

# OTAGO GIRLS' HIGH SCHOOL



## ANNUAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2024**

### School Directory

**Ministry Number:** 378

**Principal:** Bridget Davidson

**School Address:** 41 Tennyson Street, Dunedin Central, 9016

**School Phone:** 03 474 0496

**School Email:** [admin@otagogirls.school.nz](mailto:admin@otagogirls.school.nz)

**Accountant / Service Provider:**

**Solutions & Services**  
Collaborative School Administration

# OTAGO GIRLS' HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Otago Girls' High School

## Statement of Responsibility

For the year ended 31 December 2024

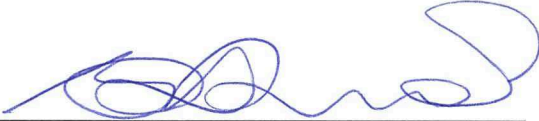
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

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


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

Sharon Louise Knowles  
Full Name of Presiding Member

  
Signature of Presiding Member

20/5/25  
Date:

Bridget Patricia Davidson  
Full Name of Principal

  
Signature of Principal

20.5.25  
Date:

# Otago Girls' High School

## Members of the Board

For the year ended 31 December 2024

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Sharon Knowles	Presiding Member	Elected	Sep 2025
Bridget Davidson	Principal	ex Officio	
Terry Curtis	Staff Representative	Elected	Sep 2025
Ricky Hohaia-Fife	Parent Representative	Elected	Sep 2025
Shakila Rizwan	Parent Representative	Elected	Sep 2025
Shane de la Harpe	Parent Representative	Elected	Sep 2025
Kyla Mullens	Parent Representative	Co-opted	Sep 2025
Deb Tasi-Cordtz	Parent Representative	Elected	Sep 2025
Laura Allison	Student Representative	Elected	Sep 2024
Evelyn Young	Student Representative	Elected	Sep 2025

# Otago Girls' High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	8,290,042	8,668,070	8,599,239
Locally Raised Funds	3	1,430,451	1,074,714	1,468,349
Interest		123,753	92,000	116,950
<b>Total Revenue</b>		<b>9,844,246</b>	<b>9,834,784</b>	<b>10,184,538</b>
<b>Expense</b>				
Locally Raised Funds	3	867,211	579,556	837,100
Learning Resources	4	6,920,709	6,969,302	7,079,913
Administration	5	586,270	624,718	576,451
Interest		5,892	-	6,037
Property	6	1,624,972	1,911,078	1,937,606
Loss on Disposal of Property, Plant and Equipment		3,719	-	3,245
<b>Total Expense</b>		<b>10,008,773</b>	<b>10,084,654</b>	<b>10,440,352</b>
<b>Net (Deficit) for the year</b>		<b>(164,527)</b>	<b>(249,870)</b>	<b>(255,814)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(164,527)</b>	<b>(249,870)</b>	<b>(255,814)</b>

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

# Otago Girls' High School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		2,381,546	2,381,546	2,542,928
Total comprehensive revenue and expense for the year		(164,527)	(249,870)	(255,814)
Contribution - Furniture and Equipment Grant		58,085	-	-
Contribution - Te Mana Tūhono		-	-	94,432
<b>Equity at 31 December</b>		2,275,104	2,131,676	2,381,546
Accumulated comprehensive revenue and expense		2,275,104	2,131,676	2,381,546
<b>Equity at 31 December</b>		2,275,104	2,131,676	2,381,546

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.

# Otago Girls' High School

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	744,611	73,813	124,044
Accounts Receivable	8	684,409	685,731	685,731
Prepayments		68,011	50,431	50,431
Inventories	9	4,494	5,886	5,886
Investments	10	1,551,286	1,437,662	1,899,081
Funds Receivable for Capital Works Projects	17	-	20,865	20,865
		3,052,811	2,274,388	2,786,038
<b>Current Liabilities</b>				
GST Payable		19,887	20,202	20,202
Accounts Payable	12	821,121	705,291	705,291
Revenue Received in Advance	13	800,772	465,408	465,408
Provision for Cyclical Maintenance	14	120,097	127,599	86,679
Finance Lease Liability	15	35,619	27,731	27,731
Funds held in Trust	16	48,106	58,604	58,604
Funds held for Capital Works Projects	17	21,504	60,132	60,132
Funds Held on Behalf of the RFFP & RPCP Cluster	18	102,382	55,272	55,272
		1,969,488	1,520,239	1,479,319
<b>Working Capital Surplus</b>		1,083,323	754,149	1,306,719
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,703,503	1,876,189	1,613,489
		1,703,503	1,876,189	1,613,489
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	477,927	476,873	516,873
Finance Lease Liability	15	33,795	21,789	21,789
		511,722	498,662	538,662
<b>Net Assets</b>		2,275,104	2,131,676	2,381,546
<b>Equity</b>		2,275,104	2,131,676	2,381,546

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

# Otago Girls' High School

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,192,071	2,184,361	2,119,802
Locally Raised Funds		1,119,137	667,014	1,187,169
Hostel		126,870	-	76,449
International Students		526,820	407,700	319,281
Goods and Services Tax (net)		(315)	-	(4,475)
Payments to Employees		(2,052,441)	(2,033,423)	(2,025,320)
Payments to Suppliers		(1,628,759)	(1,426,602)	(1,528,219)
Interest Paid		(5,892)	-	(6,037)
Interest Received		129,303	92,000	63,568
Net cash from/(to) Operating Activities		406,794	(108,950)	202,218
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(244,656)	(402,700)	(141,841)
Proceeds from Sale of Investments		347,795	461,419	101,121
Net cash from/(to) Investing Activities		103,139	58,719	(40,720)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		58,085	-	-
Finance Lease Payments		(25,384)	-	(37,262)
Funds Administered on Behalf of Other Parties		77,933	-	(126,366)
Net cash from/(to) Financing Activities		110,634	-	(163,628)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>620,567</b>	<b>(50,231)</b>	<b>(2,130)</b>
Cash and cash equivalents at the beginning of the year	7	124,044	124,044	126,174
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>744,611</b>	<b>73,813</b>	<b>124,044</b>

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.



# Otago Girls' High School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

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

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure 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 whole dollar.

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical Maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 23b.

##### *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.

### **1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

#### ***Other Grants where conditions exist***

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

**1.4. 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.

**1.5. 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.

**1.6. 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.

**1.7. 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.

**1.8. Inventories**

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

**1.9. Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

**1.10. Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **1.11. 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 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

#### **1.12. 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.

### **1.13. 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, 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.

### **1.14. 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 international students, should the School be unable to provide the services to which they relate.

### **1.15. 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.

### **1.16. Funds held for Capital Works**

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

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

### **1.17. 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.

### **1.18. Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the School is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. 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.

