

SOUTHLAND GIRLS' HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	405
Principal:	Yvonne Browning
School Address:	328 Tweed Street, Invercargill 9812
School Postal Address:	328 Tweed Street, Invercargill 9812
School Phone:	03 211 6030
School Email:	excellence@southlandgirls.school.nz
Accountant/Service Provider:	Karen Botting (In-House)

Members of the Board :

Name	Position	How Position Gained	Term Expired/Expires
Aaron McKenzie	Presiding Member, Parent Representative	Elected September 2022	August 2025
Kelly Tagg	Deputy Presiding Member, Parent Representative	Elected September 2022	August 2025
Yvonne Browning	Principal	Appointed March 2003	
Liz Henry	Parent Representative	Elected September 2022	August 2025
Michelle Mitchell	Parent Representative	Elected September 2022	August 2025
Tarl Barnes	Parent Representative	Co-opted July 2023	June 2025
Nigel Finnerty	Parent Representative	Casual Vacancy replacement August 2023	August 2025
Marama Davis	Staff Representative	Elected February 2023	August 2025
Lucy Sparrow	Student Representative	Elected September 2023	September 2024
Tyla Robinson	Student Representative	Elected September 2024	September 2025

SOUTHLAND GIRLS' HIGH SCHOOL

Annual Financial Statements - For the year ending 31 December 2024

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Southland Girls' High School

Statement of Responsibility

For the year ending 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.

Aaron McKenzie
Full Name of Presiding Member


Signature of Presiding Member

3/6/2025
Date

Yvonne Brown
Full Name of Principal


Signature of Principal

3/6/25
Date

Southland Girls' High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government grants	2	11,367,915	10,950,514	11,027,408
Locally Raised Funds	3	1,760,370	1,002,506	1,180,708
Interest		107,148	66,000	68,692
Hostel	4	1,055,922	1,027,719	946,238
Gain on Disposal of Property, Plant and Equipment		11,675	-	-
Total Revenue		14,303,030	13,046,739	13,223,046
Expenses				
Locally Raised Funds	3	1,191,520	658,628	805,717
Hostel	4	1,148,090	1,019,601	941,261
Learning resources	5	8,882,263	8,758,787	8,662,611
Administration	6	772,385	729,696	752,131
Interest		10,103	13,043	11,947
Property	7	2,030,205	1,769,056	2,021,758
Loss on Disposal of Property, Plant and Equipment		30,094	-	9,936
Total Expense		14,064,660	12,948,811	13,205,361
Net Surplus for the year	11	238,370	97,928	17,685
Other Comprehensive Revenue and Expenses				
Total Comprehensive Revenue and Expense for the Year		238,370	97,928	17,685

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

Southland Girls' High School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January	1,859,767	1,859,767	1,887,550
Total comprehensive revenue and expense for the year	238,370	97,928	(17,178)
Contribution - Furniture and Equipment Grant	79,177	187,080	(10,605)
Equity at 31 December	2,177,314	2,144,775	1,859,767
Accumulated comprehensive revenue and expense	2,184,485	2,179,638	1,894,630
Reserves - Dorothy Grantham Camp Fund & Maori Initiative Fund			
Opening balance	(34,863)	(34,863)	-
Surplus for the year	27,692	-	(34,863)
Closing balance	(7,171)	(34,863)	(34,863)
Equity at 31 December 2024	2,177,314	2,144,775	1,859,767

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.

Southland Girls' High School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Current Assets				
Cash and cash equivalents	8	424,909	1,026,475	1,122,339
Accounts receivable	9	756,403	1,116,224	694,883
GST Receivable		20,872	-	-
Prepayments		99,839	83,355	83,652
Inventories	10	79,856	56,516	69,384
Investments	11	1,280,735	1,027,976	810,757
Funds Receivable for Capital Works Projects	19	20,452	-	50,409
		<u>2,683,066</u>	<u>3,310,546</u>	<u>2,831,424</u>
Current Liabilities				
Accounts payable	13	1,033,922	1,063,345	1,057,479
GST Payable		-	13,042	13,045
Revenue Received in Advance	14	489,060	978,188	601,171
Provision for cyclical maintenance	15	14,837	75,218	45,342
Borrowings	16	79,349	36,306	69,532
Finance Lease liability	17	39,659	42,035	42,035
Funds held in Trust	18	330,200	392,082	400,255
Funds held for Capital Works Projects	19	60,642	158,909	209,318
Funds held on behalf of Refugee Cluster	20	3,100	3,100	3,100
		<u>2,050,770</u>	<u>2,762,225</u>	<u>2,441,277</u>
Working Capital Surplus		632,296	548,321	390,147
Non-current Assets				
Investments	11	1,731	3,067	3,067
Property, plant and equipment	12	1,854,073	1,865,699	1,738,880
		<u>1,855,804</u>	<u>1,868,766</u>	<u>1,741,947</u>
Non-current Liabilities				
Provision for cyclical maintenance	15	182,202	234,544	248,303
Borrowings	16	64,737	-	-
Finance Lease liability	17	63,848	24,024	24,024
Funds held in Trust	18	-	13,744	-
		<u>310,787</u>	<u>272,312</u>	<u>272,327</u>
Net Assets		<u>2,177,314</u>	<u>2,144,775</u>	<u>1,859,767</u>
Equity		<u>2,177,314</u>	<u>2,144,775</u>	<u>1,859,767</u>

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

Southland Girls' High School

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		3,127,664	2,989,201	2,855,347
Locally Raised Funds		1,299,766	249,404	1,026,375
Hostel		1,066,456	1,399,655	974,626
International Students		317,104	338,329	384,706
Goods and Services Tax (net)		(33,917)	-	56,321
Payments to Employees		(2,535,214)	(2,415,738)	(2,268,443)
Payments to Suppliers		(3,149,841)	(2,200,856)	(2,289,560)
Interest Paid		(10,103)	(13,043)	(11,947)
Interest Received		101,823	67,524	36,260
Net cash from / (to) the Operating Activities		183,739	414,477	763,685
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		11,675	-	-
Purchase of Property Plant & Equipment		(351,039)	(383,134)	(356,829)
Purchase of Investments		(468,642)	(217,219)	(328,865)
Net cash from / (to) the Investing Activities		(808,006)	(600,353)	(685,694)
Cash flows from Financing Activities				
Furniture and Equipment Grant		79,177	187,080	(10,605)
Finance Lease Payments		-	-	(15,509)
Repayment of Loans		-	(88,895)	(85,544)
Funds Administered on Behalf of Other Parties		(152,340)	(8,173)	242,116
Net cash from Financing Activities		(73,163)	90,012	130,458
Net increase/(decrease) in cash and cash equivalents		(697,430)	(95,864)	208,449
Cash and cash equivalents at the beginning of the year	8	1,122,339	1,122,339	913,890
Cash and cash equivalents at the end of the year	8	424,909	1,026,474	1,122,339

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

Southland Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$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

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 23(b).

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Thus the fair value of the inventory is determined based on the cost at time of purchase. The 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 not material.

j) 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	10–50 years
Furniture & Equipment	3–20 years
Information and Communication Technology	3–10 years
Motor Vehicles	10 years
Library Resources	8 years
Leased Assets	3–4 years
Hostel	3–50 years

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 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.

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.

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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 to 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. The school has paid retirement leave after balance date. There may be other staff in a similar situation.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international and hostel 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 earned.

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time

p) Funds held for Capital works

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

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

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

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

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

w) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	3,009,505	2,800,566	2,650,835
Teachers' salaries grant	6,779,034	6,922,072	6,922,072
Use of land and buildings grant	1,430,344	1,059,876	1,300,209
Other Government Grants	149,032	168,000	154,292
	<u>11,367,915</u>	<u>10,950,514</u>	<u>11,027,408</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	46,804	55,260	46,548
Fees for Extra Curricular Activities	1,014,246	299,890	580,570
Fundraising and Community Grants	40,263	16,000	-
Trading	286,565	316,000	299,760
Other revenue	4,805	6,850	4,700
International Student Fees	367,687	308,506	249,130
	<u>1,760,370</u>	<u>1,002,506</u>	<u>1,180,708</u>
Expenses			
Extra Curricular Activities Costs	598,965	95,280	261,330
Fundraising and Community Grant Costs	3,483	-	-
Trading	284,725	311,850	295,969
International Student - Employee Benefit - Salaries	150,699	125,000	77,855
International Student - Other Expenses	153,648	126,498	170,563
	<u>1,191,520</u>	<u>658,628</u>	<u>805,717</u>
Surplus for the year Locally Raised Funds	<u>568,850</u>	<u>343,878</u>	<u>374,991</u>

International students

During the year the School hosted 20.77 full year equivalent international students (2024:15.14 full year equivalent) and 34 short stay students.

During the year the Principal & Director of International Students travelled to Hong Kong, China and Thailand at a cost of \$50,729 for the purpose of recruiting new students for the school. The travel was funded from international student fees revenue and International Student Department cash reserves.

4. Hostel Revenue and Expenses

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Hostel Fees	1,014,520	1,004,979	880,316
Other Revenue	41,402	22,740	65,922
	<u>1,055,922</u>	<u>1,027,719</u>	<u>946,238</u>
Expenses			
Employee Benefit - Salaries	568,772	552,258	542,399
Depreciation	57,061	56,000	52,537
Other Hostel Expenses	522,257	411,343	346,325
	<u>1,148,090</u>	<u>1,019,601</u>	<u>941,261</u>
Surplus/(deficit) for the year Hostel	<u>(92,168)</u>	<u>8,118</u>	<u>4,977</u>

5. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	543,908	393,273	411,063
Information and communication technology	73,820	65,000	64,539
Employee Benefits - Salaries	7,978,911	8,028,972	7,925,459
Staff development	72,067	65,000	57,202
Depreciation	208,182	200,314	198,753
Other Learning Resources	5,375	6,228	5,595
	<u>8,882,263</u>	<u>8,758,787</u>	<u>8,662,611</u>

6. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit fees	30,472	11,422	11,239
Board Fees and Expenses	3,522	13,150	12,271
Other Administration Expenses	187,873	186,200	180,807
Employee benefits - salaries	528,490	497,000	530,153
Insurance	22,028	21,924	17,661
	<u>772,385</u>	<u>729,696</u>	<u>752,131</u>

7. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and contract services	182,730	184,000	169,847
Cyclical maintenance	(37,821)	85,545	85,545
Heat, light and water	182,887	188,500	219,383
Rates	5,791	5,600	5,401
Repairs and maintenance	82,325	66,175	68,594
Use of land and buildings	1,430,344	1,059,876	1,300,209
Employee benefits - salaries	109,913	112,000	104,935
Other Property Expenses	74,036	67,360	67,844
	<u>2,030,205</u>	<u>1,769,056</u>	<u>2,021,758</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.

8. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on hand	842	-	888
Bank Accounts	398,998	1,026,475	904,232
Short-term Bank Deposits	25,069	-	217,219
Cash and cash equivalents for Statement of Cash Flows	<u>424,909</u>	<u>1,026,475</u>	<u>1,122,339</u>

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

Of the \$424,909 Cash and Cash Equivalents, \$60,642 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 include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$424,909 Cash and Cash Equivalents and \$1,280,735 Short Term Bank Deposit (note 11), \$794,225 of Revenue Received in Advance is held by the School, as disclosed in note 14.

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

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	76,919	552,017	132,163
Receivables from the Ministry of Education	27,880	-	20,635
Interest Receivable	9,476	2,627	4,151
Teacher Salaries Grant Receivable	642,128	561,581	537,934
	<u>756,403</u>	<u>1,116,224</u>	<u>694,883</u>
Receivables from Exchange Transactions	86,395	554,644	136,314
Receivables from Non-Exchange Transactions	642,128	561,581	537,934
	<u>728,523</u>	<u>1,116,224</u>	<u>674,248</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	74,818	52,773	65,795
Canteen	2,177	1,836	1,682
Hostel Kitchen	2,861	1,907	1,907
	<u>79,856</u>	<u>56,516</u>	<u>69,384</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank deposits	1,280,735	1,027,976	810,757
Non-current Asset			
Shares-Foodstuffs	1,731	3,067	3,067
Total Investments	<u>1,282,466</u>	<u>1,031,043</u>	<u>813,824</u>

12. Property, Plant and Equipment

2024	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	386,837	92,639	-	-	25,045	454,430
Furniture & Equipment	371,001	55,076	(3,194)	-	70,807	352,076
Information and Communication Technology	143,321	44,538	(3,025)	-	48,753	136,080
Motor Vehicles	44,375	79,774	(11,675)	-	7,231	105,243
Library Resources	65,433	9,795	(12,200)	-	7,879	55,149
Leased Assets	62,088	86,400	-	-	48,467	100,021
Hostel	665,825	42,310	-	-	57,062	651,073
Balance at 31 December 2024	1,738,880	410,531	(30,094)	-	265,244	1,854,073

The net carrying value of Information and Communication Technology held under finance leases is \$100,021 (2023:\$62,088).

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	812,503	(358,072)	454,430	739,094	(352,258)	386,837
Furniture & Equipment	1,353,113	(1,001,041)	352,072	1,378,598	(1,007,601)	370,997
Information and Communication Technology	567,390	(431,310)	136,080	532,693	(389,372)	143,321
Motor Vehicles	136,743	(31,501)	105,242	76,695	(32,320)	44,375
Library Resources	239,684	(184,532)	55,152	282,570	(217,134)	65,436
Leased Assets	188,123	(88,101)	100,021	154,739	(92,651)	62,088
Hostel	1,827,577	(1,176,503)	651,073	1,797,106	(1,131,281)	665,825
Balance at 31 December	5,125,132	(3,271,060)	1,854,073	4,961,496	(3,222,618)	1,738,880

13. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	119,998	316,688	341,041
Accruals	91,962	50,359	21,207
Employee Entitlements - Salaries	797,489	696,298	678,601
Employee Entitlements - Leave Accrual	24,473	-	16,630
	1,033,922	1,063,345	1,057,479
Payables for Exchange Transactions	1,006,702	1,040,345	1,029,924
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	27,220	23,000	27,555
Payables for Non-exchange Transactions - Other			
	1,033,922	1,063,345	1,057,479

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
International Student Fees in Advance	215,600	296,006	266,183
Hostel Fees in Advance	30,272	391,674	19,738
Other revenue in Advance	243,188	290,508	315,250
	<u>489,060</u>	<u>978,188</u>	<u>601,171</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the start of the year	293,645	293,645	241,326
Increase to the provision during the year	78,145	24,765	85,545
Use of the provision during the Year	(133,102)	(24,765)	(33,226)
Other Adjustment	(41,649)		
Provision at the end of the year	<u>197,039</u>	<u>293,645</u>	<u>293,645</u>
Cyclical Maintenance - Current	14,837	75,218	45,342
Cyclical Maintenance - Non Current	182,202	234,544	248,303
	<u>197,039</u>	<u>309,762</u>	<u>293,645</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

16. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due within one year	79,349	36,306	69,532
Painting Contract due after one year	64,737	-	-
	<u>144,086</u>	<u>36,306</u>	<u>69,532</u>

In 2021 the Board signed an agreement with Programmed Maintenance Services (N.Z.) Ltd (the contractor) for an agreed programme of work covering a five year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

In 2024, the Board signed an agreement with Programmed Maintenance Services (N.Z.) Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an exterior repaint of the Board owed buildings in 2024, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date, which is nil as at 31 December 2024. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	31,135	34,503	34,503
Later than One Year and no Later than Five Years	56,726	21,281	21,281
Future Finance Charges	15,646	10,275	10,275
	<u>103,507</u>	<u>66,059</u>	<u>66,059</u>
Represented by			
Finance lease liability - Current	39,659	42,035	42,035
Finance lease liability - Non current	63,848	24,024	24,024
	<u>103,507</u>	<u>66,059</u>	<u>66,059</u>

18. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	330,200	392,082	400,255
Funds Held in Trust on Behalf of Third Parties - Non-current	-	13,744	-
	<u>330,200</u>	<u>405,826</u>	<u>400,255</u>

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

19. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block M Music Suite Development - #225074	(49,162)	52,367	3,205	-	-
Block J Computer Suite Remodel - #231961	121,879	22,969	144,848	-	-
Translucent, Metal & Membrane Roof Replacements - #231958	18,524	-	72,976	34,000	(20,452)
Block B Science Lab Modernisation - #231962	68,915	-	8,273	-	60,642
Sundry - Stairs, Watermain & Heating - #231959	(1,247)	19,912	18,665	-	-
Totals	<u>158,909</u>	<u>95,248</u>	<u>247,967</u>	<u>34,000</u>	<u>40,190</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	60,642
Funds Receivable from the Ministry of Education	(20,452)

The Board provided \$34,000 of funding (30%) contribution to complete the gymnasium roof included in the Translucent, Metal & Membrane Roof Replacements Project. The \$34,000 was treated as an investment and is included within the School's Property, Plant & Equipment in note 12.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block M Music Suite Development - #225074	70,174	74,000	193,336	-	(49,162)
Block J Computer Suite Remodel - #231961	(13,344)	204,800	69,577	-	121,879
Translucent, Metal & Membrane Roof Replacements - #231958	-	271,350	252,826	-	18,524
Block B Science Lab Modernisation - #231962	-	69,965	1,050	-	68,915
Sundry - Stairs, Watermain & Heating - #231959	-	-	1,247	-	(1,247)
Totals	56,830	620,115	518,036	0	158,909

Represented by:

Funds Held on Behalf of the Ministry of Education	209,318
Funds Receivable from the Ministry of Education	(50,409)

20. Funds Held on Behalf of Refugee Cluster

Southland Girls' High School is the lead school funded by the Ministry to provides services to its cluster of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	3,100	-	3,100
Funds Held at Year End	3,100	-	3,100

21. 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.

22. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principal, Assistant Principals and Enwood Hostel Boarding Director.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,220	2,285
<i>Leadership Team</i>		
Remuneration	706,815	698,280
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	710,035	700,565

There are eight members of the Board excluding the Principal. The Board had held seven full meetings of the Board in the year. The Board also has an Enwood Hostel sub-committee (four members) that meets regularly. 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 is in the following bands:

	2024 Actual \$000	2023 Actual \$000
Salaries and other short term employee benefits:		
Salary and other payments	210 - 220	200 - 210
Benefits and other emoluments	0-6	0-6
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
140 - 150	1	1
130 - 140	2	2
120 - 130	1	1
110 - 120	18	19
100 - 110	17	15
	39	38

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

23. Contingencies

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

Holidays Act Compliance – Schools payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

24. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$702,750 (2023:\$205,578) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Translucent, Metal & Membrane Roof Replacements	11,380
Block B Science Lab Modernisation	691,371
Total	702,751

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

(b) Operating Commitments

As at 31 December 2024 the Board has entered into no contracts (2023:nil).

25. Financial Instruments

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

Cash and receivables

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	424,909	1,026,475	1,122,339
Receivables	756,403	1,116,224	694,883
Investments - Term Deposits	1,280,735	1,027,976	810,757
Total Cash and Receivables	2,462,047	3,170,675	2,627,979

Financial liabilities measured at amortised cost

Payables	1,006,702	1,040,345	1,029,924
Finance Leases	103,507	66,059	66,059
Borrowings - Painting Contract	144,086	36,306	69,532
Total Financial Liabilities Measured at Amortised Cost	1,254,295	1,142,710	1,165,515

26. Events After Balance Date

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

27. 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 SOUTHLAND GIRLS' HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Southland Girls' High School (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 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 3 June 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 obtained at the date of our report is the Members of the Board, Statement of Responsibility, Statement of Variance, Statement of compliance with employment policy, and Kiwisport statement, 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.



Aaron Higham
BDO Invercargill
On behalf of the Auditor-General
Invercargill, New Zealand

SOUTHLAND GIRLS HIGH SCHOOL



Annual Report

IMPLEMENTATION PLAN 2024 – 2025 Year 7/8

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	10/12/2024 20/03/2024	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives linked to Staff Hub.	This is an ongoing process as we continue to develop our curriculum plans. Numeracy and Literacy have been mapped out in our unit plans so far. HK has a lens over the Literacy in unit plans.	As we continue to develop our unit plans and refresh our current unit plans, the SLO's for numeracy and literacy are present. We have made this easier to see in the plans.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Semester 1 5 July 2024 Semester 2 10 December 2024	Feedback/feed forward given to students for their writing.	English - we have so far completed two pieces of assessment writing following the SGWP. This is moderated, marked and written feedback is given. For speeches, verbal feedback is also given at the time. Memoir and Speech (Y7) and Alma and Speeches (Y8) Evidence of this is in the students Learner Profile.	
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	Ongoing throughout 2024	Minutes from Professional Development Teacher reflection	SH, LM, LL have had extensive PLD with Trudy Francis around the SGWP. They have also had HK (Y8 writing leader) work with them on the Peer Coaching Process to support Stage Three of the SGWP. SH, AZ and HK are working with Trudy to create a "Playbook" to support the planning of each stage of the SGWP for teachers to use.	Playbook is in draft form. (A series of checklists connected to each stage of the SGWP). Will be presented in to Y7&8 team in Term Four.

