



TARANAKI
DIOCESAN
SCHOOL FOR GIRLS

Taranaki Diocesan School
Te Kura Pi'opātanga o W'akaa'urangi

2024 Annual Report

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List of all school board members

| Board member names | Date that the board member's term finishes |
|-----------------------|--|
| Debra Simes | September 2025 |
| Julie Larcom | September 2025 |
| Desiree Bond | September 2025 |
| Ilona Hanne | September 2025 |
| Brent Woodhead | September 2025 |
| Rev Pat Scaife | September 2025 |
| Olivia Smith | September 2024 |
| Ava Taylor | February 2025 |
| John Barker | September 2025 |
| Maria Taylor | September 2025 |

Statement of variance: progress against targets (required)

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.

| Strategic Goal 1: We will offer a 21st Century education for 21st Century leaders. Regulation 9(1)(a) | | | |
|--|---|--|--|
| Annual Target/Goal: Course content and design reflective of skills/shared understandings across subjects, students whose learning needs are met, who set their own goals and are guided in this and students who are confident and involved in the wider life of the school outside the classroom. Regulation 9(1)(a) | | | |
| What do we expect to see by the end of the year? Ākonga who are resilient, courageous and successful, who are achieving all that they are capable of in terms of academic achievement and leadership. Regulation 9(1)(d) | | | |
| Actions Regulation 9(1)(b) | How have we measured success? Regulation 9(1)(d) | What we have done | Reasons for any variance and where to next |
| New NCEA Level 1 programmes will be successfully implemented in all subjects. All NCEA subjects will be re-developed with four achievement standards – 2 internally assessed, 2 externally assessed – worth 20 credits in total. | <ul style="list-style-type: none"> All course handbooks for students will reflect the new assessments and expectations clearly for students. The curriculum will be delivered in a way that is meaningful for students and assessed appropriately for the level. Student achievement and endorsements will remain at 2023 levels or above. Student voice through evaluations. | Term 1: <ul style="list-style-type: none"> All student handbooks uploaded to Schoology and copies available for students Term 2: <ul style="list-style-type: none"> Subject teachers attended final workshops with NIFs (these positions disestablished June 2024) Term 3: <ul style="list-style-type: none"> MNA review carried out by NZQA (initial report = favourable with next review date not being for 3 -4 years) Term 4: <ul style="list-style-type: none"> End of year reviews/student voice collected | <ul style="list-style-type: none"> All Level 1 NCEA courses have been completely updated to comply with new curriculum and assessment requirements. Next steps are increased use of Putake (the online NZQA support website) to ensure that all teachers have the latest information, developments and tools leading to best practice. |
| All NCEA Level 1 students will be taught courses which include a focus on literacy and numeracy. Teachers will integrate these aspects of learning across all subjects in meaningful and relevant ways. | <ul style="list-style-type: none"> All Year 11 students will be offered opportunities to sit CAAs (Common Assessments) in Literacy, Numeracy and Mathematics. Programmes of work and lessons will reflect the inclusion of literacy and numeracy. Student achievement in literacy and numeracy will meet the targets set after the first assessment in May. | Term 1: <ul style="list-style-type: none"> Literacy and Numeracy Co-ordinator was speaker in a staff meeting, met with Principal and offered guidance - stressed importance of all teachers being teachers of literacy and numeracy Term 2: <ul style="list-style-type: none"> CAAs for all Year 11s who have not yet achieved these and also for selected Year 10 students who are ready Term 3: <ul style="list-style-type: none"> Extra tutorials in numeracy and literacy held in lunchtimes for all students who did not achieve in the first round. Second CAA assessment opportunities in exam week Term 4: <ul style="list-style-type: none"> CAA data shows student achievement and is used to set goals/next steps. | <ul style="list-style-type: none"> Literacy and Numeracy will continue to be a focus for all teachers across all subject areas. Evidence of individualised progress and success will be able to be seen through improved rates of achievement in CAA's. |

| Actions <i>Regulation 9(1)(b)</i> | How have we measured success? <i>Regulation 9(1)(d)</i> | What we have done | Reasons for any variance and where to next |
|--|---|--|--|
| <p>Students with special learning needs will be identified and their learning will be catered for.</p> | <ul style="list-style-type: none"> Students on the Learning Support Register have IEPs which have been shared with all teachers and relevant staff. Students have a sense of agency for their own learning and can evaluate the success of their own goals. Whanau have been involved in the process and feel that their voice has been heard. | <p><u>Term 1:</u></p> <ul style="list-style-type: none"> Introduced new Learning Support Co-ordinator through the Kahui Ako to engage with whānau, conduct classroom observations of targeted students and create IEPs to meet their needs Met with Kahui Ako Lead Principals to discuss school's previous relationship with (and contribution to) the Kahui Ako and our goals moving forward (fresh start with new Principal) <p><u>Term 2:</u></p> <ul style="list-style-type: none"> StepsWeb introduced for targeted Year 10 students needing extra support with literacy An extra IEP created with the assistance of the LSC after some extra testing organised/provided by the whānau <p><u>Term 3:</u></p> <ul style="list-style-type: none"> Enrolment interviews held for 2025 including looking at students with high/complex learning needs (also in advance for 2026 as these families are often thinking further ahead) New SAC conditions applied for/granted as need becomes apparent (especially around NCEA assessments) <p><u>Term 4:</u></p> <ul style="list-style-type: none"> Transition in place for one student with special learning needs (RTLb support and meetings/visits held to facilitate smooth transition) | <ul style="list-style-type: none"> IEPs have been valuable both in terms of specific focussed student outcomes and also for the increased input and goal setting offered by whanau. In 2025, we would like to extend the number of students with IEPs and to involve outside support such as the RTLb and Kahui Ako to help us facilitate these. |
| <p>Individualised learning will be extended, and new courses created as indicated by student interest and numbers.</p> | <ul style="list-style-type: none"> At least one new subject has been offered and delivered. Students have participated in courses at WITT and or 3+2 study opportunities. | <p><u>Term 1:</u></p> <ul style="list-style-type: none"> Te reo Māori offered as a subject at Year 11 for the first time. Course includes standards from Te Ao Haka and Te Reo Māori Ag/Hort offered as a subject for the first time in Year 10 and also NCEA Level 1. <p><u>Term 2:</u></p> <ul style="list-style-type: none"> A Year 13 student struggling to find motivation to stay at school, picked up a Predator free course through TOPEC one day a week. She's loving it! First Aid course completed by 6 students <p><u>Term 3:</u></p> <ul style="list-style-type: none"> Extra 'taster' short course offered in flight attending (6 students) Extra unit standard purchased for selected Year 11 students needing support to achieve at NCEA Level 1 <p><u>Term 4:</u></p> <ul style="list-style-type: none"> Barista course for Year 12/13 students after exam period | <ul style="list-style-type: none"> All working extremely well. No variance. Just continue. |

Strategic Goal 2: We will grow global citizens who are connected to Te Ao Māori through Te Tiriti o Waitangi

Regulation 9(1)(a)

Annual Target/Goal:

Staff and students will have a shared understanding of Te Tiriti and can show this through their actions

Regulation 9(1)(a)

What do we expect to see by the end of the year?

A school family who knows our school waiata, who participate in Kapa Haka and who know the tikanga of this place and the protocols which demonstrate our school values; ākonga who are critical thinkers and who understand the past, in order to make sense of the present.