### **1.19. 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.

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

### **1.20. Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **1.21. Budget Figures**

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

### **1.22. 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	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	2,186,749	2,144,350	2,110,007
Teachers' Salaries Grants	5,166,058	5,295,355	5,262,772
Use of Land and Buildings Grants	897,224	1,188,354	1,188,354
Other Government Grants	40,011	40,011	38,106
	<u>8,290,042</u>	<u>8,668,070</u>	<u>8,599,239</u>

## 3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations and Bequests	386,355	378,564	511,163
Fees for Extra Curricular Activities	376,539	20,300	365,602
Trading	180,536	198,050	184,290
Other Revenue	61,305	46,100	86,783
Transport Revenue	28,368	24,000	18,778
International Student Fees	397,348	407,700	301,733
	<u>1,430,451</u>	<u>1,074,714</u>	<u>1,468,349</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	378,335	66,421	418,195
Trading	190,899	205,550	188,712
Other Locally Raised Funds Expenditure	26,046	23,000	21,629
Transport (Local)	21,521	19,000	22,725
International Student - Employee Benefit - Salaries	154,432	145,635	112,719
International Student - Other Expenses	95,978	119,950	73,120
	<u>867,211</u>	<u>579,556</u>	<u>837,100</u>
<i>Surplus for the year Locally raised funds</i>	<u>563,240</u>	<u>495,158</u>	<u>631,249</u>

## 4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	361,281	369,265	385,425
Information and Communication Technology	43,732	48,453	33,474
Employee Benefits - Salaries	6,257,479	6,334,084	6,406,631
Other Learning Resources	13,901	20,500	18,941
Staff Development	33,193	57,000	50,679
Depreciation	211,123	140,000	184,763
	<u>6,920,709</u>	<u>6,969,302</u>	<u>7,079,913</u>

## 5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	15,752	9,500	8,263
Board Fees and Expenses	25,367	25,900	24,668
Operating Leases	4,935	37,000	1,094
Other Administration Expenses	34,038	32,943	25,228
Employee Benefits - Salaries	479,298	494,075	494,304
Insurance	21,880	20,300	17,394
Service Providers, Contractors and Consultancy	5,000	5,000	5,500
	<u>586,270</u>	<u>624,718</u>	<u>576,451</u>

## 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	96,646	99,640	99,640
Adjustment to the Provision- Other Adjustments	(5,564)	-	55,048
Heat, Light and Water	133,318	122,000	120,271
Rates	56,623	53,000	49,906
Repairs and Maintenance	56,023	60,500	62,078
Use of Land and Buildings	897,224	1,188,354	1,188,354
Other Property Expenses	32,102	32,600	31,119
Employee Benefits - Salaries	358,600	354,984	331,190
	<u>1,624,972</u>	<u>1,911,078</u>	<u>1,937,606</u>

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

## 7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	744,611	73,813	124,044
Cash and Cash Equivalents for Statement of Cash Flows	<u>744,611</u>	<u>73,813</u>	<u>124,044</u>

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

Of the \$744,611 Cash and Cash Equivalents, \$31,141 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$744,611 Cash and Cash Equivalents, \$102,382 is held by the School on behalf of the Former Refugee and Refugee Pathways and Careers (RFFP & RPCP) cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

Of the \$744,611 Cash and Cash Equivalents, \$177,972 of Other Revenue in Advance is held by the School, as disclosed in note 13.

Of the \$744,611 Cash and Cash Equivalents, \$323,955 of International Student Fees in advance is held by the School, as disclosed in note 13.

Of the \$744,611 Cash and Cash Equivalents, \$298,845 of Hostel Fees in advance is held by the School, as disclosed in note 13.

Of the \$744,611 Cash and Cash Equivalents, \$48,106 of Funds Held in Trust is held by the School, as disclosed in note 16.

## 8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	30,352	9,753	9,753
Receivables from the Ministry of Education	72,051	142,844	142,844
Interest Receivable	73,827	79,377	79,377
Teacher Salaries Grant Receivable	508,179	453,757	453,757
	<u>684,409</u>	<u>685,731</u>	<u>685,731</u>
Receivables from Exchange Transactions	104,179	89,130	89,130
Receivables from Non-Exchange Transactions	580,230	596,601	596,601
	<u>684,409</u>	<u>685,731</u>	<u>685,731</u>



## 9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	4,494	5,886	5,886
	<u>4,494</u>	<u>5,886</u>	<u>5,886</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	1,551,286	1,437,662	1,899,081
Total Investments	<u>1,551,286</u>	<u>1,437,662</u>	<u>1,899,081</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2024</b>						
Buildings	734,762	-	-	-	(22,351)	<b>712,411</b>
Building Improvements	266,148	3,900	-	-	(8,575)	<b>261,473</b>
Furniture and Equipment	365,805	50,078	-	-	(67,016)	<b>348,867</b>
Information and Communication Technology	128,407	21,386	-	-	(43,109)	<b>106,684</b>
Motor Vehicles	8,681	156,959	-	-	(21,972)	<b>143,668</b>
Leased Assets	47,628	60,200	-	-	(39,266)	<b>68,562</b>
Library Resources	62,058	12,333	(3,719)	-	(8,834)	<b>61,838</b>
<b>Balance at 31 December 2024</b>	<u>1,613,489</u>	<u>304,856</u>	<u>(3,719)</u>	<u>-</u>	<u>(211,123)</u>	<u><b>1,703,503</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$68,562 (2023: \$47,628)

### Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	1,117,578	(405,167)	<b>712,411</b>	1,117,578	(382,816)	<b>734,762</b>
Building Improvements	429,489	(168,016)	<b>261,473</b>	425,589	(159,441)	<b>266,148</b>
Furniture and Equipment	1,888,568	(1,539,701)	<b>348,867</b>	1,838,491	(1,472,686)	<b>365,805</b>
Information and Communication Technology	405,180	(298,496)	<b>106,684</b>	383,794	(255,387)	<b>128,407</b>
Motor Vehicles	317,040	(173,372)	<b>143,668</b>	162,117	(153,436)	<b>8,681</b>
Leased Assets	174,253	(105,691)	<b>68,562</b>	173,335	(125,707)	<b>47,628</b>
Library Resources	138,803	(76,965)	<b>61,838</b>	134,532	(72,474)	<b>62,058</b>
<b>Balance at 31 December</b>	<u>4,470,911</u>	<u>(2,767,408)</u>	<u><b>1,703,503</b></u>	<u>4,235,436</u>	<u>(2,621,947)</u>	<u><b>1,613,489</b></u>

## 12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	107,408	49,312	49,312
Accruals	91,432	107,875	107,875
Employee Entitlements - Salaries	527,277	467,658	467,658
Employee Entitlements - Leave Accrual	95,004	80,446	80,446
	<u>821,121</u>	<u>705,291</u>	<u>705,291</u>
Payables for Exchange Transactions	821,121	705,291	705,291
	<u>821,121</u>	<u>705,291</u>	<u>705,291</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	27,611	27,611
International Student Fees in Advance	323,955	194,483	194,483
Hostel Fees in Advance	298,845	171,975	171,975
Other Revenue in Advance	177,972	71,339	71,339
	<u>800,772</u>	<u>465,408</u>	<u>465,408</u>

## 14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	603,552	603,552	448,864
Increase to the Provision During the Year	96,646	99,640	99,640
Other Adjustments	(5,564)	-	55,048
Use of the Provision During the Year	(96,610)	(98,720)	-
Provision at the End of the Year	<u>598,024</u>	<u>604,472</u>	<u>603,552</u>
Cyclical Maintenance - Current	120,097	127,599	86,679
Cyclical Maintenance - Non current	477,927	476,873	516,873
	<u>598,024</u>	<u>604,472</u>	<u>603,552</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