IMPLEMENTATION PLAN 2024 – 2025 Year 7/8

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	Units of work have been updated for Term One 2025. This is an ongoing process. Outcomes for students: These SLO are not left to chance in units of work. The work in 2024 has been huge to manage the one hour per day in order to meet the mandated requirements. We are meeting these requirements through our Homeroom (which is now all English) and UKD along with the Learning Packages planned literacy and numeracy in the unit plans.	Y7&8 staff are undertaking two major PLD works in 2025 and then into 2026. Structured Literacy and Structured Maths. The main tool we are using for our Structured Maths is Oxford Maths. This is a major shift for us and Sue Mattingly is leading this work for Y7&8 Maths and Hannah Krammer is our lead teacher for Structured Literacy. These two curriculum areas will be a major focus. As we continue to develop unit plans, we are ensuring we have the SLOs embedded.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	EOY Writing assessment was completed using the SGWP . Moderation was completed and students work was added to their Learner Profile. Other pieces of writing were carried out using SGWP and the Peer Coaching process throughout the year. Outcomes for students: many are more confident in using the SGWP and it has started to become more of a natural process for some. Students are more confident in working with peers to support Phase three of the SGWP.	Review of the Peer Coaching process to take place. Feedback process is to made more formal to ensure relevant and meaningful feedback is provided. Have consistent approach across Y7&8.
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	The Playbook is still in draft form and will need to be picked up again in 2025	Make sure GK is confident with the SGWP and has support to implement it into the classroom. GK is part of the Y8 group that are creating the Modelling Book for Term One's writing unit. The Peer Coaching work needs another look at to refine it and make it more accessible to all students in Y7&8. This will be more inline with 'The Writing Book'by Sheena Cameron and Louise Dempsey

IMPLEMENTATION PLAN 2024 – 2025 Year 7/8

2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.	SOY - Y7 and new Y8 students complete the following: PATs for Reading Comprehension, Punctuation and Grammar and Maths. Y7&8 staff carried out PROBE reading assessments in conjunction with the Literacy Centre. All SOY and MY OTJs are entered by Monday 01 July. Student Tracking sheets are being used to track the progress of Reading and Writing in Y7&8. This is an ongoing document with evidence which will go with the students into their next year level. Booked the workshop 'Inquiring into our Data' with NZCER - taking place Sept 4th to support the staff with understanding how to use data to increase student learning outcomes.	PAT assessment have been completed. Analysed by staff to look at what the next steps are for the class/individuals. We have had the workshop with NZCER on Inquiring into Our Data on the 4th Sept. (UPDATED DATA)
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.	Completed and is being carried out - conversations are being carried out and plans are being put in place. Documentation on EDGE	At Risk conversations have been carried out and data on EDGE by end of Term Three and steps taken to further meet the needs of the students at risk
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies		
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub		
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub		
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process	YLCs have put the tracking sheets in place with Y7&8 staff. Rock Ons completed: 10 - 12 Y7s and 5 Y8s. (check) Some have had limited impact on attendance after many avenues have been covered. This is still a work on. Meeting with whanau have been taking place along with Truancy	Homeroom teachers and YLC's continue to work on attendance and Rock On being sent. Some students have made significant improvements with attendance, while some have not.
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed		

IMPLEMENTATION PLAN 2024 – 2025 Year 7/8

2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	Link to Variance data	Staff to input SOY data into EDGE/HELIX. Literacy students picked up by the Literacy Centre. Homeroom teachers carry out PROBE testing with students who are not being tested at the Literacy Centre. SOY writing assessment used to create an action plan and target a specific group of focus students. PAT analysis will be completed and from there actions plans for Maths and Reading will be crafted following NZER guidelines - Inquiry work
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Input: Spreadsheet was set up by HK/MT for staff to share information about their Homeroom class with 2025 teachers in relation to the academic achievement and pastoral needs of students. MT met with MK/RN/ to identify all At Risk Y7 and new Y8's. HK/MT meet with YLCs to share At Risk information. YLC's then meet with Homeroom teachers in relation to the At Risk students. Sharing of information Y7 teachers - Y8 teachers at SOY. Output: Staff are well informed going into the new school year. Outcomes: teachers already know some of the strategies that worked well with those students at risk and don't need to 'start again'. The transition phase has been shortened and student needs will be met much faster than in the previous years.	Using PAT online assessment - create groups to monitor achievement and progress: - Identified At Risk students. Māori, Pacifica and Writing Focus Students. SOY - teachers analyse the following data and create a report and action plan: Writing SOY, Reading PAT. RTLB referrals to be looked into and actioned with MK and Homeroom teacher/MT Term One. Literacy Centre assessing Y7&8 students and staff request any students that they feel may be assessed.
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Round table sharing during hui to share action plans for Reading, writing and Maths - best practise and what it looks like in action.
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)		
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)		
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Texting has worked for some families - attendance improvement.. Able to problem solve and support students..	YLC's are using a digital tracking sheet that needs to be filled out fortnightly. This is an ongoing document that will allow staff to track and observe patterns and actions taken. Weekly check on a Sunday, contacting home.
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available. including how to obtain Level 2 prior to leaving. (7.1)		

IMPLEMENTATION PLAN 2024 – 2025 Year 7/8

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all aspects of the school. Kua rangatia te tiriti ki roto i ngā āhutatanga katoa o te kura.
- Te Ao Māori is an integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.	Y7&8 staff and students spent a full day at Murihiku Marae in Week 7 Term 2. The protocols were discussed with MD in the lead up to the event and on the day. Advice was also sought out for our Y7 Citizenship Ceremony to ensure we followed tikanga. MT - full mihi to open up, karakia was done before the afternoon kai at the Ceremony as well.	Y7&8 students participated in the powhiri to welcome the Kumagya and Thai students.
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.	HK, MT on the whānau engagement committee. SOY whanau hui was held where whanau voice was asked for and all questions were taken onboard and answered. Suggestions were also taken onboard and actioned where applicable.	
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Matauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Matauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning	Units of work have embedded Matauranga Maori in them. Again, this is an ongoing work on as we develop our new unit plans in Y7&8	Units of work have embedded Matauranga Maori in them where possible. Again, this is an ongoing work on as we develop our new unit plans in Y7&8
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name	Staff have been shown how to update their email signature with the Maori name of the school - Te KuraTaitamawahine o Murihiku. Follow up week 10	

GOAL 3:

Te Tiriti o Waitangi

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- The school will continue to give effect t

Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)		SOY - whānau hui held Y7&8 - need to refine what this looks like - non negotiables. Action whānau voice where appropriate
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Matauranga Māori. (6.3)	Learning about Te Pōhā and incorporating this work into Y7&8 units. Hui dedicated to this beginning in T2.	Work with Te Pōhā - lead staff who will be joining in with the main hui and then bringing the learning to the Y7&8 staff. Using this new knowledge to support curriculum development and improve our knowledge of local curriculum.
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.	All staff in Y7&8 have the auto signature at the end of their email (Te Reo name for school).	

IMPLEMENTATION PLAN 2024 – 2025 English

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	10/12/2024 20/03/2025	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives linked to Staff Hub.	Specific numeracy learning outcomes added to Units in Year 9 and 10 - Y9 Poetry Unit, Year 10 non-fiction. Work underway to integrate logical thinking starters to our junior lessons. Will liaise with Maths to do a 'vocab exchange' of helpful terms eg 'justify'. Term 3: ZP attended the NZATE conference, shared the Numeracy in English tactics - each staff member will implement one of these over the next four weeks.	ZP reported back from NZATE conference on numeracy seminar. Numeracy check in: 11/9 SR: Looked at dates of when things were published and working out earliest. ZP: working out timing in exams with all levels, working out the amount the time they should be spending on each question SD: working out 'below sea level' featured in a Cambridge reading exam. 'I am Not Esther' explaining BC RM: implicitly, discussed the vocabulary of explain and justify, but I needed to make it explicit to them that this is what they have to do in the Numeracy CAA AL: estimating distances used in a non-fiction article, illustrating this for Year 9 classes SW: will use the exam strategy for timing exams tomorrow Need to be fully explaining justifications - insist on this whenever they are explaining. - 'because' - giving mathematical evidence.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Semester 1 5 July 2024 Semester 2 10 December 2024	Feedback/feed forward given to students for their writing.	The Writing Process is a component in every unit in every semester across levels. Dept PLD on effective writing practices.	Completed across all classes as part of units.
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies		Session with our Numeracy expert-Judith, work done in Dept meeting at the end of the term-again, yet to see the impact of this work, it is still in the increasing staff capability phase.

IMPLEMENTATION PLAN 2024 – 2025 English

GOAL 2:

Academic

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Multi-level learning opportunities
The curriculum equips our students for the moc
To continue to recruit, develop and retain great
Academic success is accessible to each studer

Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	Justify and explain skills included in the Year 10 Units in Semester Two (Writing Graphic Novels)	Will look at the outcomes for the inclusion of numeracy in the Year 10 unit specifically next year. Anecdotally, there is more awareness from staff around including these learning outcomes but there is yet to be a measurable impact on student attainment. It is more of a skill development that will hopefully have an impact on the literacy aspects of the Numeracy CAA (reading comprehension, writing to justify and describe).
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Year 9 Writing SOY: 88 students Well below and below, 92: At, Above, Well Above. EOY: 71 Well Below and Below, 87 At, Well Above. The support of at-risk students is clearly having an impact as the tail has moved. Focus now needs to be on extending those at the level. Year 10 Writing: SOY 47 students Well Below and Below, 122 At and Above. EOY: 26 Well Below and Below, 121 At, Above and Well Above. The tail has lifted in Year 10 and 82% are At, Above or Well Above. This is also reflected in the vast improvement in the CAA Writing. Note that the band for 'At the Level' is wider (includes 5P, 5A and 6B)	Year 9 Writing SOY: 88 students Well below and below, 92: At, Above, Well Above. EOY: 71 Well Below and Below, 87 At, Above or Well Above. The support of at-risk students is clearly having an impact as the tail has moved. Focus now needs to be on extending those at the level. Year 10 Writing: SOY 47 students Well Below and Below, 122 At and Above. EOY: 26 Well Below and Below, 121 At, Above and Well Above. The tail has lifted in Year 10 and 82% are At, Above or Well Above. This is also reflected in the vast improvement in the CAA Writing. Note that the band for 'At the Level' is wider (includes 5P, 5A and 6B) Based on this writing data and the learning habits of Year 11s in 2025, the focus for 2025 is on improving learning habits for 9 and 10: we are seeing the impact of the dip in 9 and 10 into 11, where there is less time to teach them good learning habits-the process needs to start earlier.
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)		

IMPLEMENTATION PLAN 2024 – 2025 English

2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	Ongoing throughout 2024	Minutes from Professional Development Teacher reflection	AL introduced to the SGWP at the beginning of the year, also attended the PLD with Trudy Francis. PLD given in Department as well-Effective Writing Practices'	
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - End of year And new actions developed to meet student's learning needs.	Term Three: planning around 'Kowhai' class at Level 2 in 2025 - will need to look at needs and numbers, could this be a way to support those who have missed the CAAs	
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.		Junior Sprints targeting the 'ED' classes at Year 9 and 10, work around improving Learning Habits-specifically routines and structure. The impact of this has been an improvement in attitude for the majority of students, more production of work, writing more, attitude to learning has improved.
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies	Department meetings held to discuss tactics for supporting priority learners, all staff tracking one learner (senior level) to note the impact of these strategies across Term 1 – tactics and impact noted in meeting minutes	Again, junior sprints (two this term) to track the progress of students DATA
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub	Units written using Universal Design approaches and student voice at the end of 2023. Units refelcted on and developed further in Dept meetings - all saved on Eng Google Drive	Reflections completed on the new standards at the end of 'Voices' unit DATA needed here
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	Gathered in Term 1 (google form) and 2 (in person) - shared in Dept meetings and added to units for improvement in 2025. Also used as basis for coaching of staff.	Student voice gathered and incorporated into unit planning for 2025
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process		

