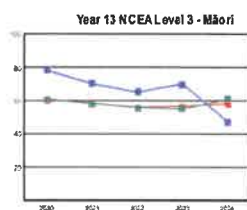
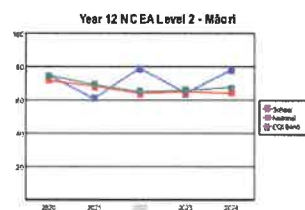
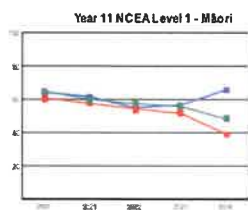
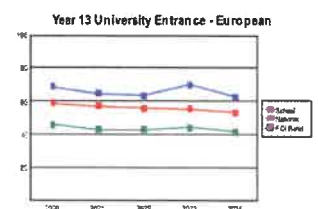
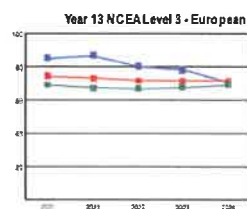
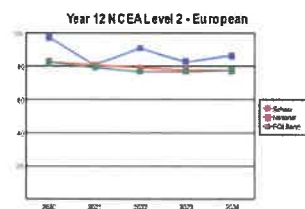
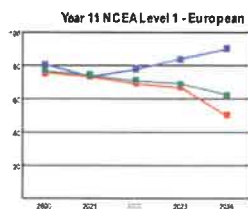
Our students continue to do well when compared to their ethnicity groups at a National level. We still have a significant difference between the results achieved for our Māori students and our NZE students.

Achievement in NCEA and UE: Gisborne Girls' High School

Generated 14-Jan-2025

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Gisborne Girls' High School				National				Above Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
European												
2020	81.1	97.5	85.2	68.9	75.8	83.2	74.6	59.0	77.4	82.5	69.2	45.9
2021	73.8	81.1	86.8	64.7	74.0	81.2	73.2	57.2	74.8	79.9	67.3	42.9
2022	78.3	91.2	80.3	63.4	69.7	79.4	71.6	56.0	71.5	77.1	67.0	43.0
2023	84.3	83.0	78.0	70.0	67.2	78.0	71.4	55.5	69.4	77.2	67.7	44.4
2024	90.6	86.7	70.8	62.5	50.5	77.8	71.6	53.3	62.8	77.8	69.4	41.6
Māori												
2020	64.4	75.0	78.4	37.3	60.8	71.9	60.7	34.1	65.0	74.6	60.8	31.0
2021	61.5	61.3	70.0	33.3	57.7	68.3	58.5	31.7	59.9	69.3	58.2	27.1
2022	55.2	78.8	65.2	41.3	53.9	64.1	55.7	30.9	57.9	65.1	55.6	26.8
2023	56.6	64.1	69.8	54.7	51.9	64.6	56.3	31.2	56.0	66.1	55.3	28.6
2024	65.9	78.2	47.4	38.6	39.3	64.3	57.9	29.9	48.7	67.6	61.1	27.1



Qualification Endorsement:

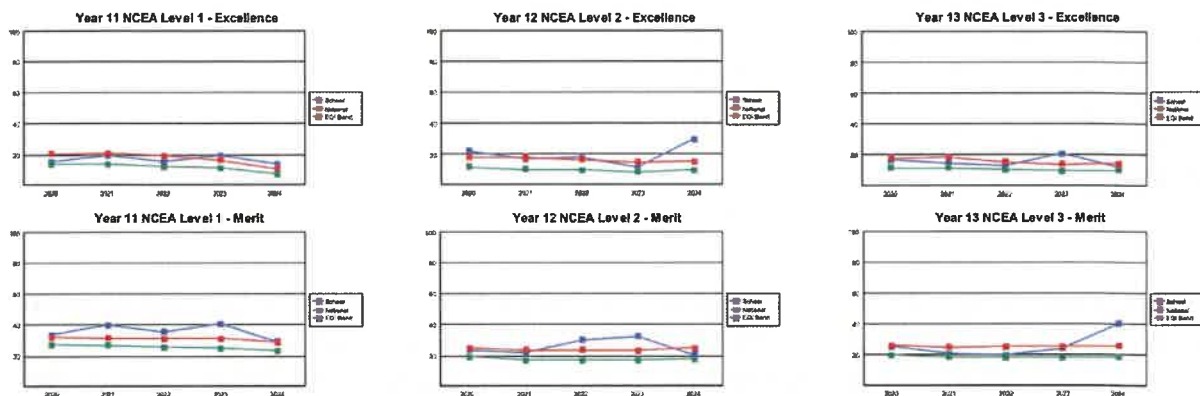
Our students continue to gain their qualifications with Merit and Excellence endorsements indicating that our teachers understand the level required to reach this with many of our students work hard to achieve this.