## 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 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	40,059	30,312	30,312
Later than One Year	36,002	22,853	22,853
Future Finance Charges	(6,647)	(3,645)	(3,645)
	<u>69,414</u>	<u>49,520</u>	<u>49,520</u>
<b>Represented by:</b>			
Finance lease liability - Current	35,619	27,731	27,731
Finance lease liability - Non-current	33,795	21,789	21,789
	<u>69,414</u>	<u>49,520</u>	<u>49,520</u>

## 16. Funds Held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	48,106	58,604	58,604
	<u>48,106</u>	<u>58,604</u>	<u>58,604</u>

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

## 17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the

2024	Opening Balances	Receipts from Moe	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
MOE R, E & M Projects- 222019	(20,865)	20,865	-	-	-
Caretaker House Roof Replacement - 246039	60,132	681	(60,813)	-	-
LS Modifications - 221015	-	88,755	(88,755)	-	-
Sash Window Refurbishment -246511	-	139,150	(139,150)	-	-
LSPM Food Tech Bench - 248141	-	31,141	(9,637)	-	21,504
Totals	<u>39,267</u>	<u>280,592</u>	<u>(298,355)</u>	<u>-</u>	<u>21,504</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education 21,504

2023	Opening Balances	Receipts from Moe	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
MOE R, E & M Projects- 222019	27,610	31,453	(79,928)	-	(20,865)
Toilet Mould Remediation - 221015	-	41,822	(41,822)	-	-
LS Modifications - 221015	-	8,716	(8,716)	-	-
Electrical Cable Damage Repair - 244490	-	3,230	(3,230)	-	-
Staff Toilet Water Damage Repair - 243325	-	11,946	(11,946)	-	-
Caretaker House Roof Replacement - 246039	-	60,132	-	-	60,132
Totals	<u>27,610</u>	<u>157,299</u>	<u>(145,642)</u>	<u>-</u>	<u>39,267</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education 60,132  
Funds Receivable from the Ministry of Education (20,865)

## 18. Funds Held on Behalf of the Former Refugee and Refugee Pathways and Careers (RFFP & RPCP) Clusters

Otago Girls' High School is the lead school and holds funds on behalf of the Former Refugee and Refugee Pathways and Careers (RFFP & RPCP) clusters, a group of schools funded by the Ministry of Education.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	55,272	55,272	89,581
Funds Received from Ministry of Education	149,177	-	51,870
Funds Spent on Behalf of the Cluster	(102,067)	-	(86,179)
Funds Held at Year End	102,382	55,272	55,272

## 19. Related Party Transactions

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

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

## 20. Remuneration

### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	5,920	7,742
<i>Leadership Team</i>		
Remuneration	734,270	716,140
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	740,190	723,882

There are eight members of the Board excluding the Principal. Seven parent representatives, one staff representative and one student representative. The Board had held nine full meetings of the Board in the 2024 calendar year. The Board also has a Finance and Property committee, consisting of three parent representatives, the staff representative, the principal, a deputy principal and the Finance Manager. This committee met eight times during 2024. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	190 - 200
Benefits and Other Emoluments	20 - 30	20 - 30
Termination Benefits	0 - 0	0 - 0

#### 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	16.00	18.00
110 - 120	13.00	9.00
120 - 130	2.00	2.00
130 - 140	3.00	3.00
	34.00	32.00

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

#### 21. 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 the number of persons to whom all or part of that total was payable was as follows:

	2024 Actual	2023 Actual
Total	\$ -	\$ -
Number of People	-	-

#### 22. Contingencies

There are no contingent liabilities and no contingent assets except as noted below 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 Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

#### 23. Commitments

##### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$24,965 (2023:\$195,939) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
LSPM Food Tech Bench (248141)	\$ 24,965
<b>Total</b>	<b>24,965</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

##### (b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)

## 24. 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	744,611	73,813	124,044
Receivables	684,409	685,731	685,731
Investments - Term Deposits	1,551,286	1,437,662	1,899,081
Total Financial assets measured at amortised cost	<u>2,980,306</u>	<u>2,197,206</u>	<u>2,708,856</u>

### Financial liabilities measured at amortised cost

Payables	821,121	705,291	705,291
Finance Leases	69,414	49,520	49,520
Total Financial liabilities measured at amortised Cost	<u>890,535</u>	<u>754,811</u>	<u>754,811</u>

## 25. Events After Balance Date

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

## 26. 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 OTAGO GIRLS' HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Otago Girls' High School (the School). The Auditor-General has appointed me, Mike Hawken, using the staff and resources of Deloitte 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 3 to 20, 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 20 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 the pages accompanying the financial statements but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink, appearing to read "Mike Hawken".

Mike Hawken  
for Deloitte Limited  
On behalf of the Auditor-General  
Dunedin, New Zealand

# OTAGO GIRLS' HIGH SCHOOL STRATEGIC PLAN 2024-2026



## INSPIRE

We live the values and culture of our school.

Belonging, Connection, School Spirit, House System, PB4L/RP, History and Future of our school. Uniform - Equity, Cultural Narrative, Diversity, Sisters Programme, Alumni, Celebrating Success, School events.

VISION and NELPS	SPECIFIC STRATEGIC ACTIONS	WHO	SPECIFIC STRATEGIC TARGETS
Pacific Strategic Plan NELP 1	<ul style="list-style-type: none"> <li>- Hold fono each term</li> <li>- Unpack Tapasa with students and parents</li> <li>- Create Pacific strategic framework 2025-2030 in consultation with Pacific school community and Pacific partners in community</li> <li>- Create Pasifika Student Council</li> <li>- Be ambitious in scope and set aspirational targets</li> <li>- Pou Marama professional development</li> <li>- Pacific leadership audit</li> <li>- Re-establish role of Pacific Dean</li> <li>- Analyse Pacific attendance</li> <li>- Analyse Pacific achievement</li> </ul>	Mv Mv Adison, Mariah, Da, Mv, Dk, Kara, Mv Da Dk Rs Mv Ptr Dk	<ul style="list-style-type: none"> <li>● Attendance (Ptr) and Achievement (Dk) equal to or better than whole year level cohorts</li> <li>● Draft Pacific Strategic Plan formulated and published, ready for implementation in 2025 (Da, Mv)</li> <li>● Pacific Peoples had the lowest attendance rates. This has been pushed into focus in the Pacific Plan formulation and aligns with national trends.</li> <li>● The Draft Pacific Strategic Plan was moved to Term 1, 2025 as we held two PLD sessions in 2024 and held the third one over into term 1, 2025 to enable Te Pou Marama facilitators to be present.</li> <li>● Pacific Dean in place for 2024-25.</li> <li>● Progress made with building community of parents through regular fono.</li> </ul>
Return to horizontal whānau classes NELP 1	<ul style="list-style-type: none"> <li>- Horizontal whānau class structure from start of 2024</li> <li>- Horizontal meeting structures for whānau and core teachers</li> <li>- Horizontal PB4L, sisters and whānau class programmes</li> <li>- Collect student voice regarding effectiveness of return</li> </ul>	Sw, Deans Ptr  Cn, Zoe, Krc Ptr	<ul style="list-style-type: none"> <li>● Collect student and staff voice on success of return to horizontal whānau classes</li> <li>● Development of a bank of age-appropriate and meaningful new</li> </ul>