IMPLEMENTATION PLAN 2024 – 2025 English

2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	Observation of BT, she is using the SGWP-models of writing used with Year 9 classes and has a direct impact students' writing (and attitude towards it).	
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)		
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Writing process is employed in all classes. Creative in Year 9 (setting descriptions, 50 word stories....) and Formal in Year 10	Improvement is reflected in the change in those students who are Below and Well Below in Writing-has shifted by 20 students in Year 9 and 21 students in Year 10. Focus now needs to move to extending students beyond at the level.
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)	Ongoing incidental conversations about at-risk students between staff, particularly those who have taught the same students in Semester One. Support offered with in class interventions.	WRITING: Improvement is reflected in the change in those students who are Below and Well Below-has shifted by 20 students in Year 9 and 21 students in Year 10. Focus now needs to move to extending students beyond at the level.
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	84% pass rate for 1.2. (Aspects of N 16%, A 39%, M 22%, E 23%. 1.3 and 1.4 are both externals so will update in January	1.3 WRITING EXTERNAL: SNA: 1, N: 17, A: 48, M:60, E: 22. Very pleasing results in this standard. No previous data to compare it to but a high pass rate of 87%. Also 55% of students at Merit or above. In 2025 the standard has been changed to an internal so it will be an interesting comparison. 1.4 UNFAMILIAR TEXT EXTERNAL: SNA: 5, NA: 32, A: 71, m: 32, E: 8. Higher number of not achieved compared to last year. The stressed nature of the two externals running together affected this, the whole year 'weaved in' approach was not as effective with the new structure of the course, this has been rectified this year with offering the Language in Context internal instead to cover the skill of language analysis. A pass rate of 75%.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	Big changes to the courses by NZQA has meant that some of this student voice is now no longer as relevant. The structure of the course has been changed in planning meetings for 2025-there was too much summative assessment crowded together at the end of Term 3	Student voice gathered in Feb 2025. On the whole found Level One stressful, but enjoyed the themes, appreciated when teaching was differentiated, struggled when it was not. Next steps recommended, to be actioned in 2025: Balance between digital and paper, concise explanations for tasks/less teacher talk, teaching in different styles for different learners, more frequent references to themes, seeing themselves in texts, checkpoints, real life connections.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.		

IMPLEMENTATION PLAN 2024 – 2025 English

2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed	Unti standards offered to targeted priority learners (in lieu of Kowhai course) combined with the Achievement standards most relevant to students.	Promotion of Kowhai course and targeted conversations with at-risk students to ensure they pick this option and offer more wraparound literacy support in Year 12
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IMPLEMENTATION PLAN 2024 – 2025 English

2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)		
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IMPLEMENTATION PLAN 2024 – 2025 English

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all aspects of the school. Kua rangatatia te tiriti ki roto i ngā āhutatanga katoa o te kura.
- Te Ao Māori is an integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Mātauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning	PLD sessions held in Dept meetings, run by RM and also outside providers - Karley Wilkes and Debbie Ruwhiu (Waikato University) to increase knowledge of Te Ao Māori. Inclusion of Māori concepts in unit planning. PLD on the concept of Mana Motuhake, included in teaching of 'Snapshots' unit. Visual signposting of Te Ao Māori concepts in all English classrooms. 'Aroha' whakatauki books given to each teacher to learn more about these concepts.	Te Ao Māori concepts discussed by students in their 1.2 assessments, improved attainment as it meant their abstract thinking was deeper. Te Kore, Te Po, Te Ao Marama used as concepts to explain the writing process for Folio at Year 12.
3.3 Review our branding to ensure that te reo is included with our school name, e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name		

IMPLEMENTATION PLAN 2024 – 2025 English

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all as
- Te Ao Māori is an integral part of teach
- The school will continue to give effect to

Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)		
3.2 Staffs Professional Learning Growth are planned and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	Students who also took part in Te Ao Haka were more engaged with the Te Ao Māori concepts in English made links with what they learned in Te Ao Haka. Ultimately it is the relational pedagogy used in the classroom that had the most impact on student outcomes, higher engagement with the subject, this is still being 'chipped away' at through ako coaching and observation.	Conscious effort to continue our work with incorporating Te Ao Māori into our English classrooms. Included in monthly 'planning sprints'. In student voice: Māori and Pasifika students appreciated seeing themselves in the text that are taught.
3.3 Review our branding to ensure that te reo is included with our school name, e.g. school signage outside the school and our email signatures.		

IMPLEMENTATION PLAN 2024 – 2025 Maths

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	10/12/2024 20/03/2024	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives linked to Staff Hub.	The literacy component is being updated as we plan to teach them. The information can be found in our unit plans.	All the units across Year 9-10 until the end of Term 3 that are being taught this year. all have a literacy component.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Semester 1 5 July 2024 Semester 2 10 December 2024	Feedback/feed forward given to students for their writing.	We use the PPDAC merged with the SGWP for our statistics topics.	
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	Ongoing throughout 2024	Minutes from Professional Development Teacher reflection	MS has found the department very willing to share ideas for writing within a mathematical content.	MS attended the final SGWP along with CE.
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and. (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.		
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.		
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies	Now that "at risk" has been started to be collated, we will make it an agenda item in department to focus on how to support learners.	Informal conversations continually happening within the office. Staff have discussed with students the "risk" and the implications and what are their next learning steps.

GOAL 2:

Academic

Every single student has access to a quality ed
Multi-level learning opportunities
The curriculum equips our students for the moc
To continue to recruit, develop and retain great
Academic success is accessible to each studer

Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	All units across Year 9 - 10 have a literacy component to them. Especially with a link to the CAA of justifying their answers, making sure our students are writing in a constructive and contextual manner.	
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)		
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	Year 9, 27% of cohort didnt make 2 sub levels of progress. Biggest link to the lack of progress is regular attendance to class. 41% made the expected progress. 32% made accelerated progress. At the end of Term 4, 52% of our students are working at Level 5B or above. Concerns around 3% are Level 3 and 45% Level 4. This is something to think about as they head into Year 10 and need to attempt the CAA.	Most students made 2 sub levels of learning in Maths. Only a handful of students made insufficient progress. Attendance seems to be an issue for the students who were named.
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)		
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		

IMPLEMENTATION PLAN 2024 – 2025 Maths

2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub	This is a work in progress due to constant changes in the requirements.	This is a work in progress due to constant changes in the requirements.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	By end of week 5 term 3 student voice will be collected on Level. And again in term 4. This information will help to decide how we approach 2025.	Informal conversations have occurred in classroom. Google form will be pushed out after exams to capture their thoughts (end of week 9).
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed	Financial Literacy is offered to those targeted as potentially leaving to help make transitions into the world easier.	MAP students are being encouraged to choose Financial Literacy as a pathway for learning at Level 2. All staff are talking to students across all year levels around which pathway is best suited to the individual needs of the student.

IMPLEMENTATION PLAN 2024 – 2025 Maths

2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)		Year 11 teachers collaborated to unpack the standard and develop a programme of learning to prepare students for each standard. Adapt the 2024 plans to accommodate the changes for all 4 assessments in 2025. Look to find assessments that cater for more diverse needs within the Level 1 cohort. Investigate what other resources are out there to support the students as they move into Year 11 that haven't been successful in gaining the Nuemracy CAA.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)		We listened to students and the wider community and in 2025 will offer 15 credits to all Year 11 students - meaning the students will all sit an external (some will sit 1.3 others will sit 1.4)
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)		

IMPLEMENTATION PLAN 2024 – 2025 Maths

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all aspects of the school. Kua rangatia te tiriti ki roto i ngā āhutatanga katoa o te kura.
- Te Ao Māori is an integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Mātauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning	Looking for support from NZ Maths Association - very little available to help support in our curriculum area.	Staff are continually looking and investigating resources to share back with the team. Some resources have been purchased and tried. They have not been as effective and more tokenistic and doesn't really relate to the maths.
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name		

- GOAL 3:
Te Tiriti o Waitangi
- Te Tiriti o Waitangi is woven into all as
 - Te Ao Māori is an integral part of tea
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Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)		
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.		

IMPLEMENTATION PLAN 2024 – 2025 Languages

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions		Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)		10/12/2024 20/03/2024	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives linked to Staff Hub.	AW and ER attended TOD on this. Have looked at what we are currently doing and what we can add to our units of work. Need to catch MD up on this as she was away at Manu Korero. Year 7/8 teachers of learning packages, emailed with a heads up of what to include in planning and examples. Need to follow this up at a separate department meeting.	Attended staff hui with Numeracy buddy LR in Week 9. Actions included reviewing our unit plans from Term 2 and the actions/ Numeracy CATs that we included. Reflection that the basic level of language we are teaching in Year 7-10 languages means that we are unable to target higher level Numeracy skills at Level 4/5. We can support basic numeracy skills in places where appropriate, but it is more targeted at a lower level of numeracy e.g. counting, times, basic directions etc. We are doing all of this in a second language, so it doesn't fit at the curriculum level required for the Numeracy CAA.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)		Semester 1 5 July 2024 Semester 2 10 December 2024	Feedback/feed forward given to students for their writing.	9LLF - just started and will do with 9KCF next week. In the target language, 9LLJ - will need to do something in English. 9KCJ have done writing and given feedback. 9TTO Powhiri unit, scope to do the write up in English using the SGWP. 9KKM, Roles and responsibilities of people on the marae, again in English. Yr 7 doing the Myths and Legends. Year 8, reflection on learning.	Most writing pieces will be happening in Term 4. 9TTO doing a writing piece on the Te Reo Maori petition in Term 3. 9KKM are writing recipes in Te Reo Maori. 9KCF have completed a writing piece around changing a text type from a play to a story. 9KCJ are doing an email to a KGS student all about SGHS.
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)		Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)		Ongoing throughout 2024	Minutes from Professional Development Teacher reflection		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)		10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.		
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)		Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.		