Regulation 9(1)(d)

| Actions Regulation 9(1)(b) | How have we measured success? Regulation 9(1)(d) | What we have done | Reasons for any variance and where to next |
|--|---|---|--|
| Whole school Kapa Haka will take place each week and staff Kapa Haka participation will be extended. | <ul style="list-style-type: none"> Staff and students confident to perform at powhiri etc. Staff are role models for new and/or reluctant students. A sense of belonging and unity that comes from shared understanding. | <p>Term 1:</p> <ul style="list-style-type: none"> Whole school Kapa Haka started up in the chapel each Tuesday morning and staff K-H extended to include admin and support staff as well as teachers. <p>Term 3:</p> <ul style="list-style-type: none"> Kapa Haka Rōpu participated in Kahui Ako Festival for the first time (schools' performances from the Kahui Ako). Whaea Wharekura spoke to the school about significance of new Māori queen (Nga Wai Hono e Te Po); sign up to reflect this and staff learned a new waiata about her. Staff participation at Te Kahui Whetu (evening performances of Kapa Haka staff groups from Taranaki region). <p>Term 4:</p> <ul style="list-style-type: none"> Review/evaluation showed increased staff engagement. | <ul style="list-style-type: none"> Taranaki Diocesan will be hosting Te Kahui Whetu in 2026. In 2025, we are aiming to increase awareness of, and participation in, this major event. |
| Te reo Māori as a subject extended into senior school. | <ul style="list-style-type: none"> Student class numbers Student evaluations Student achievement (appropriate to level and demonstrating progress rather than a statistic measurable in the same way for all). | <p>Term 1:</p> <ul style="list-style-type: none"> Te reo Māori offered as a subject at Year 11 for the first time. Course includes standards from Te Ao Haka and Te Reo Māori. <p>Term 3:</p> <ul style="list-style-type: none"> Kapa Haka Rōpu participated in Kahui Ako Festival for the first time (schools' performances from the Kahui Ako). Whaea Wharekura spoke to the school about significance of new Māori queen (Nga Wai Hono e Te Po); sign up to reflect this and staff learned a new waiata about her. Staff participation at Te Kahui Whetu (evening performances of Kapa Haka staff groups from Taranaki region). <p>Term 4:</p> <ul style="list-style-type: none"> Planning for 2025 indicates a combined level te reo class (positives and negatives in this). | <ul style="list-style-type: none"> Students are working successfully in this subject, however, in the future, we are aiming to increase numbers of students selecting this as a subject and to, therefore, continue this as a viable line in the timetable. |

| Actions | How have we measured success? | What we have done | Reasons for any variance and where to next |
|--|---|--|--|
| <i>Regulation 9(1)(b)</i> | <i>Regulation 9(1)(d)</i> | | |
| Te Takanga o Te Wā in Te Marautanga o Aotearoa and Aotearoa New Zealand's histories in <i>The New Zealand Curriculum</i> content is embedded in Social Studies and History courses seamlessly. | <ul style="list-style-type: none"> Student achievement data Student evaluations | <p><u>Term 1:</u></p> <ul style="list-style-type: none"> Curriculum meetings held to look at planning and incorporating Local Histories across all units of work rather than as a 'tick box'. <p><u>Term 2:</u></p> <ul style="list-style-type: none"> Year 10 class with Chaplain and Social Studies teachers went to Taranaki Cathedral to look at new developments and significance of acknowledging the wrongs of the past so that we understand and do not repeat these in the future <p><u>Term 3:</u></p> <ul style="list-style-type: none"> Junior Māori students attended Putajao – an inspirational day in Ngāmotu facilitated by Why Ora and offering students a variety of science-based career experiences <p><u>Term 4:</u></p> <ul style="list-style-type: none"> Level One History explored the concepts of Mana, Turangawaewae and Whakapapa in a range of different contexts, such as The Treaty of Waitangi, The New Zealand Wars, The Land March, The Māori Language Petition, Bastion Point, The Invasion of Parikaka, and Te Tiriti o Waitangi. Students engaged with real interest and passion as we were able to connect our current social context with everything connecting back to Te Tiriti o Waitangi and the generational responses to protest. Curriculum areas have given effect to Te Tiriti o Waitangi by incorporating Te Ao Māori perspectives and fostering understanding of key Māori concepts such as Mana, Whakapapa, and Turangawaewae. Biculturalism- The importance of deliberately exploring Mātauranga Māori concepts in the study of History and Classics was consistent throughout the year. It was also important to use and encourage participation of the Māori language was important. | <ul style="list-style-type: none"> The importance and relevance of NZ History in order for students to have a deep understanding of their place in the world, continues to underpin learning at Taranaki Diocesan. In the future, our next steps are to continue this learning journey alongside any new government direction. We can have both. |
| Teachers of all subjects will give effect to Te Tiriti o Waitangi by working to ensure their plans and local curriculum content reflect local tikanga Māori, mātauranga Māori and te ao Māori. | <ul style="list-style-type: none"> Teacher plans Student engagement | <p><u>Term 1:</u></p> <ul style="list-style-type: none"> School trips to the local marae (as much for staff as for students). This year we included administration staff and support staff as well as teachers and all junior students. The aim is for shared understanding and inclusion of all members of our immediate school community. <p><u>Term 2:</u></p> <ul style="list-style-type: none"> Annual school hangi held for the second time. A Year 13 student struggling to find motivation to stay at school, picked up a Predator free course through TOPEC one day a week. She's loving it! First Aid course completed by 6 students <p><u>Term 3/4:</u></p> <ul style="list-style-type: none"> Two members of the reo roopu are now participating in Te Atarawea course which demands a much faster pace of learning. Why Ora have worked with one student this year and have visited to present a report and engage with 6 students for 2025 | <ul style="list-style-type: none"> Significant annual events are becoming embedded as part of Taranaki Diocesan tradition. Our next steps are to continue to strengthen and refine these (e.g. don't have the hangi in winter), and to add new occasions as appropriate (e.g. in 2025 we are planning to participate in Parihaka Day events and Te Whare Hononga). |

Strategic Goal 3: We will cultivate our students' connection with all sectors of their community, encouraging them to actively seek opportunities to serve, lead, collaborate and learn.

Regulation 9(1)(a)

Annual Target/Goal:

Students will have a sense of belonging and connection with their wider community; their boundaries will be bigger than just the school.

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Students who are confident, connected learners who know the value of servant leadership.

Regulation 9(1)(d)

| Actions Regulation 9(1)(b) | How have we measured success? Regulation 9(1)(d) | What we have done | Reasons for any variance and where to next |
|---|--|---|--|
| Our school will foster and develop strong links to our local community | <ul style="list-style-type: none"> Number of student interactions with community events The school being an active member of the Stratford Business Association Participation rates of staff at Kahui Ako events and meetings Provide feedback to the Stratford District Council on its Long-Term Plan 2024 – 2034 | <p>Term 1:</p> <ul style="list-style-type: none"> A group of our senior swimmers volunteered and helped out at the local swimming pool with students with disabilities learning to swim <p>Term 2:</p> <ul style="list-style-type: none"> School hangi involved people from the community who came in and worked with our staff and students to teach about tikanga and food prep Pasifika family meeting (tala oga) held in the evening. Well attended, positive occasion. Stratford Runners and Walkers worked with our Sports Coordinator to prepare the racecourse venue for our school cross country and to help run the event <p>Term 3:</p> <ul style="list-style-type: none"> Women's Refuge appeal (Year 10s) Salvation Army appeal (student councillors) <p>Term 4:</p> <ul style="list-style-type: none"> Activities week service included 36 students helping in a local primary school; making toiletry bags for Women's Refuge; Christmas cards made and distributed to rest homes The Mayor and community members attended prizegiving | <ul style="list-style-type: none"> In 2025 and in future years, we will continue to develop links with the community as they become available. Our next steps are to support staff where possible, to become role models for students and to make personal connections that align with school values e.g. Community House Trust Board, TOI Foundation. |
| Alumni will be invited to participate and share in school events and to speak to current students | <ul style="list-style-type: none"> Number of Alumni in school Student engagement with this | <p>Term 1:</p> <ul style="list-style-type: none"> Year 9 camp at Te Wera managed by former student – discussions with Principal and students about careers and life after school <p>Term 2:</p> <ul style="list-style-type: none"> Principal, Deputy Principal and Presiding Member of Board met with the Taranaki Foundation re: creating a contract and establishing school Foundation platform. <p>Term 3:</p> <ul style="list-style-type: none"> Principal met with 'old girl' – potential school involvement in future <p>Term 4:</p> <p>'Old girl' speaker for prizegiving</p> | <ul style="list-style-type: none"> Next steps are to continue to nurture and develop relationships and connections with Alumni. Taranaki Foundation still needs to be consolidated. |

| Actions <i>Regulation 9(1)(b)</i> | How have we measured success? <i>Regulation 9(1)(d)</i> | What we have done | Reasons for any variance and where to next |
|--|--|---|---|
| <p>The Boarding House will offer activities and programmes that provide opportunities for all boarders to interact together and to build strong relationships.</p> | <ul style="list-style-type: none"> • Student participation rates • Frequency and variety of activities offered | <p><u>Term 1:</u></p> <ul style="list-style-type: none"> • Big - little sister match-up and introductory programme • Boarding Council formed <p><u>Terms 2 and 3:</u></p> <ul style="list-style-type: none"> • Students preparing for extra-curricular events in school as well e.g. Maths week; Book Week; Science Fair; Chess Club; Hockey Tournament; Market Day; Speech comps... • Yoga Group started • Support group at Tutaki <u>Tutaki</u> • Talent <u>show</u> evening • Dress up dinners • Badminton • Roller skating • Foyer displays acknowledging important significant events/days • Swimming at the local pool. • Walks around the local area • Board / card games with the gap students • Movie nights, in the common room • Games in the gym <p><u>Term 4:</u></p> <ul style="list-style-type: none"> • End of year shopping trip • High tea • Relaxed, outdoor groupings in the warm evenings | <ul style="list-style-type: none"> • Boarding House activities have been enhanced and extended. • In 2025 and beyond, we will continue to be responsive to students' interests, needs and cultures, to develop activities and foster a sense of family. |

Strategic Goal 4: We will embrace opportunities to challenge, nurture and empower every student at Taranaki Diocesan to embrace our Christian Faith and be confident, resilient and aspirational.