	to horizontal whānau class structure - Collect attendance data around whānau time attendance - compare with 2023	Jg, Ptr, Rs	whānau resources and activities <ul style="list-style-type: none"> <li>• The return to horizontal whānau classes was overwhelmingly well-received and affirmed in feedback.</li> <li>• Many new whānau resources and activities were developed.</li> </ul>
<b>EMPOWER</b> We are empowered by learning opportunities that are inspiring and real. Self-belief, Attendance, Removing barriers, UDL, Quality feedback, ANZHC, RAS, Local curriculum contexts, Sport, Cultural, Outdoor Education, Student leadership and agency, Student Learning Conferences			
VISION and NELPS	SPECIFIC STRATEGIC ACTIONS	WHO	SPECIFIC TARGETS
Reach attendance targets - eliminate onsite truancy NELP 1, 2, 3	<ul style="list-style-type: none"> <li>- Engaging and monitoring every learner in the room</li> <li>- Snapshot in early March of attendance and achievement</li> <li>- Provide early intervention from March snapshot data. Referral to dean</li> <li>- Students to track their own attendance graphs on Edge</li> <li>- Attendance letters/emails for moderate attendance concerns 70-85%</li> <li>- To create fun activities and days to encourage school attendance</li> </ul>	All staff  All staff, Ptr, Rs, Deans Ptr, Deans  All students	<ul style="list-style-type: none"> <li>• To get within 5% of the attendance targets</li> <li>• All totals were equal to or improved greatly from 2023.</li> <li>• Regular attendance of 61% up 7% (target was 70%)</li> <li>• Moderately absent no change at 8% (target was 6%)</li> <li>• Chronically absent of 5% decreased to 4% (target 5%).</li> </ul>
Implement Level One NCEA NELP 1, 2, 3	<ul style="list-style-type: none"> <li>- All subjects to implement new Level One NCEA standards</li> <li>- Calendar of assessments developed to monitor student and staff 'pinch-points' and workload</li> <li>- Extra department meetings to work on Level One courses</li> <li>- Advice shared from teachers who took part in 2022 and 2023 pilots in PLD slots</li> <li>- Folio calendar dates and parallel exam dates reviewed</li> <li>- Frequent HOD meetings to monitor</li> <li>- Literacy and numeracy monitoring and pick-up</li> </ul>	HODs  Dk  Da, Dk  Dk  Da, Rs, Dk Da, Dk Rs, Ptr, Dk	<ul style="list-style-type: none"> <li>• New numeracy responsibility formalised for 2025</li> <li>• Chris Durrant is now receiving a management unit for this.</li> <li>• Level One results monitored and analysed. Aiming for over 85% pass rate for Level One NCEA</li> <li>• Pass rate for Level One NCEA is 80.0%. This was in the top 4 in Dunedin schools, top 6 in all of Otago and 35% higher than the national average so we were very happy with this result.</li> </ul>

## CHALLENGE

We are given opportunities to be challenged and are supported to respond

Doing hard things, Stretching learning, Meeting new people. Do the mahi - get the treats, Leadership Opportunities, Positivity, Open-mindedness, Perseverance and Resilience, Staying till the end of Year 13, Taking next steps in Te Reo, Knowing everyone in your year group, Managing self and life challenges, Positive exam mindsets.

VISION and NELPS	SPECIFIC STRATEGIC ACTIONS	WHO	SPECIFIC TARGETS
Retention of Year 13s NELP 1, 2	<ul style="list-style-type: none"><li>- Selling the 'Year 13 Experience'. Sharing by current Year 13s and marketing</li><li>- Providing Year 13 milestones - and showcasing eg, Sister programme, Peer Support, Gateway, OSTC, Graduation Ball, Celebration Medley, Prank</li><li>- Promoting 5 year experience with younger students from Year 8 onwards</li><li>- Year 13 leading 'fun' activities on courts and leading positive school spirit in the school, including in house activities</li><li>- Tracking of leavers and their destinations, including exit survey</li><li>- Introduce silver OGHS ring wearing</li></ul>	HD, Year 13  Hyc, Zol, Krc  Da  Rata, Laura, Leaders, Prefects Bzk, Hll  Hyc	<ul style="list-style-type: none"><li>● Retention of 140 Year 13s for 2025</li><li>● 'Storytelling' and promotional material around school and on social media, selling the experience of Year 13</li><li>● We redeveloped our website, created a new school video, promoted the roles of 'sisters' and peer support leaders and student leaders spoke to Year 12 about their Year 13 experience.</li><li>● The OGHS ring initiative was instigated.</li><li>● We have 140 Year 13 students and high retention in Year 13 for 2025.</li></ul>
Recruitment of Years 5-8 students to grow numbers for 2025 NELP	<ul style="list-style-type: none"><li>- Grow international enrolments and use Cheree Henderson, Rose Gilani &amp; Hannah Gilham to advise and inform marketing strategies</li><li>- Redesign and simplification of website</li><li>- Outreach to feeder schools, particularly Tahuna Intermediate, Fairfield and Abbotsford Schools</li><li>- Development of Sports and Arts 'Holiday Programme'</li><li>- Marketing of VPA, languages, climbing wall, technologies, and other points of difference</li><li>- Use video to promote the school in wider community</li><li>- Signwriting on new school vans</li></ul>	Da, Hd, Rsg, Hgi  Da, Hd HODs, Yg  Rn, Hk Dr, Dbk, Hd, Hll, Pc, Sh Hra Jce	<ul style="list-style-type: none"><li>● Redesign of website by end of May</li><li>● Increases in roll intake to 145 by start of 2025</li><li>● We completed the redesign of the School Website.</li><li>● We have a Year 9 roll of 139 students. The total cohort of Year 8 girls turned out to be only 400 so our share is excellent.</li><li>● We also attracted 58 new domestic and international students at other levels.</li><li>● The roll is the highest it has been since before the Covid pandemic</li></ul>

## DREAM

We dream of what could be

Opportunities to allow for dreaming, Career Education, Empowered to achieve our dreams, Self-improvement, Next steps, Setting high expectations for our future, Imagining the future, Exploration, Follow your heart, Make Plans and SMART goals, Pursue dreams.

VISION and NELPS	SPECIFIC STRATEGIC ACTIONS	WHO	SPECIFIC TARGETS
Investigate future timetable structures NELP 4	<ul style="list-style-type: none"><li>- Revise timetable policy and priorities in consultation with staff</li><li>- Consult with students, parents, HODs, staff, Board on timetable priorities</li><li>- From timetable 'select committee' to look at possible structures</li><li>- Trial or implement some aspects of this in 2025 if possible</li><li>- Communicate changes clearly to staff, students and community</li></ul>	Da, Rs  Da, Rs  Rs  Rs  Da, Rs	<ul style="list-style-type: none"><li>● Complete consultation of all groups by mid-June</li><li>● Have several possible 'models' available for discussion by September, including those adapted from other schools</li><li>● We consulted on timetable, unit allocation, Level One change and the general curriculum changes.</li><li>● We made an informed decision that the current timetable is very fit for purpose and our excellent academic performance, and inclusion on the Crimson List for Top 50 NZ schools for admission to the world's top universities confirms this.</li><li>● We have adapted iTime to be solely Year 10 Social Studies for 2025.</li></ul>
Strengthen future service and high performance pathways in the school NELP 4	<ul style="list-style-type: none"><li>- Strengthen Global Leadership programme and make universal across Year 9</li><li>- Develop and introduce a High Performance programme, starting with Year 9 scholarship winners in March</li><li>- Further develop scholarship programme, especially tracking commitment and follow-through</li><li>- Introduce and develop a 'Give Back' service programme, starting with Year 9 scholarship winners and SVA, Student Volunteer Army, programme in March</li><li>- Strengthen Duke of Edinburgh/Hilary programme to broaden and extend over Year 10 students</li></ul>	Da, Bth, Lara Alsharif Da, Rosie Falcous Da, Cts  Da, Sophie Orchiston	<ul style="list-style-type: none"><li>● 50 of each of Global Leadership programme and Duke of Edinburgh/Hilary awards achieved</li><li>● High performance and Give Back Service programmes finalised</li><li>● These goals have been extended into 2025 to give time for further development.</li><li>● Great broadening of the Global Leadership Programme</li><li>● Badges awarded.</li></ul>