IMPLEMENTATION PLAN 2024 – 2025 Languages

GOAL 2:

Academic

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Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	All Learning Packages from 7-10 have Numeracy and/or literacy documented as and where appropriate to the language learning. As per Term 3 update, we are supporting lower level literacy and numeracy skills for students. Helping to consolidate the basics rather than teaching them at the curriculum level since it doesn't fall into the scope of language learning at Year 7-10 - with it being quite basic.	No variance, action completed.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Year 9/10 Learning package students all did writing pieces each semester and received feedback on their writing. This resulted in students learning about the sorts of mistakes they are making when writing in the target language, and how to further develop their writing as their language skills increase. Year 9: 71% of students were at the level or above for writing at the end of the year. Year 10: 76% of students were at the level or above for writing at EOY. For Yr 7/8 languages, the writing is done in English. Year 7 and 8, we didn't do the writing target justice, so need to formalise this in 2025. Students did small pieces of writing, however didn't get feedback on it.	Year 7 and Year 8 Learning Package need to formalise writing pieces and giving feedback for 2025.
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)		
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)		

IMPLEMENTATION PLAN 2024 – 2025 Languages

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies	At Senior Level - as a department, we adapt the assessment programme for individual at risk students. We will get them to enter the standards for language skill areas that they have a strength in. At Junior Level - we work on differentiated learning around must do/could do/should do, but without students realising we are doing this. Work with students one on one, to give them support. Create extra Education Perfect Tasks to support any particular areas of need. Emailing home when we are concerned - particularly early on in the piece if students are struggling or not completing homework/vocab learning etc.	Discussion and sharing of strategies for supporting 'at risk' students continues at department meetings. Depends on why the students are at risk sometimes as to how you approach them. Are they high learning needs, or is it behaviour/laziness that contributes to them being at risk. Change seating plan; scaffolding of learning; visual cues; instructions both written and spoken - particularly for dyslexic students; find someone they work well with and have a buddy support system; checking in with students each lesson on how they are coping; chunking of lessons to keep students focussed; variety of activities for students to see what type of activity they learn best from; clear time frames given to students can help with attention and focus.
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub	All unit plans that have been taught so far can be found in Languages TEAM Unit Plans folder.	We still need to upload Term 3 Unit Plans to the Languages TEAM Unit Plans folder. This is a work in progress.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	Staff have completed a survey with Level 1 students for feedback on their thoughts re New Level 1. Staff to summarize feedback and share at next dept meeting.	Term 3 - Staff are completing a PMI on the new NCEA with students to gain their feedback. Found that the surveys in Term 2, didn't necessarily gain the feedback that we were wanting to find out.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed		

IMPLEMENTATION PLAN 2024 – 2025 Languages

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)	Staff continued to share strategies to support students 'at risk' throughout the year. Inputs similar to Term 2/3 commentary. Outcomes for students: outcomes varied depending on the student uptake of the teacher actions. Students are making progress, not always a year's worth of progress, but progress still the same. Some students will always be at risk of not being at the level expected.	What other interventions/pathways can we put in place when we know that a student isn't going to pass any papers in our subject, despite lots of support?
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	New courses were completed for NCEA Level 1 French, Japanese and Te Reo Māori. Students were able to complete internal and external assessments for these courses. Results show: 95% of students got at least 10 credits and 89% got 15 credits or more.	Some interesting moderation, so that's something to follow up on in 2025.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	We didn't collect student voice in Term 4 as it we only had seniors for a couple of weeks. Analysed the PMI for each subject. Varying responses across the languages. Again, didn't really answer the 'perception and engagement' question, but students were able to identify what they enjoyed about the course, what they found difficult and what they found interesting. This information will help teachers to adapt their programme for 2025.	Adapt programmes based on student voice suggestions for 2025.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)		

GOAL 3:

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- The school will continue to give effect to Te Tiriti o Waitangi

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Mātauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning	Japanese - Year 10 and Year 11 programmes have been planned with Mātauranga Māori practice in each unit. French - Year 11 programme has been inclusive of Mātauranga Māori. Te Reo Māori classes - embedded in all programmes. We are really wanting to embed this in these levels, so are continuing to concentrate on these and will look at Yr 9 in 2025.	Japanese - Year 10 and Year 11 programmes have been planned with Mātauranga Māori practice in each unit. French - Year 11 programme has been inclusive of Mātauranga Māori. Te Reo Māori classes - embedded in all programmes. We are really wanting to embed this in these levels, so are continuing to concentrate on these and will look at Yr 9 in 2025.
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name	All department staff have added the school name in Maori to our email signatures.	All department staff have added the school name in Maori to our email signatures.

GOAL 3:

Te Tiriti o Waitangi

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Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	Japanese - Year 10 and Year 11 programmes have been planned with Mātauranga Māori practice in each unit. French - Year 11 programme has been inclusive of Mātauranga Māori. Te Reo Māori classes - embedded in all programmes. We are really wanting to embed this in these levels, so are continuing to concentrate on these and will look at Yr 9 in 2025.	Department goal was met regarding development of units of work around the inclusion of Mātauranga Māori at Level 10 and 11. Focus for 2025 will be on Year 9 and 12 programmes.
3.3 Review our branding to ensure that te reo is included with our school name, e.g. school signage outside the school and our email signatures.	All department staff have added the school name in Māori to our email signatures.	Has the Māori name for the school been put on the front of the school?

IMPLEMENTATION PLAN 2024 – 2025 Performing Arts

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.
Multi-level learning opportunities
The curriculum equips our students for the modern world
To continue to recruit, develop and retain great staff
Academic success is accessible to each student

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	10/12/2024 20/03/2024	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives linked to Staff Hub.	10 June: On TOD have looked at units to date and added in Numeracy and Literacy focuses in Learning Packages. These will be completed as a unit is being planned	This will be relooked at particularly in terms of Numeracy when meeting with our Maths liaison person Tuesday 17 Sept. Continue to look at ensuring Literacy outcomes are included in any new planning done for learning packages during semester 2. Have looked over plans from Sem 1 to ensure these are included
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Semester 1 5 July 2024 Semester 2 10 December 2024	Feedback/feed forward given to students for their writing.		Have looked at what this can look like within each learning package, e.g. ALL packages - reflection work. 9DDF: A Statement of Intention. 9DDE: Glossary work and written reflections, scaffolding ideas for performance. Year 8: About Me project. Research on pieces of work being covered
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	Ongoing throughout 2024	Minutes from Professional Development Teacher reflection		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.		
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.		Ensure any students who are AT RISK are identified on the Edge. Look at students in full year courses where there has been a notable change as well as identifying students in new packages this semester who are struggling after the first term. Look at differentiated ways of delivering the work to achieve the same outcome so as to engage the student and gain their understanding

IMPLEMENTATION PLAN 2024 – 2025 Performing Arts

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Academic success is accessible to each student

Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	This has been done for some but still needs to be focused on as we look at each unit of work to be undertaken moving forward	As planning is done ensure SLOs are explicit. Ensure that by the end of each semester these are clearly documented on the current units of work for each discipline. Follow up at Dept. Meetings.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)		Use a glossary at the start of a Statement of Intention or reflection for students and ensure that vocabulary is integrated into their work. Bring together examples at Dept. level to see what this looks like in each discipline and to share ideason improvement and refining so as to get the best outcome.
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)		
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Keeping on students who are AT RISK and ensuring that this is followed up with the appropriate people.	Continual monitoring and follow through of AT RISK students. Ensuring there is at least one check point before assessment. Notifying ATs and YLCs if there are any concerns. Ensuring there is a tracking system of concerns on Helix in a timely manner.

IMPLEMENTATION PLAN 2024 – 2025 Performing Arts

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies	13 May 2024 -Talk to student -Contact AT -Document on the Edge -Contact YLC if there is no change -Contact other teachers of the student to see if anyone else is having similar issues -Breaking down the task into more manageable steps and giving a goal post to meet this deadline -Table talk to work with one on one -Email parent(s) to give a heads up -Prioritise learners who want to make progress and are struggling over those who do nothing, don't seek help, and expect you to do it for them 10 June Discussed reporting data due 18 June, there will be a clearer picture of student not achieving the required credits for our courses. This needs to be documented on EDGE. Some YLCs have already been alerted to individual students.	Continue from last term and update where necessary
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub	10/06/2024 - In the process of shifting things over to this folder as they come to hand.	Look at the work that has been delivered so far and in what order. Revise for next time (if to be continued). Identify the shortfalls and where key skills are being missed. Add these in as part of the course content. e.g Practical technique workshops to instill the foundation everything is built on
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	10/06/2024: Sarah to follow up on this and copy any of these over from the Performing Arts Drive	
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed		

IMPLEMENTATION PLAN 2024 – 2025 Performing Arts

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Survey completed in Dance at the end of T4 and students were happy with the course. Music were asked about one standard that got NA from the moderator. Many students disliked it. For 2025 an alternate to this will be looked at	Tweaking units of work done at L1 to meet feedback from students and moderator comments. Ensuring that for external moderation at L1 in Drama in particular, timestamps are carefully chosen so as to ensure the best elements of the performance by the individual actor. Overall the results for the new level one Drama standards were positive. All students passed the two internal standards and 13 out of 14 passed the external performance standard. This year's course builds on last year's results with the goal of reaching a 100% pass rate for all students. Level 1 Dance results for 2024 were as expected for this cohort. Survey results from the students suggested the work load and pace were at the right level for the class. One significant change for this year is moving a practical task to the end of the year, as students in 2024 spent most of the last 10 weeks of the year writing their two externals. Level 1 Music: overall the students did remarkably well given the very different programme. One AS was tricky because there were no exemplars available whatsoever. This year, I have decided to choose an alternative assessment task which will better suit the students.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	As above with Dance and Music feedback	See above
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)		

IMPLEMENTATION PLAN 2024 – 2025 Performing Arts

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all aspects of the school. Kua rangatia te tiriti ki roto i ngā āhutatanga katoa o te kura.
- Te Ao Māori is an integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Mātauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning		
3.3 Review our branding to ensure that te reo is included with our school name, e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name		

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all as
- Te Ao Māori is an integral part of teach
- The school will continue to give effect to

Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)		
3.3 Review our branding to ensure that te reo is included with our school name, e.g. school signage outside the school and our email signatures.		

IMPLEMENTATION PLAN 2024 – 2025 PE/Health

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)		Dept Drive where Learning Packages are stored and/or StaffHub.	The Department is focusing on on our Year 9 and 10 Learning Packages for 2024. Department staff worked with GL (Mx) on TOD to identify opportunities to deepen Numeracy within our curriculum. NMI has provided the Department with an updated template to scaffold all of our Units of work. At a recent Dept meeting our Learning Packages were allocated to differing staff to begin the process. TOD saw all staff beginning the mahi in this area.	Progress made on unit plan updates to include numeracy strategies (where relevant). Introduced Orienteering to L1 PE and 9PPE to enable development and knowledge of Map Orientation, Measurement, Scales, Distance. Senior PE students including Biomechanical Principles (with a numeracy lens) such as Projectile Motion, Angle of Release, Height of release. Senior Health analysing Statistical Data, Tables and Evidence for reports and external exams. Follow up with Dept meeting in Term 4 to check in on progress of Unit updates. TOD to be used partially for this purpose.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Semester 1 5 July 2024 Semester 2 10 December 2024		Our Year 9 and 10 workbooks continue to give us the mechanism for this in the practical setting. Within our Health programme we have a number of Tasks which are assessed where it naturally fits the learning. i.e. "Dying for a Drink", "Drugs Diary"	Our Year 9 and 10 workbooks continue to give us the mechanism for this in the practical setting. Within our Health programme we have a number of Tasks which are assessed where it naturally fits the learning. i.e. "Dying for a Drink", "Drugs Diary"
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies	Attend and support the upcoming PLG's. Implement new learning/ideas/pedagogy into our learning packages where opportunities arise.	Attend and support the upcoming PLG's. Implement new learning/ideas/pedagogy into our learning packages where opportunities arise.
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	Ongoing throughout 2024	Minutes from Professional Development Teacher reflection	Erica has attended PD with Trudy Francis as well as being mentored within the Dept by J Rutledge on our inclusion of the SGWP.	Erica has attended Trudy Francis's final PD session in Term3. Jodie has been Erica's tutor teacher and has scaffolded in the Departments approach to SGWP.
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.	Staff are accessing data for student profiles. This is used in planning, next learning steps and differentiation in learning progressions.	Staff are accessing data for student profiles. This is used in planning, next learning steps and differentiation in learning progressions.
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Term 2 Wk 6-9 Term 3 Wk 4-5		At Risk data is to be entered into EDGE over the next few weeks once report data is compiled. Frequent Departmental discussions around those not achieving to their potential and collaboration in the search for "lightbulb" moments or strategies for these learners.	Look at differentiated ways of delivering the work to achieve the same outcome so as to engage the student and gain their understanding