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Students who are morally grounded, who are active participants in chapel services, in faith discussions and in the spiritual life of the school; ākonga who have been offered a range of opportunities in Performing Arts and Music

Regulation 9(1)(d)

| Actions Regulation 9(1)(b) | How have we measured success? Regulation 9(1)(d) | What we have done | Reasons for any variance and where to next |
|---|--|--|--|
| The school will appoint a Sacristan to lead a re-invigorated Chapel Team. | <ul style="list-style-type: none"> Chapel services Sacristan will grow as a school leader. | <p><u>Term 1:</u></p> <ul style="list-style-type: none"> Sacristan appointed and working with the School Chaplain to have a shared understanding of expectations, leadership and fostering Christian growth in a positive and inclusive way Job Description for the role updated to meet current needs Induction of school leaders in chapel to promote servant leadership <p><u>Terms 2 onwards:</u></p> <ul style="list-style-type: none"> Chapel team meet regularly Discussions around: <ul style="list-style-type: none"> -Shared reading -Student involvement in services -Choice of songs Chaplain encourages feedback and input from students A Reverend has been in to take communion and share words of inspiration | <ul style="list-style-type: none"> While the Sacristan position has now been re-established and this team has leadership, for 2025 we aim to encourage greater participation. |
| Whole school services will be well-attended; chapel services will be varied and engaging. | <ul style="list-style-type: none"> Student engagement | <p><u>Term 1:</u></p> <p><u>Term 2:</u></p> <p><u>Term 3:</u></p> <ul style="list-style-type: none"> Pet blessing service was popular – this year we had sheep, lambs, cats, dogs (no horses due to bad weather). <p><u>Term 4:</u></p> <ul style="list-style-type: none"> Founders Day service | <ul style="list-style-type: none"> Not all students/families attended Sunday Church Services, and we will endeavour to increase numbers in 2025. |
| Form a connection with Holy Trinity Stratford | <ul style="list-style-type: none"> Student engagement Chapel team to meet with church members. | <p><u>Term 1:</u></p> <ul style="list-style-type: none"> Chaplain and Principal met with two members of the local church to make a connection, share our stories and discuss the service at Holy Trinity for next term <p><u>Term 2:</u></p> <ul style="list-style-type: none"> Met with a member of the local church – discussed leadership, direction and connection to Holy Trinity Whole school Sunday service held at Holy Trinity and some student voice collected to reflect on this | <ul style="list-style-type: none"> Very successful No variance |

| Actions <i>Regulation 9(1)(b)</i> | How have we measured success? <i>Regulation 9(1)(d)</i> | What we have done | Reasons for any variance and where to next |
|--|--|---|--|
| Form a connection with Holy Trinity Stratford | <ul style="list-style-type: none"> Student engagement Chapel team to meet with church members. | <p><u>Term 3:</u></p> <ul style="list-style-type: none"> Not only forming a connection with Holy Trinity but the Chaplain and the Principal visited and made connections with 4 Anglican schools in the Waikato Diocese (facilitated and accompanied by Bishop David Moxon): St Peters, St Pauls, Southwell and Waikato Dio. <p><u>Term 4:</u></p> <ul style="list-style-type: none"> A small group of members from Holy Trinity attended our Founders Day service at school (the first time they had been included) | <ul style="list-style-type: none"> Very successful No variance |
| A range of extra-curricular activities will be offered to students | <ul style="list-style-type: none"> Applications for student councils Number of sports/ cultural opportunities offered. Student engagement Choir will be re-instated. Prayer group will be offered | <ul style="list-style-type: none"> Chess club and tournament (first time for Dio) Councils: <ul style="list-style-type: none"> Student Academic International Sports Arts Wellbeing Chapel team Environment Librarians Year level councils Maths Week Book Week Science Fair Year 10 market day Speech competitions The school ball Gym opens at lunchtimes for badminton etc First Said courses TSSSA events | <ul style="list-style-type: none"> Very successful No variance |

Evaluation and analysis of the school's students' progress and achievement

Curriculum progress across the national curricula: Y9 & Y10 Students (PAT Testing 2024)

Year 9

Our kura chose to do Term 2 testing on Maths, Reading, Vocabulary and Listening. These were not adaptive tests and were for their year level.

MATHS: (22 students tested)

Year 9 students range between Stanine 3-8 for Maths.

45% (10) students scale score in Term 2 indicate they are at or above for their year level.

READING: (23 students tested)

47% (11) students scale score in Term 2 indicate they are at or above for their year level.

52% (12) students scale score in Term 2 indicate they are working within a Year 6 – Year 8 level.

VOCABULARY: (24 students tested)

| Year level | Number of students |
|------------|--------------------|
| 10 | 12 |
| 9 | 6 |
| 8 | 2 |
| 7 | 2 |
| 5 | 2 |

LISTENING: (19 students tested)

| Year level | Number of students |
|------------|--------------------|
| 10 | 4 |
| 9 | 4 |
| 8 | 6 |
| 7 | 2 |
| 5 | 1 |
| Below 3 | 2 |

In Term 4, data for Kahui Ako was required for PAT Maths and Reading. Data in Year 9 is treated as the year above e.g. Year 9 data in Term 4 is assessed as their Year 10 data for the following year.

Our data showed that:

MATHS:

The average progress for Year 9 moving into Year 10 within a six-month block is 2.1 points.

39% (9) students showed progress reflecting Year 9 moving into Year 10. This included students who were already at or above, but also includes students who moved down but still progressed.

34% (8) students did not progress from the Year levels recognised in Term 2 (Y6-Y8).

READING: (23 students tested)

The average progress for Year 9 moving into Year 10 within a six-month block is 2.1 points.

Students showed progress reflecting Year 9 moving into Year 10. This included students who were already at or above, but also includes students who moved down but still progressed.

Year 10

Our kura chose to do Term 2 testing on Maths, Reading, Vocabulary and Listening. These were not adaptive tests and were for their Year level.

MATHS: (33 students tested)

Year 10 students range between Stanine 3-9 for Maths.

57% (19) students scale score in Term 2 indicate they are at or above for their year level.

READING: (34 students tested)

41% (14) students scale score in Term 2 indicate they are at or above for their year level.

58% (20) students scale score in Term 2 indicate they are working within a Year 8 – Year 9 level.

VOCABULARY: (34 students tested)

Below show the number of students at each year level

| Year level | Number of students |
|------------|--------------------|
| 10 | 21 (64%) |
| 9 | 3 |
| 8 | 6 |
| 7 | 3 |
| 6 | 1 |

LISTENING: (32 students tested)

Below show the number of students at each year level. One student was below Level 3.

| Year level | Number of students |
|------------|--------------------|
| 10 | 12 |
| 9 | - |
| 8 | 8 |
| 7 | 6 |
| 4-6 | 5 |

In Term 4, data for Kahui Ako was required for PAT Maths and Reading. Data. The data does not show progression stats for Year 10 moving into year 11, so data is based on the Year 10 progression*.

Our data showed that:

MATHS:

The average progress for Year 10 moving into Year 11 within a six-month block is 2.5 points*. 32 students were tested in Term 4. This test was also adaptive, which was different to the Term 2 tests which may have caused a variation in results. Some students did not complete the testing during Term 2 which also makes the data somewhat inaccurate.