# OTAGO GIRLS' HIGH SCHOOL STRATEGIC PLAN 2024-2026



SPECIFIC GOVERNANCE STRATEGIC ACTIONS			
VISION and NELPS	SPECIFIC STRATEGIC ACTIONS	WHO	SPECIFIC TARGETS
<b>INSPIRE</b> Property and Building projects	- Progress and aim to complete detailed design of various building projects	Stefan Box, Da, Krt, Shane de la Harpe, Oakley Grey Architects	<ul style="list-style-type: none"> <li>Detailed design and learning support modifications progressed</li> <li>Roofing projects completed and/or underway</li> </ul>
	- Prioritise learning support modifications	Stefan Box, Da, Krt, Trk Shane de la Harpe	<ul style="list-style-type: none"> <li>Capital Works have completed design and tender issue of all projects.</li> </ul>
	- Undergo re-roofing of the caretaker's house and Mary King roof re-tiling and repairs	Stefan Box, Da, Krt, Margaret Pollitt, Architects, Heritage NZ	<ul style="list-style-type: none"> <li>Work has been completed on the stage lift, re-roofing of caretakers house and adjustable Foods room bench.</li> </ul>
<b>EMPOWER</b> Health and Safety	- Update all Health and Safety policies and procedures	Da, Yg, Rs, Dix, Mv	<ul style="list-style-type: none"> <li>Health and Safety documentation, including induction - one pager for all visitors</li> </ul>
	- Normalise regular PLD in staff meetings and briefings	Da, Yg	<ul style="list-style-type: none"> <li>Clear job descriptions and responsibilities defined</li> </ul>
	- Implement the four Ds. Is it Different? Dangerous? Difficult? Dumb? If so, then consider what you will do to isolate, mitigate, eliminate risk	Yg, Dix	<ul style="list-style-type: none"> <li>Audit cycle introduced</li> </ul>
	- Engage in external PLD around Health and Safety	Rs, Yg, Da, Kyla Mullen	<ul style="list-style-type: none"> <li>Electronic Health and Safety sign-in and one-page visual aid in place.</li> </ul>
	- Introduce audit cycle. eg, EOTC, Emergency Procedures, Wellbeing, Contracting and Operational Procedures		<ul style="list-style-type: none"> <li>First cycle has been implemented including Fire Audit and Evacuation Chair training.</li> <li>We have moved to School Docs and are renewing all Health and Safety documentation. This is also proving useful for informing the audit process.</li> </ul>

<b>CHALLENGE</b> Finance	<ul style="list-style-type: none"> <li>- Continue to control and monitor staffing and expenditure</li> <li>- Draft and actual budgets to reflect diminished deficit not more than \$250,000</li> <li>- Continue to communicate financial monitoring to HODs, Staff, Support Staff</li> <li>- Aiming for 80% actual spend on budgets</li> </ul>	<p>Da, Krt, Shane de la Harpe</p> <p>Da, Krt, Shane de la Harpe</p> <p>Krt, Shane de la Harpe</p> <p>HODs and Budget TICs</p>	<ul style="list-style-type: none"> <li>● Increase school donations and other income streams <ul style="list-style-type: none"> <li>- Arts and Sports levy</li> <li>- Bookshop &amp; Canteen</li> </ul> </li> <li>● Work on increasing roll <ul style="list-style-type: none"> <li>- Increase internationals 28-32</li> <li>- Retention of Year 13 - 124</li> <li>- Increase Year 9 intake through outreach and marketing</li> </ul> </li> <li>● School donations increased to \$210 in 2024 and \$250 in 2025</li> <li>● Arts and Sports levies in place</li> <li>● Small adjustments to course contributions</li> <li>● International Students - 22</li> <li>● Year 9 intake increased by 13 students 2024-2025.</li> <li>● Retention of Year 13 to 140 from 124.</li> <li>● Surplus staffing reduced to close to zero for 2025.</li> <li>● Budget deficit landed at \$187,000 (budgeted deficit \$249,000).</li> </ul>
<b>DREAM</b> School Board	<ul style="list-style-type: none"> <li>- Board continues self-improvement</li> <li>- Implement revised Code of Conduct for Board</li> <li>- Complete NZSTA training in various areas</li> <li>- Revise structure of departmental reviews with extraordinary meetings in May and August</li> </ul>	<p>Da, Sharon Knowles</p> <p>School Board Members</p> <p>HODs, CI, SLT, Mike Fowler</p>	<ul style="list-style-type: none"> <li>● All Board members complete at least one training module</li> <li>● Revised curriculum presentation structure evaluated with 2021 - 2024 ERO cycle completed and published.</li> <li>● Most Board Members did this.</li> <li>● 3 Board members and an SLT member attended Health and Safety extended workshop facilitated by Institute of Directors.</li> <li>● ERO cycle completed and published.</li> <li>● Two extraordinary board meetings to focus on curriculum reviews - very successful.</li> </ul>

## Lifting aspiration and raising **educational achievement** for every New Zealander. **Achievement and progress of students at Otago Girls' High School in 2024.**

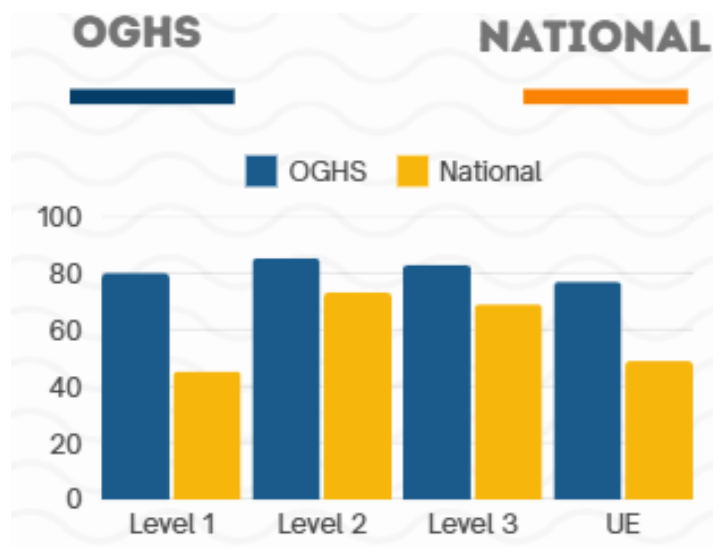
2024 was a very successful year for the achievement of students at OGHS. Of particular note was achievement of an 80% pass rate in the new Level 1 NCEA – compared with 45.3% nationally! University Entrance was also notable with Otago Girls' High School making the Top 4 UE results across 27 schools in Otago. Alongside this, we were awarded the highest number of University of Otago Scholarships in New Zealand and made the Crimson List for Top 50 Schools for gaining entrance to the World's Top Universities. The New Zealand Herald profiled our success in NCEA, particularly noting our success in relation to our equity band which equated to the highest in the country.