IMPLEMENTATION PLAN 2024 – 2025 PE/Health

GOAL 2:

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Academic success is accessible to each student

Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	In the busyness of Term 4 this was not a "whats on top" item for staff. Once Term 1 settles and with a new assistant HOF joining the department it will be timely to have a look at where we are at and future actions pertaining to Numeracy and Literacy. Anecdotal activities like calculating percentage improvements in Athletics and GPPE, Reading the novel 'Hope in a Ballet Shoe', Use of "The Struggle to be Strong" in Year 9 and 10 Health are continuing to support SGHS Goals and embed Numeracy and Literacy in a relevant way in our area. NCEA PE/Health particularly L2 and L3 are Literacy rich and students continue to produce work of high quality.	Ongoing unit reviews. A new assistant HOF will give us "fresh eyes and perspective in this process. Department Meeting and review our Junior Health Units & Assessments. Need to set up a list and timeline to get the process underway.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	There is more awareness in Departmental staff about the SGWP writing process. Word vomit appears to have some traction but we all struggle at the revise/redraft stage for a variety of reasons.	During review of Y9/10 Units make sure we have a set task clearly allocated that will utilise the SGWP.
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)		Opportunity to dig deeper into our Year 9 and 10 Data via Edge perhaps.
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Anecdotal a good terms progress with our "At Risk" E.G. Lee/Ava/Milly. The Department is staffed with experienced staff who are happy to discuss and share problems. School procedures are understood and followed.	Reinforce/Refresh procedures either Departmentally or Whole Staff (always valuable)

IMPLEMENTATION PLAN 2024 – 2025 PE/Health

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies	See above.	Informal conversations continually happening within the office. Staff have discussed with students the "risk" and the implications and what are their next learning steps.
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub	Astd 1.1 and 1.2 has been developed and implemented under the leadership of J Rutledge. Unit and lesson plans are stored within our PE Dept Drive for all to access. ASid 1.1 went pretty well and may have been a slight improvement however ASid 1.2 was "wishy washy" and lacks academic rigour. We are currently awaiting the results of our Moderation in this area and this coupled with hopefully more examples of work from around the country may improve our practise in 2025.	We are now concentrating our efforts on ASid 1.3 as we head toward our External Exam which begins on the 20/9. Led by JR we feel we are pretty well equipped to deliver this via ExamNet. However it would be fair to say that the MOE support has been woeful. We have attended any relevant PD available and have gleaned most of our info from colleagues and through our subject association. 1.3 has minimal academic rigour and we are already hearing rumours on potential major changes coming in 2025. We will hold a review of Level 1 2024 when the Seniors depart with the question "What can we improve for both Students and Staff" TOD to be used for review and planning for 2025.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	N Hawkes takes minutes at all Dept Mtgs and this is stored for all in the Dept drive. Anecdotal student voice has been collated after 1.1 and 1.2.	Student voice collected so far has been mixed but generally positive. Of note is their dislike for "repeating" of some areas and the constant references to Hauora and Kotahitanga.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process	AT tutor to track all attendance and share/discuss during AT hui's. Department staff are encouraged to liaise with AT teachers over unusual attendance patterns.	AT tutor to track all attendance and share/discuss during AT hui's. Department staff are encouraged to liaise with AT teachers over unusual attendance patterns.
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed	ATs attendance tracking often linked to leaving, often an early indicator of intentions. Communication with YLCs.	ATs attendance tracking often linked to leaving, often an early indicator of intentions. Communication with YLCs.

IMPLEMENTATION PLAN 2024 – 2025 PE/Health

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)	See above	
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Results for 1.3 were recieved in Jan 2025. They were very good and more importantly I think the External and Internal Achievement Data was pretty evenly matched. Overall a success rate over 90% with Maori/Pasifika data aligning with the rest of the cohort.	Achievement Data 2024 Cohort L1 PE Goal 85% Achieved 99% L2 PE Goal 85% Achieved 93.5% L3 PE Goal 73% Achieved 74% L2 Hea Goal 70% Achieved 65% L3 Hea Goal 65% Achieved 84% Maori/Pasifika Data was a close match with cohort throughout. Fantastic result which reflects well on everyone's Mahi! Re Focus and set 2025 goals, can we maintain this?
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	As per Term 3. In 2025 the intention is to change our External ASid from 1.3 to 1.4. We hope this will	Compare and contrast 1.3 2024 with 1.4 2025. Was it more relevant to staff and students? Success? Is the L1 picture becoming less myopic around the country? Anything for us?
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	As per Term 3	
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Continue following school procedures.	

IMPLEMENTATION PLAN 2024 – 2025 PE/Health

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all aspects of the school. Kua rangatia te tiriti ki roto i ngā āhutatanga katoa o te kura.
- Te Ao Māori is an integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Input is the action; Outputs for students; Outcome for students (prob later - how do you measure it)			Term 2 Update		Term 3 Update	
Actions	Timeframe	How will we know?				
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.	Department staff support and participate. 2024 Mihi Whakatu, House Haka, SGHS waiata			
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.				Bi annual Health Survey has been prepared for release
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Mātauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning	Matauranga Maori included in our Unit Plans. NCEA L1 has a much larger component of Matauranga Maori and is currently being introduced and assessed in our space. Hauora underpins our Year 9 and 10 Health program.			Department folder (kite) set up by E Stedman for the collation of resources for use by all. To be ongoing.
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name				Some more visible signage in the gymnasium environment.

IMPLEMENTATION PLAN 2024 – 2025 PE/Health

GOAL 3:

Te Tiriti o Waitangi

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- The school will continue to give effect to Te Tirit

Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	PE Staff instigated the "Staff vs Aiga Kilikiti and Barbecue luncheon as part of Cultural week.	Track down 2 x Kilikiti bats for 2025.
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	Refer to 1.3 a	Survey has been sent out and awaiting voive for collation and response if required. RSE & Sexuality Education is out for consultation for 2027. Any relevant information from Whanau Survey could be passed forward here.
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	Anecdotal Evidence of some crossover or "osmosis effect" from PED1 to 9 and 10 PE/Health. Tuakana Teina Manakitanga Whanaungatanga Manakitanga Above terminology is being used in the appropriate situations primarily in the practical setting i.e. When Year 10s and Year 7s are in the same space and being "team taught" it was pointed out to them that this is Tuakana Teina in action.	Is this something we look to include in our Unit plans/SLOs/Assessments/Would it scaffold toward L1 PE? Te Pōhā PD attended by ES. Reported back during Dept Meeting and further PD Days to come.
3.3 Review our branding to ensure that te rao is included with our school name. e.g. school signage outside the school and our email signatures.		

IMPLEMENTATION PLAN 2024 – 2025 Science

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	10/12/2024 20/03/2024	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives linked to Staff Hub.	input: Adjustments have started to be made to curriculum plans/ unit plans with listed compulsory literacy and numeracy activities and the skills taught alongside to fit the content of learning. This continue with TOD pairing in year groups. output: Identification and clarification of what is to be covered through Y7 - 10. Updating resources to be specific to teaching & learning needs. SLO available to new teachers of that year group. Outcome: Responsibility on teacher who follows unit plans to implement the required literacy and numeracy tasks. This will give us data for the cohort from which next steps in learning can be developed (extension or support)	input: Have had AG along to department meetings to share ideas about numeracy. Department already have a good understanding of different levels of numeracy required for Y7-10. Output: Unit plans have designated area that states the specific learning outcome that is desired in that lesson eg: To calculate % of amounts from our waste rubbish audit (Y7) or eg: To solve problems about time using speed= distance/time (Y10). The same has been established for literacy eg: To use evidence to back up a viewpoint (Y8) or To highlight vocabulary related to weather maps and add to glossary (Y8). Outcome: When this is referred to at the beginning of lesson and again during the lesson the teacher will be more directed in the teaching and the students will be clear on the specific learning outcomes for that lesson. This eliminates time wastage. This makes students more aware of what is required to be successful in their learning.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Semester 1 5 July 2024 Semester 2 10 December 2024	Feedback/feed forward given to students for their writing.	Input: Within the semester, one of the two units leads to a writing piece. Most of these NOS participating and contributing or understanding: Where NOS covers appropriate writing rubric requirements, these have been drawn up and can be found on sharepoint. Output: Rubrics are shared with students prior to writing so can be seen alongside writing process. Department has created an assessment bank where formatives are kept for comparison of B-P-A as progress indicators. Outcome: Sharing rubric and feedback with students allows for reality of where they are and where they need to get to allowing for students to have further practice in the process.	Even though this is not a learning package: Input: There are report descriptors aimed at a piece of writing from students that is used for a grade. This ensures that structured learning opportunities are planned for within the unit and feedforward is given. Output: Through progressive practices students work their way through different aspects of the SGWP amongst different contexts. Outcome: Students have the skills required to better understand the processes involved in editing/ drafting/ proofreading. Working alongside a rubric, students writing is of a better standard. Students have more confidence to selfcheck (not reliant on teacher) Movement within a grade B-P-A as criteria is met. Students are also able to tailor their writing towards different unknown contexts by following a process. Y11-13 Students writing is more condensed and to the point. By drafting and editing the waffle is removed. Time is used effectively.