NCEA Certificate Endorsement: Gisborne Girls' High School

Generated 14-Jan-2025

PR4 - Cumulative Results by Percentage

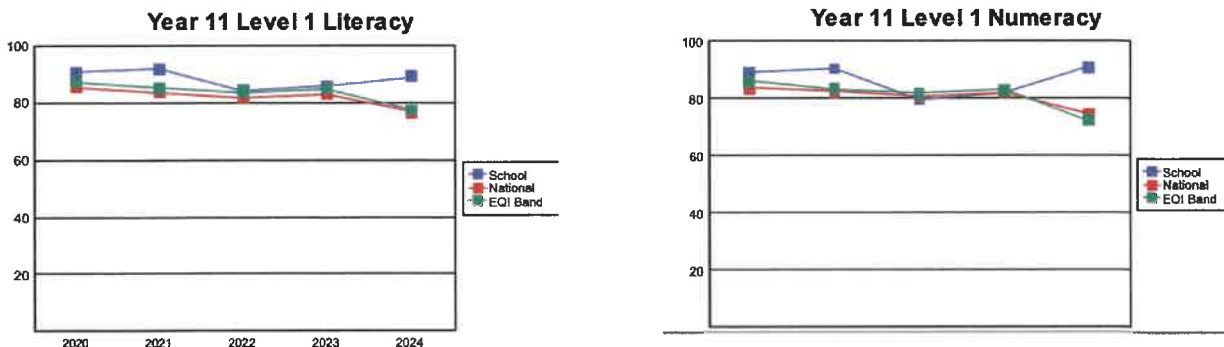
Academic Year	Gisborne Girls' High School			National			Above Average Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2020	15.4	22.1	16.3	20.7	17.9	17.5	14.0	11.6	11.3
2021	19.6	16.8	14.0	21.1	17.9	17.9	13.7	10.3	11.3
2022	15.6	17.6	12.5	19.4	16.5	15.3	12.3	9.8	10.0
2023	19.4	11.5	20.3	16.7	15.0	13.6	11.3	8.7	9.3
2024	13.9	29.5	11.6	11.1	15.1	14.2	7.6	9.8	9.7
Achieved with Merit									
2020	33.8	23.9	25.6	32.3	24.9	26.3	27.2	19.5	20.1
2021	40.2	21.8	20.9	31.9	23.8	25.3	27.2	17.2	19.0
2022	35.8	30.4	20.0	31.4	24.0	25.5	25.7	17.1	18.7
2023	40.9	32.7	24.6	31.4	23.5	25.6	24.9	17.2	18.3
2024	29.5	20.5	40.6	28.8	25.0	26.1	23.5	17.7	18.9



Literacy/Numeracy at Level One:

Our results show that the increased focus on these aspects has been effective. Our Literacy and Numeracy results both increased in 2024. With the change in Level One this is a more significant part of the student's qualification. They must have Literacy and Numeracy to complete as NCEA at any level. There are reduced ways of gaining Literacy and Numeracy - either by passing the CAA tests or from a limited number of specific Achievement Standards.

All students who completed the year gained their Numeracy - either by passing the CAA or by gaining appropriate Achievement Standard credits. Only four students have not achieved their Literacy and will continue on this in their Year 12 courses. For some students, using their credits from other subjects to pass their Literacy or Numeracy did mean that they did not reach the required 60 credits for their Level One qualification however they will be able to complete this over this year.



CAA Literacy and Numeracy 2024:

In 2024, students had two opportunities to achieve their literacy and numeracy component of their NCEA. In the first opportunity in Term Two, any Year 11 student who had not been successful in Year 10 in 2023 sat these online tests. In Term Three all Year 10 students sat the assessments.

The results for the Year 10 students did not come back until late in Term 4 and we were very surprised with the Literacy - Writing results which were much lower than expected and when compared to previous years.

This table shows the results achieved for Year 10 students over the previous three years. The Writing result is clearly out of place.

Cohort	2022 %	2023 %	2024 %
Cohort size	113	134	159
Reading	66	67	66
Writing	70	79	33
Numeracy	37	53	42

We followed up with NZQA on this and eventually, there were 20 more students awarded as achieved. We are also encouraging other students to request their papers back so we can do further checks. We will continue to seek information as to what has happened to reassure us that all our students are being marked fairly.



Te Kura Tuarua o Tūranga Wāhine
GISBORNE GIRLS' HIGH SCHOOL

STRATEGIC PLAN 2022 - 2025

Our Vision:
Whāngaihia te āpōpō
Empowering rangatahi for life



STRATEGIC PLAN 2022 - 2025

OUR VISION:

Whāngaihia te āpōpō
Empowering rangatahi for life

GOAL:	RATIONALE:	3-YEAR OUTCOMES:	2025 Specific Target:
<p>Strategic Goal 1: Our school teaches and embodies our values in order to foster a safe and supportive environment.</p>	<p>Te piko o te māhuri, tērā te tipu o te rakau. The way in which the young sapling is nurtured, determines how the tree will grow.</p>	<p>Our school values are embedded across all school processes, communication, expectations and cultural development so they are living and visible in all aspects of school life.</p>	<p>Our well-being survey shows an increase in the reporting of a safe, supportive school environment.</p>
<p>Strategic Goal 2: Student voice is an essential part of our school community.</p>	<p>E koekoe te tūi, e keteke te kākā, e kūkū te kereru. All voice is valid and valued.</p>	<p>Student voice is heard, respected and actioned so students contribute to the school community in a meaningful and authentic way.</p>	<p>The use of ākongā voice is embedded in our kura.</p>
<p>Strategic Goal 3: Our school supports all students to realise their potential</p>	<p>Iti kōpara, tīhi kaioreore. Even the small bellbird attains the greatest height.</p>	<p>All our students are supported to achieve through equitable school systems and structures that are responsive to individual needs.</p>	<p>Improved student attendance so that 80% of students attend at least 80% of the time.</p>
<p>Strategic Goal 4: Our school provides a diverse and relevant curriculum.</p>	<p>Tangata ako ana i te kaenga, tū ana kit e marae, tau ana. A person taught well at home, is better prepared for the world stage.</p>	<p>Our school curriculum inspires learners and is relevant, responsive and inclusive catering for the needs of all.</p>	<p>Students report they are being offered relevant learning opportunities.</p>