37.5% (12) students showed on track progression moving into year 11. This included students who were already at or above, but also includes students who moved down but still progressed.

53% (17) students did not progress from the Year levels recognised in Term 2 (Y6-Y8), with some students regressing.

Four students did not do the testing in Term 2 but identified at a Year 7-8 level).

READING: (28 students tested)

The average progress for Year 10 moving into Year 11 within a six-month block is 4 points*.

50% (14) students showed progress reflecting Year 10 moving into Year 11. This included students who were already at or above, but also includes students who moved down but still progressed.

10% (3) students' progress from the Year levels recognised in Term 2 (from Y8-Y9 to Y10).

Two students did not do the testing in Term 2 but identified at Year 8-9 level.

EASTTLE

Year 9

27 Year 9 students completed the Easttle writing assessment. Students showed data ranging from 2A – 6B. Below show the number of students at each level

| Level | Number of students within level (e.g. 4B, 4A, 4P) |
|-------|---|
| 2 | 3 |
| 3 | 2 |
| 4 | 12 |
| 5 | 8 |
| 6 | 2 |

Year 10

36 Year 10 students completed the Easttle writing assessment. Students showed data ranging from 1B – 6P. Below show the number of students at each level

| Level | Number of students within level (e.g. 4B, 4A, 4P) |
|-------|---|
| 1 | 1 |
| 2 | 1 |
| 3 | 2 |
| 4 | 12 |
| 5 | 12 |
| 6 | 8 |

Achievement in NCEA and UE: Taranaki Diocesan School for Girls

Generated 8-Mar-2025

PR2 - Enrolment Based Cumulative Overall Results

Taranaki Diocesan School for Girls

| Academic Year | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE |
|---------------|-----------------|-----------------|-----------------|------------|
| 2020 | 80.0 | 95.2 | 100.0 | 77.8 |
| 2021 | 61.9 | 71.4 | 94.4 | 61.1 |
| 2022 | 100.0 | 60.0 | 88.9 | 77.8 |
| 2023 | 93.3 | 93.3 | 80.0 | 70.0 |
| 2024 | 69.2 | 88.9 | 85.7 | 28.6 |

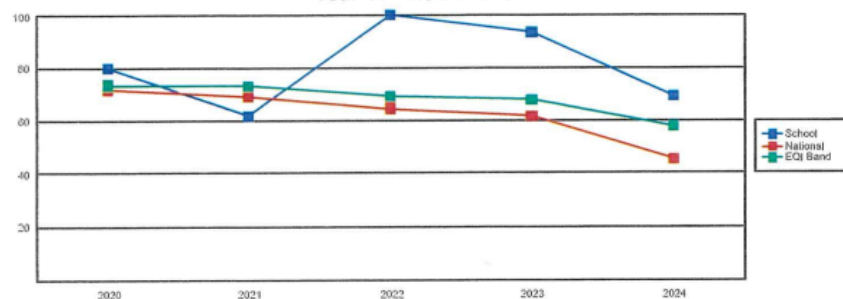
National

| Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE |
|-----------------|-----------------|-----------------|------------|
| 71.8 | 80.1 | 72.1 | 53.4 |
| 69.2 | 77.9 | 70.5 | 51.9 |
| 64.9 | 74.9 | 68.2 | 50.3 |
| 61.7 | 73.2 | 67.7 | 49.7 |
| 45.9 | 73.6 | 69.4 | 50.6 |

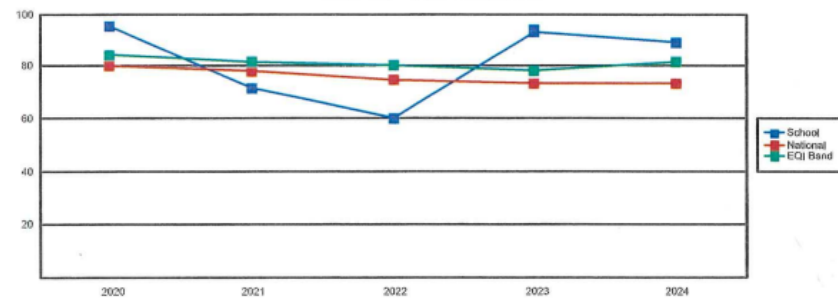
Average Socioeconomic Barriers
(School Equity Index Band)

| Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE |
|-----------------|-----------------|-----------------|------------|
| 73.7 | 84.4 | 72.4 | 50.8 |
| 73.4 | 81.7 | 71.4 | 49.4 |
| 69.6 | 80.4 | 70.0 | 49.2 |
| 68.2 | 78.5 | 69.1 | 46.7 |
| 58.0 | 81.4 | 71.7 | 50.0 |