These are outstanding results which put us in the highest three schools over all 27 schools in Otago. In addition, our 9 Scholarships and 2 Outstanding Scholarships put us in the top two schools for girls' Scholarship results in Otago. To achieve results like these in the highest three qualifications offered at school makes us competitive not only nationally but globally.

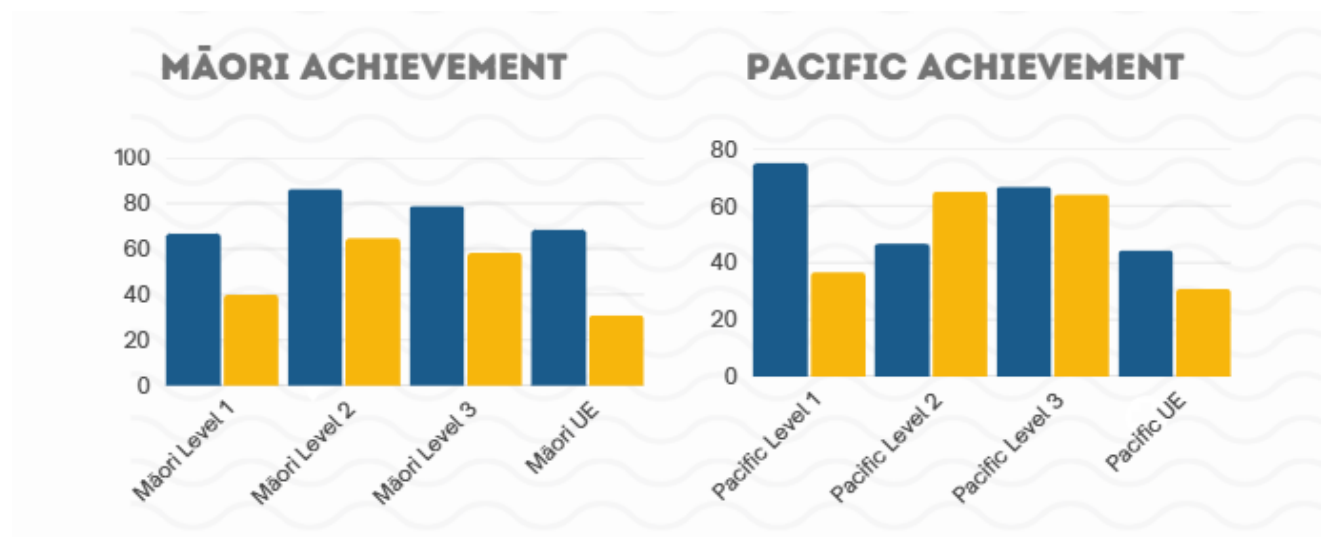
Overall NCEA results are as follows:

	OGHS	National	Difference
Level 1 NCEA	80.0%	45.3%	+34.7%
Level 2 NCEA	85.3%	73.0%	+12.3%
Level 3 NCEA	83.3%	68.7%	+14.6%
UE	77.2%	49.0%	+28.2%





Māori and Pacific student achievement in NCEA Levels 1,2,3 and University Entrance is well above the national average in most areas.



	All Overall	National Overall	OGHS Māori	National Māori	OGHS Pacific	National Pacific
Level 1	80.0	45.3	66.7	39.9	75.0	36.7
Level 2	85.3	73.0	86.4	64.7	46.7	65.1
Level 3	83.3	68.7	78.9	58.3	66.7	64.0
UE	77.2	49.0	68.4	30.9	44.4	30.8

Course endorsement was pleasing with 66% of students getting a Merit or Excellence endorsement at Level 1, 59% of students getting a Merit or Excellence endorsement at Level 2 and 51% of students getting a Merit or Excellence endorsement at Level 3. These were all an increase from the previous year.

NCEA	OGHS No endorsement	National	OGHS Merit endorsement	National	OGHS Excellence endorsement	National
Level 1	34.2%	60.3%	43.6%	28.6%	22.2%	11.1%
Level 2	40.6%	60.0%	34.4%	24.9%	25.0%	15.2%
Level 3	49.5%	59.9%	35.8%	25.9%	14.7%	14.2%

**Level 1 Literacy 95.9%**

**UE Literacy 89.5%**

**Level 1 Numeracy 85.7%**

**UE Numeracy 99.1%**

### Junior Achievement

Junior students are achieving well with approximately 80% of students performing At or Above the standard curriculum level in all curriculum areas.

### Numeracy Rates at Year 9

<b>Course analysis</b>	
Number of students 'Towards' the standard (Towards)	7%
Number of students achieving 'At' the standard (Achieved)	23%
Number of students achieving 'Above' the standard (Merit + Excellence)	70%

<b>Yr 9 Māori - Numeracy</b>	
Number of students 'Towards' the standard (Towards)	12%
Number of students achieving 'At' the standard (Achieved)	31%
Number of students achieving 'Above' the standard (Merit + Excellence)	58%

<b>Yr 9 Pacific - Numeracy</b>	
Number of students 'Towards' the standard (Towards)	14%
Number of students achieving 'At' the standard (Achieved)	32%
Number of students achieving 'Above' the standard (Merit + Excellence)	54%

### **Numeracy Rates at Year 10**

<b>Course analysis</b>	
Number of students 'Towards' the standard (Towards)	14%
Number of students achieving 'At' the standard (Achieved)	31%
Number of students achieving 'Above' the standard (Merit + Excellence)	55%

<b>Yr 10 Māori - Numeracy</b>	
Number of students 'Towards' the standard (Towards)	27%
Number of students achieving 'At' the standard (Achieved)	37%
Number of students achieving 'Above' the standard (Merit + Excellence)	36%

<b>Yr 10 Pacific - Numeracy</b>	
Number of students 'Towards' the standard (Towards)	14%
Number of students achieving 'At' the standard (Achieved)	50%
Number of students achieving 'Above' the standard (Merit + Excellence)	36%

## Literacy Rates at Year 9

<b>Course analysis</b>	
Number of students 'Towards' the standard (Towards)	4%
Number of students achieving 'At' the standard (Achieved + Merit)	72%
Number of students achieving 'Above' the standard (Excellence)	24%

<b>Yr 9 Māori – Literacy</b>	
Number of students 'Towards' the standard (Towards)	0%
Number of students achieving 'At' the standard (Achieved + Merit)	75%
Number of students achieving 'Above' the standard (Excellence)	25%

<b>Yr 9 Pacific - Literacy</b>	
Number of students 'Towards' the standard (Towards)	12%
Number of students achieving 'At' the standard (Achieved + Merit)	88%
Number of students achieving 'Above' the standard (Excellence)	0%

## Literacy Rates at Year 10

<b>Course analysis</b>	
Number of students 'Towards' the standard (Towards)	4%
Number of students achieving 'At' the standard (Achieved + Merit)	67%
Number of students achieving 'Above' the standard (Excellence)	29%

<b>Yr 10 Māori – Literacy</b>	
Number of students 'Towards' the standard (Towards)	7%
Number of students achieving 'At' the standard (Achieved + Merit)	60%
Number of students achieving 'Above' the standard (Excellence)	33%

<b>Yr 10 Pacific - Literacy</b>	
Number of students 'Towards' the standard (Towards)	0%
Number of students achieving 'At' the standard (Achieved)	70%
Number of students achieving 'Above' the standard (Merit + Excellence)	30%

In conjunction with ERO we have undergone a review of our departmental curriculum area analysis and review. This has been a three year review cycle looking at how we report achievement and progress across year levels and subjects. Our focus has been better reporting of achievement to the School Board and focus on progress against our strategic goals. This has been very successful with two extraordinary Board meetings looking solely at curriculum and learning in our school.