IMPLEMENTATION PLAN 2024 – 2025 Science

GOAL 2:

Academic

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Multi-level learning opportunities
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To continue to recruit, develop and retain great
Academic success is accessible to each studer

Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	This has been updated and checked as the learning has taken place. Some of these SLO have become report descriptors.	Input: The specific use of SLO within Y7-10 science has made our numeracy teaching & learning more directed. Output: Collectively we think that this is helping towards students confidence and achievement however there is yet to be a measurable impact on student attainment for CAAS in numeracy. Input: The specific use of SLO within Y7 -10 science with regard to literacy and the use of SGWP Output: we collectively think that this has added value to the students' kete and the school's CAAS writing results have married up with our indication. Outcome: Students are exposed to more fiction and non fiction reading time within science which includes new vocabulary. Future action is to look more deeply at where we can enhance students progress within Reading by engaging with and interpreting a wide range of science texts (L4 &5) and promoting the identification of text features.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)		

IMPLEMENTATION PLAN 2024 – 2025 Science

2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies	Even though this is not a learning package- Input: Year 10 teachers in science meet regularly to discuss the link between science, mātauranga māori, ideas for differentiation. Output: planned use of NZ contexts, mātauranga maōri vs western world and skills within curriculum. Development of critical thinking. Outcome: students development of NOS skills has increased. Students are more familiar with the processes involved and can work more independently over a range of different contexts. By being exposed to different ideas students are seeming to have a better view of what 'science' is.
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	Ongoing throughout 2024	Minutes from Professional Development Teacher reflection	Input: AK has received some development towards incorporating SGWP by SI and BG. LV is the department's writing leader and has shared insight at a department meeting. Output: AK has lesson plans that incorporate SGWP and has confidently used strategies to engage students in reading and writing tasks (jigsaw; think-pair-share; picture/video prompts) Outcome: Students are engaged with the SGWP in AK teaching practice and therefore have the opportunity to practice and progress in their learning.
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and. (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.	Input: stwe evidence collected from 98% students through testing using bk 1-4. Output: Even though this testing does not break down into individual categories of reading, writing and numeracy, an overall data analysis can be made.
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.	Staff have identified students as 'at risk' on Edge and notified respective AT.
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies	Input: Department meeting sharing of ideas and success stories.Side note: Impact coaching is taking place with some members of department which will facilitate shared strategies (e.g. teaching strategies) which could boost engagement within classes. Output: Students could show improvement in performance and confidence towards learning. Outcome: Move out of the at risk category. Comparison of before and after grades through formative style testing. Staff could have many strategies on hand to change up teaching styles.

2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	S		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)			
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and; (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	OTJ for semester 2 have been recorded by most staff. Analysis of junior science data is in progress however we can see that Y10 NOS understanding about science has more students at 5B (22%) than the other NOS. STwE data analysis shows a linear increase in cohort achievement from beginning of year. Y7 Pasific peoples (22 students) have shown the largest improvement from T1 to T4 overall 41 to 47.5 mean scale score with national being 49. This indicates that they will be more ready for the learning in Y with continued support where necessary. Our data for Pacific People Y9 going into Y10 shows that they are below national average and could struggle at this level. This early indicator provides teachers with awareness when implementing 2025 planning. The term 4 data for Y10 (all NOS included) shows that students are at the curriculum level necessary for starting in Y11.	Input: All learning programmes and teaching resources (recorded in unit plans) are created to cover the NOS in Y7 -10 (communicating in science, understanding about science, participating and contributing in science and investigating in science). Frequent identification of the NOS within the classroom increases student exposure to it. Output: STwE is a snapshot of student progression that is tracked through testing T1 & T4 from Y7 -10. e.g Longitudinal data -2023 Y9 cohort by the end of the year had a mean scale score of 58.8 (60.5 national); māori 57.7 and pacific peoples 54.7. 2024 Y10 cohort by the end of the year had a mean scale score of 64.5 (60.8 national); māori 64.7; pacific peoples 58.0. Outcome: Long term students will have a better chance of being successful in varying contexts within science. Short term benefit is the improvement of perceived ability and change in attitude towards testing. Students gain an awareness of areas of strength. Long term, teachers can use this as evidence to promote a higher course level at Y11 and continue to promote greater aspirations for māori and pacific students in science.	
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Some staff have worked with 'students at risk' of not achieving a specific criteria and have enjoyed a successful relationship.		
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)			

IMPLEMENTATION PLAN 2024 – 2025 Science

2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub	Unit plans along with some lesson plans are up on sharepoint for new NCEA. Updating unit plans as teaching is refined will continue to occur. Unit plans contain links to resources.	102 course proposed change to sci 1.1 teaching focus 'Te Whare Tapa Wha' as students have given feedback that the theme is in more than three subjects and have looked into it in junior school.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	Student voice collected through 2x microsoft forms for 101 & 102 science courses. Outcome 102 – shortening of Te Whare Tapa Whā content (as done since Y7), explicit teaching on investigative approaches in junior school (upskill teachers in change of emphasis to meet Y11). Cambridge and Biology have also collected student voice around learning.	
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed		

IMPLEMENTATION PLAN 2024 – 2025 Science

2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Input: 102 teachers have met and discussed possible changes to standards for 2025 directed from perceived moderation, student feedback and general engagement in class. Output: HOF has started to design new standards unit plans for learning PESS 1.1 and Sci 1.1. (102) Once colleagues are identified for 2025, planning & resourcing can be shared. SLO, basic unit plan and some resources have been put into sharepoint. Outcome: Teachers will have a framework that should fill them with more confidence to meet the needs of the standard. In the short term, a higher level of understanding of requirements for the first standard. Students should benefit from the cross over of learning content related to Southland found in both these standards. Students should also gain from previous years progress through SGWP as report writing is a component. 102 students will not forfeit the chance to take Level 2 Chem, Bio if they meet the learning habits requirements and are successful within their learning. input: 101 teachers have reflected on the standards that were chosen and taught this year. Output: Discussion to keep the 3 standards the same, even though there are changes to be made to the teaching and learning due to changes to the standards. Outcome: Units are slimmed down to allow students to benefit from more time for familiarity through practical learning and consolidation of skills. Teachers will not need to rush to cover all learning required for L2 entry (pre NCEA L1 change)	Input: Use of SLO, webinars, collaboration amongst staff to plan and guide students through 3 L1 standards. Output: 101, 95.8% minimum 10 credits (16 on offer); 102, 75.4% minimum 10 credits (15 on offer). 101, 93% passed external. 11 merit endorsements. 102, 1 merit endorsement. Outcome: More students have access to L2 sciences and pathways in science. Short term gain saw students and whānau turn up for options selection. Number of students across sciences has risen slightly with the choose to challenge concept. 2025 4 101 classes vs 2 102 classes. Students have chosen to challenge themselves this year. With knowledge of cohort, 4 standards have been offered for 102 cohort to provide more opportunity for students to be successful. Futur focus: External moderation for one standard was 'not yet consistent'. This unfortunately arrived after school had started for the year and the standard had already been replaced after inconsistent feedback from other schools moderation. We will look to impliment the standard in 2026.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)		Input: Teachers discussed the new standards and how they were to be implimented and assessed at Y11. Each class was asked to give reflection through teachers using different formats to gain student ideas and viewpoints on the different standards. Output: students viewpoints were varied within the 2 courses although there was some common ground for teachers to work with. Results were discussed at a department meeting. Outcome: (teacher reflection) An extra standard was included for 2025 to give 102 students more opportunity to gain credits and potentially use the new standard to offset literacy CAAS if it wasn't obtained. From student reflection: 102 course has removed the theme of 'Te Whare Tapa Whā' for investigations as it was expressed that it was a theme in too many other standards and had been taught previously in other years. Differentiation between M and E was to be made more explicit and more examples of how to write was to be given to students in 2025.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)		

IMPLEMENTATION PLAN 2024 – 2025 Science

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all aspects of the school. Kua rangangia te tiriti ki roto i ngā āhutatanga katoa o te kura.
- Te Ao Māori is an integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.	Staff participated in House Haka, staff vaiata	
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.		Staff (AT) have been involved in their PLC and parent teacher afternoon. CH in role of YLC continues to work with whānau.
3.2 Staffs Professional Learning Growth are diarnised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Mātauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning	Input: uniformity with unit plans that indicate culturally sustaining practices into Tikanga, Te Reo Māori, Ako, and Mātauranga Māori; with description of what this means. General vocabulary lists in unit plans. All units of work have at least one content piece relating to Mātauranga māori, along with specific vocabulary applicable to the unit content. Whakatauki or Karakia said at department meetings.Outcome: Better confidence with vocabulary with teacher and understanding of why said content is being taught. Students can often be the knowledge bearers. local (southland) content is used where is fits. Outcome: Better understanding of their locality (general knowledge), growing vocabulary. Students feeling represented within the learning content. As bicultural school visible display of Te Reo in context is seen in classroom.	Input: Not staff PLG but department meeting have undertaken a look at our Pacific and Maori student's achievement. Introduced past readings to staff members [Tapasa resource- teaching Pacifica students; Tataiako -cultural competency strategies for teachers of maori students; Ha Hikitia- maori education strategies] With this we filled in our challenges and future focus. We have discussed how we use Te Reo and maturaunga maori in our teaching and learning. Every unit has a context that relates to this. Output: Unit plans in Y7 & 8 have a section divided into Tikanga, Te Reo Maori, Maturaunga maori and Ako with descriptions of what each entails. There is also a list of general conversation vocabulary and specific vocabulary to the unit. Unit plans in 7-10 also Indicate the specific context that is to be focussed on maturaunga maori knowledge. Outcome: Teachers can practice general conversation Te Reo maori over the year. students can start to pick up on Te Reo vocabulary from different learning areas. The power of teaching is shared with students taking the lead in areas that they feel comfortable in- taonga from home.
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name	Staff encouraged to change (if haven't) their email address to incorporate the signage. Emblem is updated on rubrics/ tests.	

- GOAL 3:
Te Tiriti o Waitangi
- Te Tiriti o Waitangi is woven into all as
 - Te Ao Māori is an integral part of teach
 - The school will continue to give effect to

Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	Department meetings have focused on collaborative 'Effective Pedagogy for students'	
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.		

IMPLEMENTATION PLAN 2024 – 2025 Social Sciences

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	10/12/2024 20/03/2024	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives Linked to Staff Hub.	All Social Science members have been updating schemes of work – in particular on Unit plans that will be saved and stored on Staff Hub.GBM-Starting to unpack the change of Syllabus from 2025 for Global Perspective and align literacy outcomes from CAA assessments as learning outcomes. So far draft completed for individual research report to be reviewed again in term 4 as I will do student voice with this year's cohort and use that to help modify planning.	PNB numeracy- timeline of events in Ancient Athens. Using an atlas to find places on a map- countries and types of government around the world. Labeling places in New Zealand where wakas arrived, places where the Treaty was signed. Statistics, fractions/percentages for election voting results? ENT numeracy- 9SMM product costing for materials, total cost. Profit, loss, taxes, Use of graphs and statistics showing trends in source material. Students must identify the trend and connect it to a global issue from different perspectives. They are also given a claim and have to determine how to test it by identifying the source, method, and type of data that would be collected. When using source material, students have to evaluate the data source that it is relevant, accurate and can be cross-checked with other data sources. SWTM Term 3 Numeracy update Plotting line graphs to illustrate law of demand and supply and to show changes in prices arachically
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Semester 1 5 July 2024 Semester 2 10 December 2024	e	All teachers have worked through the SGWP; teachers have shared these with Social Sciences department meetings.All of these were marked and given feedback on how to improve for future grades. ETS Task: Writing paragraphs about life for different groups of people during WW1. First effort: girls write a paragraph about what they think life was like for a soldier in the trenches during WW1. Some hints or ideas supplied but down to the student doing a bit	
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies	9GBM - reflections on how the understandings have changed, what changed their understanding and next steps.	
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francois and their department writing leader. (6.2)	Ongoing throughout 2024	Minutes from Professional Development Teacher reflection	Becky and Kate have felt that staff are very good at sharing their resources with other staff and staff reciprocating their knowledge of the SGWP.	
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and. (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.	Paragraph writing in Ancient Influences to support paragraph writing in the assessment.	