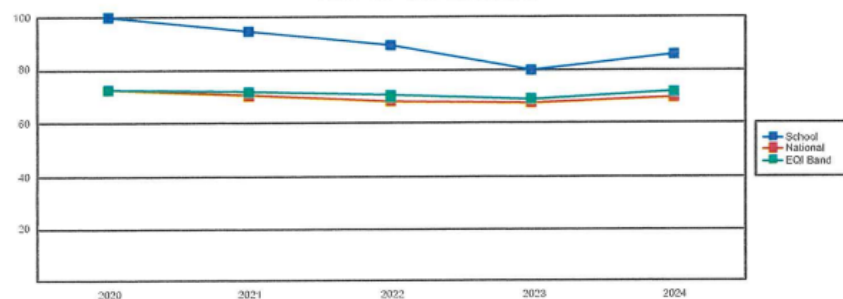
Year 11 - NCEA Level 1



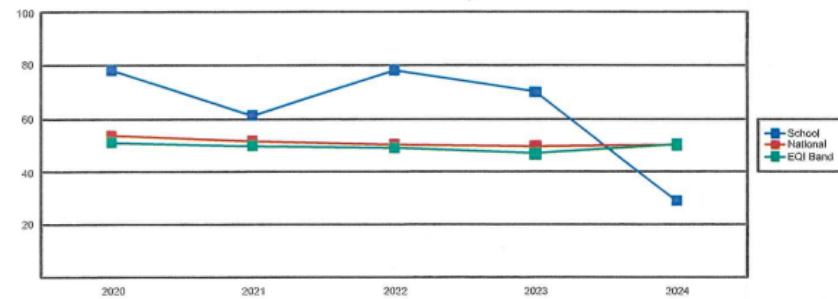
Year 12 - NCEA Level 2



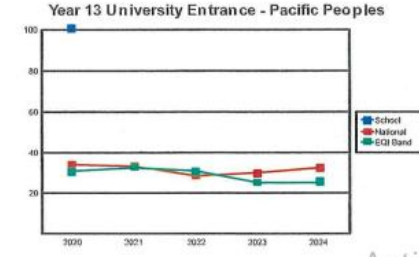
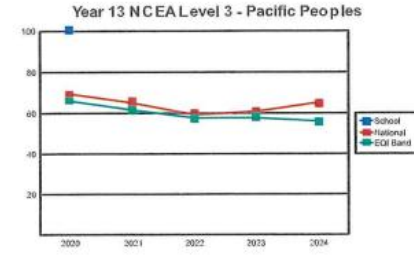
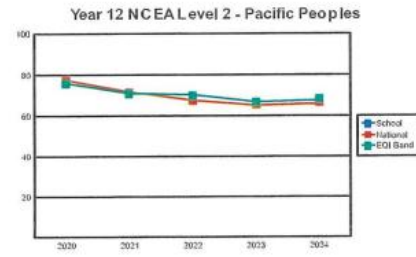
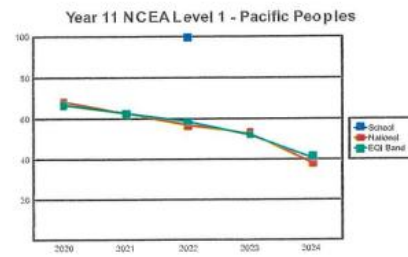
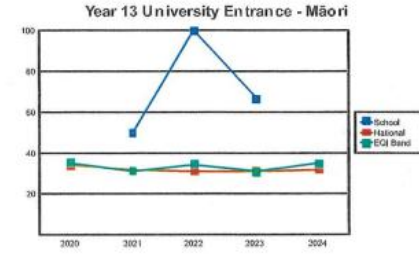
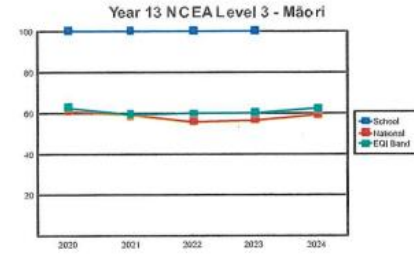
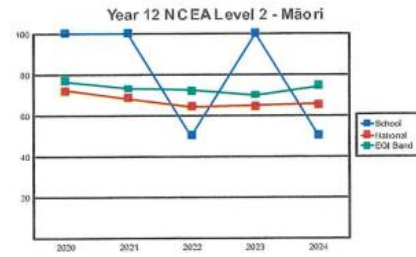
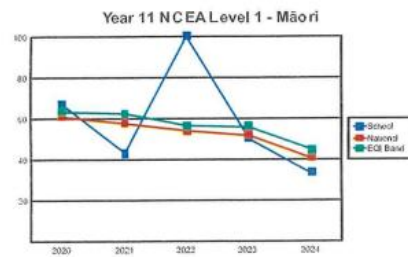
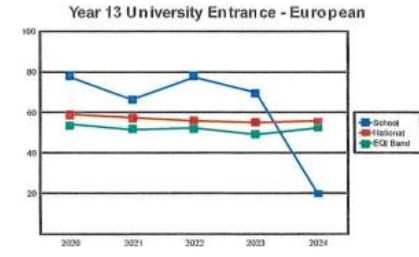
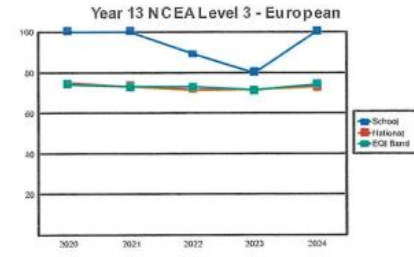
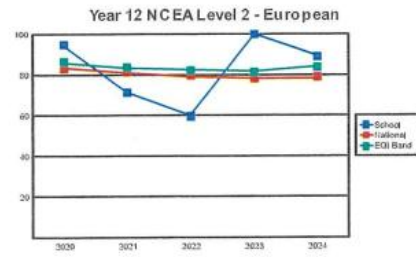
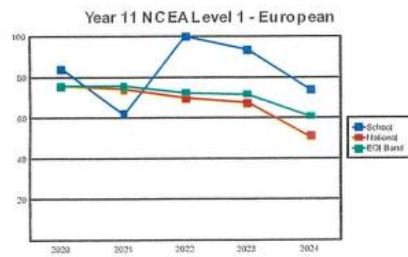
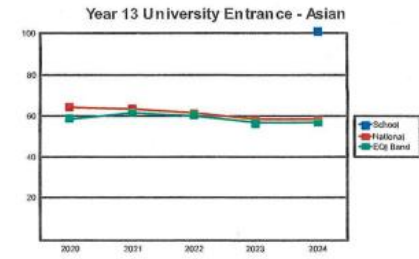
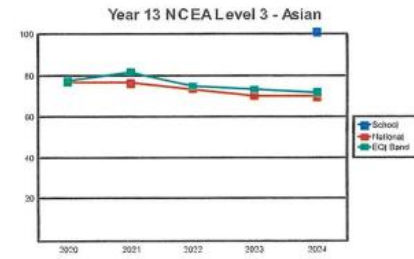
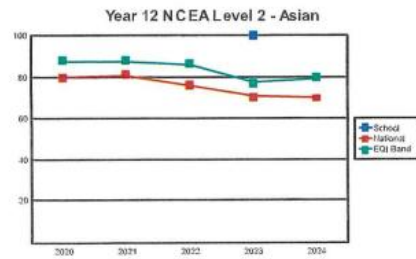
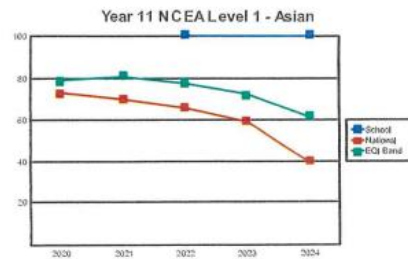
Year 13 - NCEA Level 3



Year 13 - University Entrance



PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Taranaki Diocesan School for Girls



NCEA, NCEA Endorsements, and UE

Reporting Population: NZ Domestic Years 11-13

Cumulative Achievement Totals

Enrolment Based Percentages

Academic Years: 2020, 2021, 2022, 2023, 2024

Data as at: 02/03/2025

School Equity Index: N/A

Student Types: Regular Student, Alternative Education Student

Including Students with Short Enrolments: No

Student Gender: Display Selected as a Single Value

Not Showing Endorsements

Not Showing Ethnicity

Showing Year Level

Base School / Region: Taranaki Diocesan School for Girls in Taranaki

Base School Equity Index: All

Base Student Types: Regular Student, Alternative Education Student

Base Including Students with Short Enrolments: No

Base School Gender Type: All

Base Student Gender: Female

Taranaki Diocesan School for Girls in Taranaki

| | <u>2020</u> | | <u>2021</u> | | <u>2022</u> | | <u>2023</u> | | <u>2024</u> | |
|----------------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|
| | Qty. | Rate | Qty. | Rate | Qty. | Rate | Qty. | Rate | Qty. | Rate |
| NCEA (Level 1) | | | | | | | | | | |
| Year 11 | 16 | 80.0 | 13 | 61.9 | 18 | 100.0 | 28 | 93.3 | 18 | 69.2 |
| Year 12 | 21 | 100.0 | 13 | 92.9 | 13 | 86.7 | 15 | 100.0 | 26 | 96.3 |
| Year 13 | 9 | 100.0 | 18 | 100.0 | 9 | 100.0 | 10 | 100.0 | 7 | 100.0 |
| NCEA (Level 2) | | | | | | | | | | |
| Year 12 | 20 | 95.2 | 10 | 71.4 | 9 | 60.0 | 14 | 93.3 | 24 | 88.9 |
| Year 13 | 9 | 100.0 | 18 | 100.0 | 9 | 100.0 | 9 | 90.0 | 7 | 100.0 |
| NCEA (Level 3) | | | | | | | | | | |
| Year 13 | 9 | 100.0 | 17 | 94.4 | 8 | 88.9 | 8 | 80.0 | 6 | 85.7 |
| University Entrance | | | | | | | | | | |
| Year 13 | 7 | 77.8 | 11 | 61.1 | 7 | 77.8 | 7 | 70.0 | 2 | 28.6 |

How has local curriculum been used to enhance engagement and achievement?

The Level One History course explored the concepts of Mana, Turangawaewae and Whakapapa in a range of different contexts, such as The Treaty of Waitangi, The New Zealand Wars, The Land March, The Māori Language Petition, Bastion Point, The Invasion of Parikaka, and Toitu Te Tiriti. Students engaged with real interest and passion as we were able to connect our current social context with everything connecting back to Te Tiriti o Waitangi and the generational responses to protest.

Our junior English programme explored the theme of Identity and Whakapapa throughout the year where we focused on understanding our own identity and how our ancestry contributes to who we are. We studied the poetry and short stories of New Zealand authors such as Patricia Grace and Witi Ihimaera where we explored the ideas of Te Ao Maori and how our world view shapes our sense of Mana. Student engagement was strong as the students really enjoyed focusing in on themselves and their family stories to help recognise important elements of their Identity.

The new Level 1 Science course now incorporates local curriculum, rich relevant contexts, Mātauranga Māori and scientific literacy skills and capabilities seamlessly. The focus of this course was on “Tiakitanga o te Tāiao” with a big picture question of whether predator free NZ 2050 is achievable, by looking at what is being achieved in Taranaki and beyond. We also more broadly looked at other serious scientific challenges for Aotearoa, around mis and dis information and climate change.

Other senior Science classes have also incorporated the local curriculum, e.g. the level 1 science and level 2 biology students start the year with ecology and visit Rotokare Scenic Reserve to conduct authentic field work and collect data to support their learning in the classroom.

L3 biology students look at complex socio-scientific issues that are relevant to Aotearoa and select and test the efficacy of ‘natural remedies’ – all highly engaging, locally relevant and real scientific experiences.

Y12 Chemistry students test the Patea river water, and research superphosphate fertiliser to identify the advantages and environmental impacts of using this on Taranaki farmland. Physics students explored usage of a solar panels in NZ, the pros and cons etc.