Lifting aspiration and raising educational achievement for every New Zealander - Giving effect to Te Tiriti o Waitangi

## OGHS Rautaki Mātauraka Māori / Māori Strategic Plan 2022-2024



- we show manaakitanga and invite whānau and community to be welcome and to share in our school and the students' journey through school

- we make connections with people and celebrate our inter-connectedness and diversity

- we consult regularly with whānau and rūnaka/iwi/mana whenua on matters of importance

- we encourage tuakana-teina relationships and seek opportunities to enrich these relationships

- we give mana to Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand and school strategic planning incorporates specific goals for taura Māori

- we commit to working to ensure plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori

- Teacher commitment to Te Tiriti o Waitangi is emphasised within the Code of Professional Responsibility and Standards for the Teaching Profession (Education Council, 2017). Teachers explicitly demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi

- we work to achieve equitable outcomes for Māori students

- we put learners at the centre and provide mana-enhancing classroom and learning environments where students feel they belong and that they are valued and supported by high aspirations

- we endeavour to make learning relevant and contextual, explaining the 'why' of the learning we are doing

- we pursue fair, equitable, respectful and culturally appropriate opportunity and access to services and use Universal Design for Learning and flexible approaches to achieve this goal

- we enhance the mana of every person by acknowledging their identity, whakapapa, knowledge, language, culture and place

- we promote that a child educated to be strong in their own identity stands confident in the world

- we provide maximum opportunity for students to study Te Reo Māori, Te Ao Haka and Mātauranga Māori contexts

- kaiako take action as co-learners with ākonga, ensuring that te reo Māori is increasingly part of each day

- we know about the local area, the environment, the local marae, hapū, iwi and community

- we foster Māori leadership opportunities, acknowledging the vast potential of all Māori learners

- we recognise the concept of Mana Motuhake and consult with Kahui Kōrero - the Māori Student Council, whānau and rūnaka/iwi/mana whenua on important matters

- we foster Māori representation on the School Board, the OGHS Student Council and Prefect Team, as well as other groups and organisations both in and out of school

- we provide leadership training for both staff and taura Māori around Māori leadership and careers

## STRATEGIES

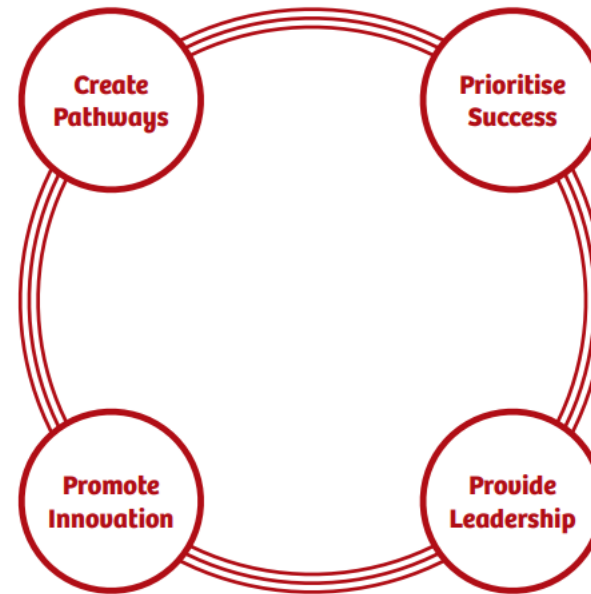
*Ngāi Tahu has four key strategies it will employ to achieve this vision:*

**Create Pathways:** Ngāi Tahu will increase the options in education for Ngāi Tahu learners and their whānau.

**Prioritise Success:** Ngāi Tahu will redefine success through whānau aspirations for education, and supports all Ngāi Tahu learners to achieve best outcomes.

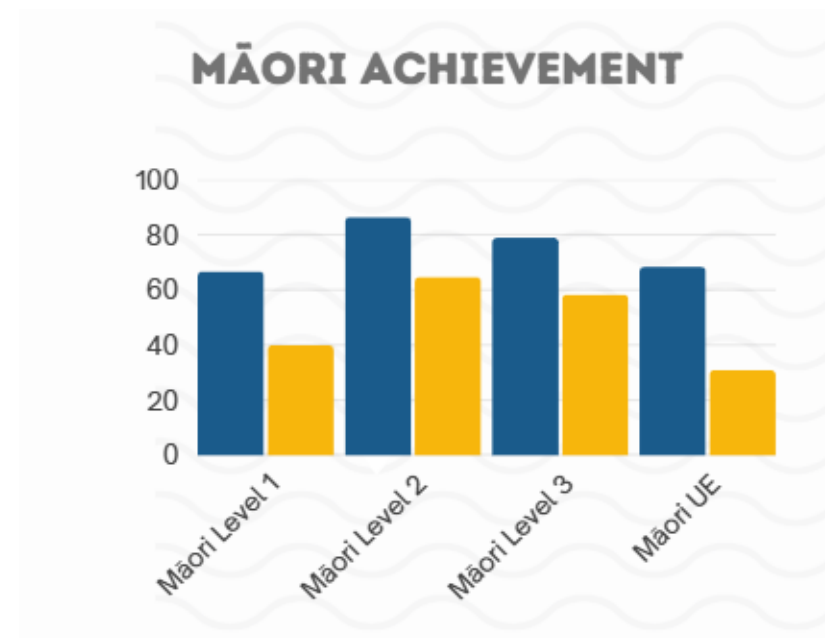
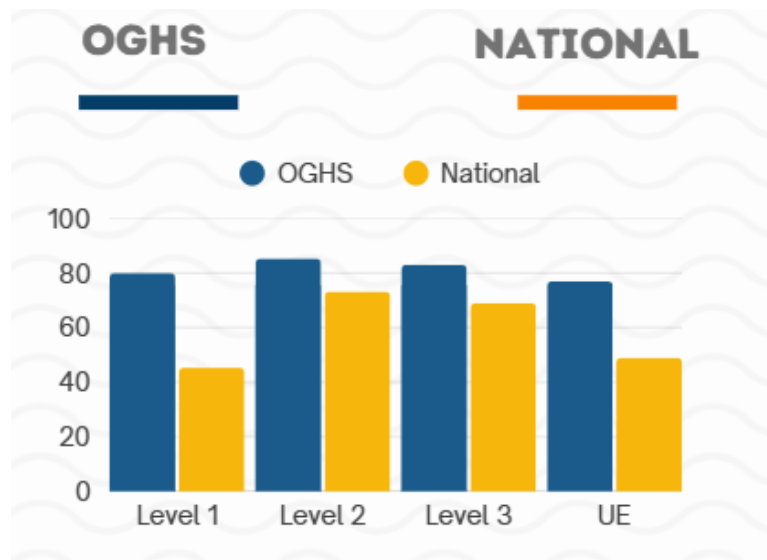
**Provide Leadership:** Ngāi Tahu will be leaders of change for Ngāi Tahu learners and their whānau by influencing policies, programmes and people.