In junior science we continue to offer context rich opportunities to learn about the capabilities needed by scientists – with our high interest Y9 Hāngi – earth science unit which pulls together physics and chemistry learning, and our highly engaging year 10 Forensics unit.

The Y10 science badge initiative continues to be popular and allows these students to look further into scientific contexts they are particularly interested in, invariably this enhances the opportunity for exploration within a local setting. For example – they have collected and identified rocks from local beaches, explored local insects, bird and plant life, and explained how they look after certain animals on their farms.

In Senior English for creative writing, students were encouraged to write on the topic of a favourite local setting so many students chose to describe prominent beaches in New Plymouth or those further around the coast such as Opunake or Okato. Other students chose events such as the Stratford Speedway. Bush areas at the base of Mount Taranaki, as well as the flora and fauna leading up to the summit, were also discussed in class and utilised within pieces of writing.

Within the Shakespeare units carried out within junior classes, the Stratford setting with its streets named after characters in Shakespeare's plays was terrific in providing prompts for discussion and understanding of how history embeds itself in different locations around the world. It makes comprehension much easier and relative. Also, the clocktower with its Tudor colours and Romeo and Juliet figures is terrific and makes the historical study come to life.

Senior PE students went on a trip up Taranaki Maunga. We used this local taonga to support our learnings for a couple of Achievement Standards.

- Level 2 PE was for AS91333 Analyse the application of risk management strategies to a challenging outdoor activity where students had to plan and prepare for this trip analysing the risks involved with their planned tramp and how to mitigate them. Taranaki Maunga was the perfect setting as the quickly changeable weather conditions and stratovolcano landscape made for a challenging outdoor activity.
- Level 1 PE was for AS92019 Demonstrate understanding of influences on movement in Aotearoa New Zealand. The movement context was the tramp planned by the Year 12's as a challenging outdoor activity and the influences were Te Ao Māori - looking at the Māori myth and legends about how Taranaki maunga came to be where it is. Also, the Sociocultural influences in terms of why local iwi and hapū consider it a sacred and significant place and the tikanga when on the maunga.
- Our Year 12 and 13's also completed the Tough Guy and Gal mud run with obstacles in Wainuiomata. This was a great opportunity to explore a park outside of our province and immerse our students with thousands of others from around the lower north island.

In Senior History this year the topics and contexts we studied were collaboratively chosen according to student interest and resource availability. Eugenics was voted as an interesting topic that was relevant to all students. This topic of World Eugenics and New Zealand Eugenics led to exploration of how it initially started in America and spread to Germany and inevitably New Zealand at varying scales. This topic was linked to local curriculum as an Anglican school with underpinning Christian values in a world that values appearance and perfection.

This topic allowed students to look at how Māori had been affected by New Zealand Eugenics aimed at assimilation of the Māori ethnic group to become Europeanised and the place that ethics plays, if any, in the interference with genetics and nature. Strong discussions were held to develop the art of constructing a convincing argument. Students were able to speak from a personal place to do with their ethnicity and personal beliefs. Plunket's role in New Zealand Eugenics (Truby King founder) was also studied. The concepts of continuity and change was important in looking at what has changed and what continues. Eugenics is also relevant to our students from farming communities who have seen eugenics on the farm to do with animal breeding.

We also explored the invasion of Parihaka as a NZ topic that is significant to New Zealanders. Parihaka is a settlement that is close to our Kura in Taranaki and the story is important especially now when it is learnt using both pakeha and Māori perspectives.

In Senior Classical Studies the concept of manaakitanga was studied in comparison to another ancient society (Greek) that had the concept of Xenia which was equally important to this society.

The role of women in 21st century was analysed as compared to Greek society. Statistics of female employment in NZ and Taranaki were analysed as well as how patriarchal opinions continue to hold women back. This is in regards to equal pay, ethnicity and types of employment in Taranaki to do with women. We are a girls' school, so these matters are important especially with a future focus.

We also briefly studied the eruption of Mount Vesuvius and Pompeii. This was analysed in terms of similarities to Stratford being close to a dormant volcano 'Maunga Taranaki'.

How have our curriculum areas given effect to Te Tiriti?

In our curriculum areas/subjects, we have given effect to Te Tiriti o Waitangi by incorporating Te Ao Māori perspectives and fostering understanding of key Māori concepts such as Mana, Whakapapa, and Turangawaewae.

In Level One History, students examined pivotal events and movements, including the Treaty of Waitangi, the New Zealand Wars, the Land March, Bastion Point, and the Māori Language Petition. These contexts encouraged students to explore the historical promises and breaches of Te Tiriti and their generational impacts, connecting the past to present-day social issues. This focus helped students engage deeply with New Zealand's bicultural history and appreciate its relevance today.

In junior English, the theme of Identity and Whakapapa was central, allowing students to reflect on their ancestry and its role in shaping their identity and sense of Mana. Through the works of Patricia Grace and Witi Ihimaera, students encountered Māori worldviews and explored how cultural perspectives shape storytelling and self-understanding. Personal storytelling activities further strengthened their connection to the material.

English classes have studied various bilingual texts such as works by Witi Ihimaera, "A Game of Cards" and "Beginning of the Tournament" and others by Patricia Grace such as "Going for the Bread," "It Used to be Green Once" and "The Trolley". Leading up to these studies, students discussed and worked on activities involving Maoritanga and historical village life. This involved various terms and cultural references which assist with a broad understanding of the Māori tikanga.

Each of the new Level 1 PE standards having a Maturanga Māori focus meant introducing new kupu to ākonga during the year. All students who attempted these new standards passed the 2 internal standards bar one student who did not submit work. In these standards they had to show their understanding of these Maturanga Māori terms by applying them to movement contexts and also use the Māori myths and legends associated with our Taranaki maunga, why local iwi and hapū consider it a sacred and significant place and the tikanga to abide by when in the National Park.

Our juniors got to experience a range of Māori games and sports as part of a movement unit. We had Sport Taranaki and TSSSA representatives come in and take one Year 10 class through some new Māori games. Lots of kupu rich learning and new experiences for our girls.

How we have given effect to Te Tiriti o Waitangi

All effects to Te Tiriti o Waitangi have been reported on in the *Statement of Variance Report* on pages 6 and 7 and in the *Evaluation and Analysis of the School's students' progress and achievement* specifically on page 21 of this Annual Report.

Statement of compliance with employment policy

For the year ended 31st December 2024 the Taranaki Diocesan School for Girls Board:

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

The following questions address key aspects of compliance with a good employer policy:

| Reporting on the principles of being a Good Employer | |
|--|--|
| How have you met your obligations to provide good and safe working conditions? | <i>Health and Safety is an agenda item at every board meeting with the principal providing a Health and Safety report. Health and Safety policies are reviewed at least, annually.</i> |
| What is in your equal employment opportunities programme? How have you been fulfilling this programme? | <i>Equal access to employment opportunities based on merit, without fear of discrimination or harassment. Programme incorporates employment processes and policies and undergoes regular review. AIS (Assoc. of Integrated Schools) supports fulfilment of EEO programme.</i> |
| How do you practise impartial selection of suitably qualified persons for appointment? | <i>All positions are advertised through the Education Gazette. Recruitment and appointment processes are documented. External consultant engaged by board for Principal recruitment and appointment. Principal responsible for recruitment of all other staff and ensuring complies with legislation, Ministry and board policies.</i> |
| How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? | <i>As a state-integrated school with Anglican special character, Taranaki Diocesan board is committed to embedding Te Ao Māori within all aspects of our kura. Examples where the board supports our principal in enabling greater involvement of Māori are learning Te Reo and kapa haka by staff as well as students (often together as whole school).</i> |
| How have you enhanced the abilities of individual employees? | <i>Professional Development is integrated into the staff culture. Principal undergoes Professional Growth Cycle (PGC) supported by external education consultant. Through individual PD programmes (AP is currently completing master's qualification supported by the school) to Kahui Ako-offered workshops that upskill staff, the Boards view is that every staff member, including support staff are supported in developing skills and attributes.</i> |
| How are you recognising the employment requirements of women? | <i>Taranaki Diocesan's Principal, Deputy Principal, Assistant Principal and Deans are all women. Parental and family commitments, as well as commitments to professional development and external responsibilities are acknowledged by the board. Leave to support these responsibilities is granted as appropriate.</i> |

| | |
|--|--|
| How are you recognising the employment requirements of persons with disabilities? | <i>The board is cognisant that diversity enhances the workplace and, through the principal, supports specific requirements of persons with disabilities.</i> |
|--|--|

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy | YES | NO |
|---|-----|----|
| Do you operate an EEO programme/policy? | YES | |
| Has this policy or programme been made available to staff? | YES | |
| Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? | YES | |
| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? | YES | |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | YES | |
| Does your EEO programme/policy set priorities and objectives? | YES | |

Financial statements

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.



Taranaki Diocesan School for Girls

Statement of Responsibility

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Iiona Hanne
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

27/5/25
Date:

Maria Taylor
Full Name of Principal

[Signature]
Signature of Principal

27/5/25
Date:
[Signature]

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Taranaki Diocesan School for Girls

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

| | | 2024 | 2024 | 2023 |
|---|-------|------------------|-----------------------------|------------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Revenue | | | | |
| Government Grants | 2 | 2,542,523 | 2,025,640 | 2,508,420 |
| Locally Raised Funds | 3 | 366,795 | 227,992 | 320,021 |
| Use of Proprietor's Land and Buildings | | 466,125 | 343,500 | 466,125 |
| Interest | | 13,288 | 7,500 | 10,517 |
| Total Revenue | | 3,388,731 | 2,604,632 | 3,305,083 |
| Expense | | | | |
| Locally Raised Funds | 3 | 61,955 | 15,800 | 67,547 |
| Learning Resources | 4 | 1,975,177 | 1,792,095 | 2,084,620 |
| Administration | 5 | 428,674 | 359,706 | 443,139 |
| Interest | | 2,173 | 10,000 | 3,072 |
| Property | 6 | 727,629 | 570,329 | 740,170 |
| Total Expense | | 3,195,608 | 2,747,930 | 3,338,548 |
| Net Surplus / (Deficit) for the year | | 193,123 | (143,298) | (33,465) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 193,123 | (143,298) | (33,465) |

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

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Taranaki Diocesan School for Girls
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

| | Notes | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 173,402 | 146,004 | 170,498 |
| Total comprehensive revenue and expense for the year | | 193,123 | (143,298) | (33,465) |
| Contributions from the Ministry of Education - MOE Donated Assets | | 22,980 | - | 10,622 |
| Contribution - Furniture and Equipment Grant | | 24,382 | - | 25,747 |
| Equity at 31 December | | 413,887 | 2,706 | 173,402 |
| Accumulated comprehensive revenue and expense | | 413,887 | 2,706 | 173,402 |
| Equity at 31 December | | 413,887 | 2,706 | 173,402 |

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.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.



Taranaki Diocesan School for Girls Statement of Financial Position As at 31 December 2024

| | | 2024 | 2024 | 2023 |
|--|-------|--------------|-----------------------------|--------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 396,245 | (91,989) | 83,541 |
| Accounts Receivable | 8 | 212,478 | 126,074 | 153,222 |
| GST Receivable | | 2,482 | 6,538 | 553 |
| Prepayments | | - | 412 | 747 |
| Inventories | 9 | 1,466 | 1,871 | 1,847 |
| Investments | 10 | 57,160 | 154,220 | 161,407 |
| | | 669,831 | 197,126 | 401,317 |
| Current Liabilities | | | | |
| Accounts Payable | 12 | 211,294 | 161,331 | 186,066 |
| Revenue Received in Advance | 13 | 31,493 | - | 26,189 |
| Provision for Cyclical Maintenance | 14 | 81,402 | 18,569 | 77,175 |
| Finance Lease Liability | 15 | 12,689 | 33,081 | 17,182 |
| | | 336,878 | 212,981 | 306,612 |
| Working Capital Surplus/(Deficit) | | 332,953 | (15,855) | 94,705 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 11 | 109,900 | 40,210 | 96,714 |
| | | 109,900 | 40,210 | 96,714 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 14 | 16,279 | - | 12,576 |
| Finance Lease Liability | 15 | 12,687 | 21,649 | 5,441 |
| | | 28,966 | 21,649 | 18,017 |
| Net Assets | | 413,887 | 2,706 | 173,402 |
| Equity | | 413,887 | 2,706 | 173,402 |

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

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Taranaki Diocesan School for Girls Statement of Cash Flows For the year ended 31 December 2024

| | | 2024 | 2024 | 2023 |
|---|----------|----------------|------------------|---------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 856,672 | 651,203 | 817,966 |
| Locally Raised Funds | | 334,839 | 210,093 | 308,645 |
| International Students | | 9,204 | 17,899 | 20,575 |
| Goods and Services Tax (net) | | (1,929) | - | 5,985 |
| Payments to Employees | | (633,735) | (673,514) | (680,592) |
| Payments to Suppliers | | (368,811) | (323,781) | (433,934) |
| Interest Paid | | (2,173) | (10,000) | (3,072) |
| Interest Received | | 13,708 | 7,500 | 10,818 |
| Net cash from/(to) Operating Activities | | 207,775 | (120,600) | 46,391 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (6,434) | - | (16,111) |
| Purchase of Investments | | (2,445) | - | (7,186) |
| Proceeds from Sale of Investments | | 106,691 | - | - |
| Net cash from/(to) Investing Activities | | 97,812 | - | (23,297) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 24,382 | - | 25,747 |
| Contributions from Ministry of Education | | - | - | 10,622 |
| Finance Lease Payments | | (17,265) | (23,066) | (27,599) |
| Net cash from/(to) Financing Activities | | 7,117 | (23,066) | 8,770 |
| Net increase/(decrease) in cash and cash equivalents | | 312,704 | (143,666) | 31,864 |
| Cash and cash equivalents at the beginning of the year | 7 | 83,541 | 51,677 | 51,677 |
| Cash and cash equivalents at the end of the year | 7 | 396,245 | (91,989) | 83,541 |

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.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.



Taranaki Diocesan School for Girls Notes to the Financial Statements For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|--|---------------|
| Furniture and Equipment | 5-20 years |
| Information and Communication Technology | 3-5 years |
| Library Resources | 8 years |
| Leased Assets held under a Finance Lease | Term of Lease |

k) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) 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 Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites 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, 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, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

s) Borrowings

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

t) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

| | 2024 | 2024 | 2023 |
|---|------------------|-----------------------|------------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Government Grants - Ministry of Education | 842,094 | 656,323 | 814,684 |
| Teachers' Salaries Grants | 1,683,525 | 1,369,317 | 1,686,958 |
| Other Government Grants | 16,904 | - | 6,778 |
| | <u>2,542,523</u> | <u>2,025,640</u> | <u>2,508,420</u> |

3. Locally Raised Funds

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

| | 2024 | 2024 | 2023 |
|---|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Revenue | | | |
| Donations and Bequests | 45,378 | 48,600 | 54,177 |
| Curriculum related Activities - Purchase of goods and service | 7,524 | 12,000 | 8,102 |
| Fees for Extra Curricular Activities | 223,476 | 143,193 | 222,696 |
| Trading | 1,218 | 300 | 2,131 |
| Fundraising and Community Grants | 69,463 | 6,000 | 32,915 |
| International Student Fees | 19,736 | 17,899 | - |
| | <u>366,795</u> | <u>227,992</u> | <u>320,021</u> |
| Expense | | | |
| Extra Curricular Activities Costs | 53,683 | 15,500 | 62,063 |
| Trading | 1,823 | 300 | 1,903 |
| Fundraising and Community Grant Costs | 836 | - | 2,174 |
| International Student - Other Expenses | 5,613 | - | 1,407 |
| | <u>61,955</u> | <u>15,800</u> | <u>67,547</u> |
| Surplus for the year Locally Raised Funds | <u>304,840</u> | <u>212,192</u> | <u>252,474</u> |

4. Learning Resources

| | 2024 | 2024 | 2023 |
|------------------------------|------------------|-----------------------|------------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Curricular | 50,229 | 73,400 | 67,414 |
| Employee Benefits - Salaries | 1,868,790 | 1,648,495 | 1,949,950 |
| Staff Development | 14,344 | 18,500 | 18,221 |
| Depreciation | 40,487 | 50,000 | 48,256 |
| Other Learning Resources | 1,327 | 1,700 | 779 |
| | <u>1,975,177</u> | <u>1,792,095</u> | <u>2,084,620</u> |