**Promote Innovation:** Ngāi Tahu will promote innovative learning opportunities and environments for Ngāi Tahu learners and their whānau.

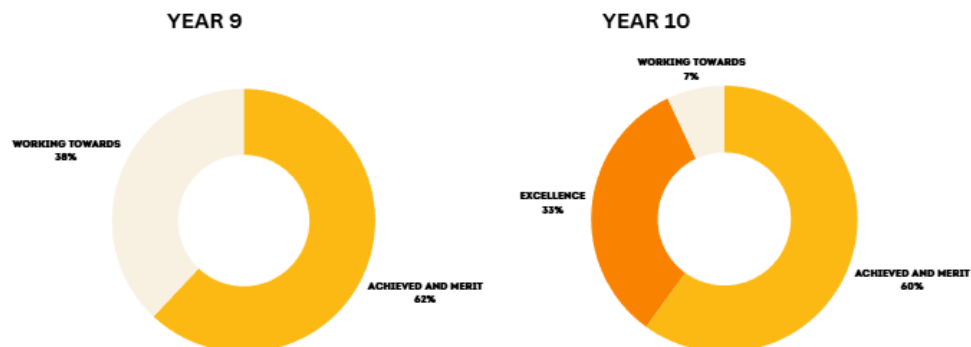


In 2022 -2024 the following actions are taking place:

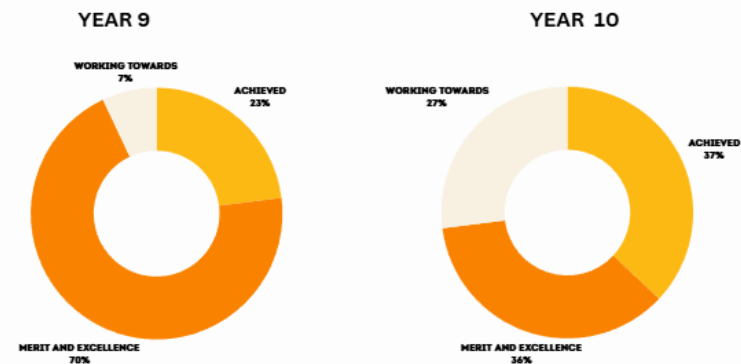
Achievement of tauira Māori well above national average and similar to whole cohort data. Close correlation at all levels between attendance and achievement.



### Literacy - Māori



### Numeracy - Māori





- Provision of courses in Te Reo Māori (two teachers) at all levels. Provision of Te Ao Haka at all five levels from 2025. Te Ao Haka aligned to provision of courses at Otago Boys' High School. Year 10 Te Ao Haka introduced 2025.
- Six teachers who are Māori (12% of teaching staff)
- Teachers - Ongoing PLD, whole staff full day visit to Otakou Marae November 2022, Teach the Teachers Te Reo lessons during lunchtimes, TupuOra regionally allocated PLD 2021-2023, new karakia and waiata 2025
- Focus on Te Mataiaho and Matauranga Māori in PLD
- Implementation of ANZHC in Social Sciences and one teacher on NZHTA and leading this work
- Formation of OGHS Māori Parent Komiti 2024-2025
- Election of Ricky Hohaia-Fife to School Board as Mana Whenua representative 2022-2025
- Formation and tracking of Maōri Strategic Plan 2022-2024
- Embedding of tikanga Māori: karakia at staff meetings, assemblies and classes; Hui Whānau, Matariki celebrations, teaching of pepeha and waiata
- Powhiri for Year 9 incoming students and mihi whakatau for visiting international schools
- Yr 10 Marae visit for all Year 10 students in Social Studies
- School Haka and House Haka competition
- Bi-lingual signage and visibility – pare, lighted pou, mauri stone and poupou in foyer, tukutuku panels for hall, koru on sick bay, work in progress with Aukaha on cultural narrative, tukutuku panels for hall completed
- Bi-annual Mana Wahine event for all OGHS Māori students at Te Tumu School of Māori, Pacific and Indigenous Studies at the University of Otago – to take place Week 11 Term One 2025
- Māori Prefect who leads whole school opening and closing karakia at assembly
- TEFA resourcing for kapa haka tutors and other initiatives
- Resourcing of two Deans – Dean Māori and Poutama Dean – 6 hours deaning and two management units
- Mahana and Outdoor Education programmes specifically targeting at-risk Māori students, including STAR Māori Tourism course at Karitane
- Support for two tiers of kapa haka – development and Te Wairua Pūhou – presence at community events. Greatly increased numbers in 2025
- Active participation in Manu Korero speaking competition and Mana Pounamu Young Māori Achiever Awards

- Highest success in New Zealand for schools applying for tertiary entrance Scholarships at the University of Otago
- Kahui Korero – Māori Student Council – meets weekly
- Kickstart, Wananga and other tertiary opportunities
- Māori Business initiatives and mentorship
- Prestigious specifically Māori prizes at Prizegiving
- Reintroduction of planning for hikoi following Covid
- Participation in Polyfest every year
- Tuakana-teina Yr 13 and Yr 9 'Sisters' programme introduced 2023
- Strong Māori representation in leadership:

In 2024 approximately 14% of all students were recorded at Māori. Leadership roles across five key areas of the school are listed below, including the percentage of leaders in each group that were Māori.

- Prefects (Year 13 only, included 11% Māori): 12%
- Peer Support Leaders (Year 13 only, included 11% Māori): 7%
- House Leaders (all year levels): 18%
- Wellbeing Team (all year levels): 13%
- Whānau Class Leaders (all year levels): 21%

Tuakana – Teina 'Sisters' programme introduced in January-February 2024 was hugely successful with an emphasis on benefits to Year 13 students as well as Year 9.

All leadership groups had a percentage of Māori students that was approximately at or above the proportion of Māori students overall. There is particularly strong Māori leadership representation in whānau class leaders and house leaders.

- Attendance targets met. 2023 – Māori ākonga attendance 83.52%. Met 80%+ target. Still work to do. 87.51% for whole school.
- Staff Professional Growth Cycle includes specific reference to te reo me ngā tikanga Māori as specified by the Teaching Council of Aotearoa New Zealand.



# Otago Girls' High School

*41 Tennyson Street, Dunedin 9016, New Zealand*

## **OTAGO GIRLS' HIGH SCHOOL Compliance with the Good Employer Policy Year Ending 31 December 2024**

The Board of Trustees:

1. Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students;
2. Has reviewed its compliance with these policies and can report that it meets all the requirements identified and is in accordance with best practice;
3. Is a good employer and complies with all conditions included within employee contracts;
4. Ensures all employees are treated fairly without bias or discrimination;
5. Meets all EEO requirements.



# Otago Girls' High School

*41 Tennyson Street, Dunedin 9016, New Zealand*

## **OTAGO GIRLS' HIGH SCHOOL KIWISPORT FUNDING 2024**

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2024, Otago Girls' High School received Kiwisport funding of \$18,412.38 (excluding GST) which was spent on wages for a Sports Co-Ordinator assisting in encouraging student participation in sport.