5. Administration

| | 2024 | 2024 | 2023 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Audit Fees | 11,479 | 8,500 | 8,144 |
| Board Fees and Expenses | 3,053 | 9,500 | 5,598 |
| Other Administration Expenses | 160,424 | 87,200 | 176,711 |
| Employee Benefits - Salaries | 241,149 | 242,466 | 239,718 |
| Insurance | 1,529 | - | 1,594 |
| Service Providers, Contractors and Consultancy | 11,040 | 12,040 | 11,374 |
| | <u>428,674</u> | <u>359,706</u> | <u>443,139</u> |

6. Property

| | 2024 | 2024 | 2023 |
|------------------------------|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cyclical Maintenance | 7,930 | 7,459 | 17,628 |
| Heat, Light and Water | 29,347 | 33,000 | 28,278 |
| Repairs and Maintenance | 28,253 | 24,500 | 38,063 |
| Use of Land and Buildings | 466,125 | 343,500 | 466,125 |
| Employee Benefits - Salaries | 191,166 | 151,870 | 181,667 |
| Other Property Expenses | 4,808 | 10,000 | 8,409 |
| | <u>727,629</u> | <u>570,329</u> | <u>740,170</u> |

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

7. Cash and Cash Equivalents

| | 2024 | 2024 | 2023 |
|---|----------------|-----------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Bank Accounts | 396,245 | (91,989) | 83,541 |
| Cash and cash equivalents for Statement of Cash Flows | <u>396,245</u> | <u>(91,989)</u> | <u>83,541</u> |

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

Of the \$396,245 Cash and Cash Equivalents, \$31,493 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 47,601 | 16,308 | 27,381 |
| Receivables from the Ministry of Education | 3,131 | - | - |
| Interest Receivable | 1,121 | 1,842 | 1,541 |
| Banking Staffing Underuse | - | 5,780 | - |
| Teacher Salaries Grant Receivable | 160,625 | 102,144 | 124,300 |
| | <u>212,478</u> | <u>126,074</u> | <u>153,222</u> |
| Receivables from Exchange Transactions | 48,722 | 18,150 | 28,922 |
| Receivables from Non-Exchange Transactions | 163,756 | 107,924 | 124,300 |
| | <u>212,478</u> | <u>126,074</u> | <u>153,222</u> |

9. Inventories

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|------------|----------------------|-------------------------------------|----------------------|
| Stationery | 1,466 | 1,871 | 1,847 |
| | <u>1,466</u> | <u>1,871</u> | <u>1,847</u> |

10. Investments

The School's investment activities are classified as follows:

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 57,160 | 154,220 | 161,407 |
| Total Investments | <u>57,160</u> | <u>154,220</u> | <u>161,407</u> |

11. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|-----------------------------|-----------|-----------|------------|--------------|-------------|
| 2024 | \$ | \$ | \$ | \$ | \$ | \$ |
| Furniture and Equipment | 59,005 | 2,071 | - | - | (11,007) | 50,069 |
| Information and Communication Technology | 11,904 | 26,138 | - | - | (4,702) | 33,340 |
| Leased Assets | 23,637 | 24,260 | - | - | (23,693) | 24,204 |
| Library Resources | 2,168 | 1,204 | - | - | (1,085) | 2,287 |
| | 96,714 | 53,673 | - | - | (40,487) | 109,900 |

The net carrying value of equipment held under a finance lease is \$24,204 (2023: \$23,637)

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 |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Furniture and Equipment | 147,532 | (97,463) | 50,069 | 145,458 | (86,453) | 59,005 |
| Information and Communication Technology | 50,691 | (17,351) | 33,340 | 20,387 | (9,235) | 11,152 |
| Leased Assets | 111,734 | (87,530) | 24,204 | 99,714 | (75,324) | 24,390 |
| Library Resources | 18,539 | (16,252) | 2,287 | 17,336 | (15,169) | 2,167 |
| | 328,496 | (218,596) | 109,900 | 282,895 | (186,181) | 96,714 |

12. Accounts Payable

| | 2024 | 2024 | 2023 |
|---|---------|-----------------------|---------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Creditors | 14,867 | 9,013 | 15,807 |
| Accruals | 11,479 | 7,907 | 8,144 |
| Employee Entitlements - Salaries | 160,625 | 102,144 | 124,300 |
| Employee Entitlements - Leave Accrual | 24,323 | 42,267 | 37,815 |
| | 211,294 | 161,331 | 186,066 |
| Payables for Exchange Transactions | 211,294 | 161,331 | 186,066 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | 211,294 | 161,331 | 186,066 |

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

| | 2024 | 2024 | 2023 |
|---------------------------------|---------------|-------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Income in Advance-Intl Students | 10,043 | - | 20,575 |
| Grants in Advance - MOE | - | - | 5,614 |
| Other Revenue In Advance | 21,450 | - | - |
| | <u>31,493</u> | <u>-</u> | <u>26,189</u> |

14. Provision for Cyclical Maintenance

| | 2024 | 2024 | 2023 |
|---|---------------|---------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Provision at the Start of the Year | 89,751 | 11,110 | 72,123 |
| Increase to the Provision During the Year | 8,525 | 7,459 | 7,125 |
| Use of the Provision During the Year | - | - | - |
| Other Adjustments | (595) | - | 10,503 |
| Provision at the End of the Year | <u>97,681</u> | <u>18,569</u> | <u>89,751</u> |
| Cyclical Maintenance - Current | 81,402 | 18,569 | 77,175 |
| Cyclical Maintenance - Non current | 16,279 | - | 12,576 |
| | <u>97,681</u> | <u>18,569</u> | <u>89,751</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 / painting quotes.

15. Finance Lease Liability

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

| | 2024 | 2024 | 2023 |
|--|---------------|---------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| No Later than One Year | 14,254 | 33,081 | 18,185 |
| Later than One Year and no Later than Five Years | 13,769 | 21,649 | 5,545 |
| Future Finance Charges | (2,647) | - | (1,107) |
| | <u>25,376</u> | <u>54,730</u> | <u>22,623</u> |
| Represented by | | | |
| Finance lease liability - Current | 12,689 | 33,081 | 17,182 |
| Finance lease liability - Non current | 12,687 | 21,649 | 5,441 |
| | <u>25,376</u> | <u>54,730</u> | <u>22,623</u> |

16. Related Party Transactions

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

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$121,069 (2023: \$132,328). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$400 (2023: \$0).

17. 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 | 2,094 | 1,486 |
| <i>Leadership Team</i> | | |
| Remuneration | 416,872 | 422,604 |
| Full-time equivalent members | 3.00 | 4.00 |
| Total key management personnel remuneration | 418,966 | 424,090 |

There are 8 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

| | 2024 Actual \$000 | 2023 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 140 - 150 | 40 - 50 |
| Benefits and Other Emoluments | 4 - 5 | 1 - 2 |
| Termination Benefits | - | - |

Principal 2

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 | - | 120 - 130 |
| Benefits and Other Emoluments | - | 3 - 4 |
| 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 | 4.00 | 4.00 |
| 110 - 120 | 3.00 | 4.00 |
| 130 - 140 | 2.00 | 1.00 |
| | <u>9.00</u> | <u>9.00</u> |

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

18. 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 \$0 | 2023 Actual \$0 |
|------------------|-----------------------|-----------------------|
| Total | | |
| Number of People | 0 | 0 |

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$0).

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

21. 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 | 396,245 | (91,989) | 83,541 |
| Receivables | 212,478 | 126,074 | 153,222 |
| Investments - Term Deposits | 57,160 | 154,220 | 161,407 |
| Total financial assets measured at amortised cost | 665,883 | 188,305 | 398,170 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|---------|---------|
| Payables | 211,294 | 161,331 | 186,066 |
| Finance Leases | 25,376 | 54,730 | 22,623 |
| Total financial liabilities measured at amortised cost | 236,670 | 216,061 | 208,689 |

22. Events After Balance Date

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

23. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Taranaki Diocesan School For Girls' (the School). The Auditor-General has appointed me, Carolyn Jackson, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, 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 19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 27 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 23 to 48, 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.



Carolyn Jackson
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
New Plymouth, New Zealand

Kiwisport funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$3,240 (excluding GST). The funding was spent on sporting endeavours.