IMPLEMETATION PLAN 2024 – 2025 Social Sciences

GOAL 2:

Academic

Every single student has access to a quality ed
Multi-level learning opportunities
The curriculum equips our students for the moc
To continue to recruit, develop and retain great
Academic success is accessible to each student

Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	During the year I worked individually with each student to ensure comprehension and understanding of the work content and also the assessment. In the economic impacts of Tourism I worked on paragraph writing SGHS writing strategy on the economic impacts that tourism has on local regions. Overall the pass rate for Tourism Level 3 was 81.8 percent. The results also reflected the fast marking and the resits were undertaken within the units. The students have workbooks so if student were away they can catch up and this works well for this type of student. For Tourism Level 2 the results werer 87.5 %, this reflected the one on one work completed with each student to support the learning. The writing strategy was used for the socio cultural impacts and this enabled good results. In regards to results the resit process helps the students pass units and further the process is swift due to the marking being done quickly enabling the students to gain success with limited delay. The student workbooks work well and enable that the content and assessment are in cohesion with one another helping with the good results.	
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Term 4 Update	
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)		
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and. (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)		

IMPLEMENTATION PLAN 2024 – 2025 Social Sciences

2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.	Discussion at staff meetings regarding students at risk or potentially behavioural. Strategies shared to support teachers with these students.	
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies	Teachers shared writing pedagogy across departments in writing workshops, specifically targeting 'at risk' writers. <i>Curriculum updates - this has not changed this year, no planning can be in place</i>	
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub	"working on digital copy" MP/KL – Folders on computer will transfer to Staff Hub. Geo - digital copy needs to be transferred to staff hub. AGB2/3. Input- improving report writing in Agribusiness level 2 and level 3 by providing a simple structure and planning sheet for assessment reports Output – Reports have been easier to read as the marker and students have got on with the task quicker as less fluffing around time as their answers are planned out. Students also have become more aware of how to break down a task and are making sure they are answering every part of the task. Outcome – Students in level 2 have passed all reports and most are writing at a merit or above level. Students are writing better in their internals. This can still be improved but it is a good start. 2. 2. Input Increasing authentic use of the Māori language through Māori business concepts throughout agribusiness where relevant. Have put posters up in classroom that students can see and linking concepts to relevant parts of our topic. <i>Output – Students when practicing exam questions in level 2 have been able to internalize</i>	Year 11 ECO - interpreting graphs to answer questions about law supply and market, even scales so that answers are easy to interpret, calculating profit or loss, using a formula to work out average cost of goods sold. Calculating revenue Year 11 ACC Interpreting financial statements and being able to make changes to income statements and recalculation profit and loss for a business to help improve businesses viability.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	Student voice has been completed in 1 – for assessments 1.1, 1.2 - to ensure we can get feedback on how they feel the units of work are going. Teacher asked for 2 positives and 2 improvements for next year 2025.	
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed	Year 12 AGB Interpret statistics and graphs about crickets to answer inquiry questions about alternative protein sources in NZ. Year 13 AGB Interpret financial information for a dairy farm to help understand what future proofing strategies the business has used to remain viable into the future.	

IMPLIMENTATION PLAN 2024 – 2025 Social Sciences

2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)		
2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Year 11 ECO - interpreting graphs to answer questions about law supply and market, even scales so that answers are easy to interpret, calculating profit or loss, using a formula to work out average cost of goods sold. Calculating revenue	
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	Outcome – Fantastic external results because we practiced lots of different scenarios the girls felt confident and they went to the exam and completed the paper	
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Year 11 ACC Interpreting financial statements and being able to make changes to income statements and recalculation profit and loss for a business to help improve businesses viability. Outcome – fantastic external results lots of excellence endorsements and students were able to complete external with confidence due to lots of scenario practice.	

IMPLEMENTATION PLAN 2024 – 2025 Social Sciences

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all aspects of the school. Kua rangatia te tiriti ki roto i ngā āhutatanga katoa o te kura.
- Te Ao Māori is an integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.	Department staff support and participate. 2024 Mihi Whakatu, House Haka, SGHS waiata	
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Mātauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning	Formal greetings used fluidly through classes, Guest speakers (9GBM) culturally inclusive. Social Sciences team have been including whakatōki into start of the year lessons. 9GBM been using parts of this evaluation framework for the internal section where they have to evaluate sources. GBM-Matariki was used within the belief systems topic area. Looked at what belief systems are represented and compare and contrast to other cultures. Students worked on a personal belief star and used INSIGHT groups to research different cultures. completed a collaborative chalk art activity to show aspects of how we connect to Matariki through our whānau. https://learningessentials.auckland.ac.nz/finding-information/evaluating-sources/rauruwahakare/ PNB- Explicit teaching of the 'Treaty of Waitangi'- activate prior knowledge, 5ws of the treaty, effects of the Treaty, how it impacts us today (e.g Waitangi Tribunal)	
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name	Te reo Māori is included on the social science department signage	

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all as
- Te Ao Māori is an integral part of teach
- The school will continue to give effect to

Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)		
3.3 Review our branding to ensure that te reo is included with our school name, e.g. school signage outside the school and our email signatures.		

IMPLEMENTATION PLAN 2024 – 2025 Visual Arts

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	10/12/2024 20/03/2024	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives linked to Staff Hub.	Visual Arts have started to collaboratively update, and rewrite units that will cover all aspects required in a scheme of work. Work in progress.	Continued work in progress. The focus has been on year 9 and 10 and up dating these to have all criteria required. Next steps year 7 & 8.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Semester 1 5 July 2024 Semester 2 10 December 2024	Feedback/feed forward given to students for their writing.	Each 9/10 Learning Package has included 1x writing aspect at least into a unit of work. Starting to read over all writing taking care to point out correct grammar, using writing process and other techniques to build capability.	
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies		Have worked with KG to check we are on the right track with how we are integrating numeracy into the Visual Arts. Some units have been adapted to incorporate more explicit learning around numeracy (AVC classes already has a lot but now have tried to make this more conscious and linked to mathematical terminology). Collaborative development of a unit that gives our year 10 students a 'visual art basic tools licence' has been started. This includes use of scaling on the copier, how to measure and cut paper. We are also looking into colour mixing using fractions, this has been tested but now we need to create a sequence that allows for students to use correct mathematical terminology when colour mixing. KG showed us the CAA booklet and how these things could relate to us.
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	Ongoing throughout 2024	Minutes from Professional Development Teacher reflection		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.		
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.		

IMPLEMENTATION PLAN 2024 – 2025 Visual Arts

GOAL 2:

Academic

Every single student has access to a quality education. Multi-level learning opportunities. The curriculum equips our students for the mode of learning. To continue to recruit, develop and retain great students. Academic success is accessible to each student.

Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7–10. (6.1)	All year 8 classes did a unit of work which incorporated numeracy. The art work outcomes varied but all students did apply numeracy.	Possible future actions - the department needs to continue to develop year 9 and 10 units of work. This is still ongoing for 2025. We have about half of the units where we can show explicit acts of teaching towards literacy at yr 9/10 and yr 7&8. We have not created a way to measure the impact of this as we are still unsure about what levels we should be assessing. Future actions could be to complete this work with the rest of the units, work backwards from yr11 to create some tasks the support our years 9/10 to more confidently write for visual art making and annotating.
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)		Next steps - making and giving feedback on 1 piece of written work in years 9/10. Focus on a department wide approach as to what format the writing could look like for each subject. See above.
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)		We have been please with the integration of small amounts of numeracy at years 7 & 8. Working with Kelly helped us understand we were on the right track and some of the conversations we have had with students demonstrated how using these skills in a different context helped them understand the numeracy aspects more deeply. Future steps will be to continue this work and make sure each year 7 and year 8 programme have an element of numeracy. Start similar work for year 9/10 classes. We would need support for creating correct and useful resources for this.
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7–10 (i) are students at the expected curriculum level and, (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)		
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)		

IMPLEMENTATION PLAN 2024 – 2025 Visual Arts

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies		
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub	Each department meeting has set time for level 1 work. We have been working with other southland schools to help develop our understanding of learning and requirements. Have reached out to a number of different community members for support, Llyod Esler, Rangimarie for harakeke weaving and trip to Bluff Marae in July. Are refelcting upon plans for work before uploading for future use and adaption for next year.	Teachers have reflected on units. All standards are now complete. 1.1 was moderated and came back positive and on the right track. Some adjustments will be made. 1.3 and 1.4 are off being moderated now. Big workload for staff. Will collect last lot of student voice before seniors level regarding second part of year. Teacher only day will be used to start planning for next year and relook at units to tweak these. Will also start planning trips and connections to local history.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	In progress	Student voice collected from terms 1 and 2 was generally positive and has given us a point to start reveiwing planning for NCEA level 1 next year. Some reflection already taken place, next lot will be after 1.3 and 1.4 have been handed in and moderated. Moderation for 1.1 was positive for our teachers in that we are on the right track in our planning and teaching and learning, and assessment.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed		

IMPLEMENTATION PLAN 2024 – 2025 Visual Arts

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Staff share ideas to help students at different year levels in regard to artist models and techniques that will assist student achievement. This has resulted in at risk students achieving.
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)		VAR1 Results show that achievement was down slightly from previous years. However 100% of students got 10 credits. 100% of students who submitted (1 student did not submit) their 5 credit external gain achievement or higher. This was a great achievement when reflecting on the new standards and the cohort. This cohort had a high number of students who are yet to gain all CAAs. The māori data is also down from pervious years. 2023 100% of Māori students gained 12+ credits and 85.7% gained 14+ credits. 2024 only 63.6% of Māori students gained 14+ credits. This mean 2 students did not pass 1x external, and 2 students (different students) did not pass 1x internal.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	Students were offered lunch time sessions one a week with teachers, after school sessions. Some students took these up. Eventually the ones who needed to stepped up and all handed in their external workbooks and portfolios. These were moderated Mid Term 4 - good results over all.	We reviewed our level 1 programme and changed elements to support the students writing and research (which led to lack of engagement). Increased practical art making as a starting point rather than research.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)		

IMPLEMENTATION PLAN 2024 – 2025 Visual Arts

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all aspects of the school. Kua rangangia te tiriti ki roto i ngā āhutatanga katoa o te kura.
- Te Ao Māori is an integral part of teaching and learning at SGHS
- The school will continue to give effect to Te Tiriti o Waitangi

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.		
3.2 Staffs Professional Learning Growth are planned and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Mātauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning		
3.3 Review our branding to ensure that te reo is included with our school name, e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name		

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all aspects of our school.
- Te Ao Māori is an integral part of teaching and learning.
- The school will continue to give effect to the principles of Te Tiriti o Waitangi.

Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)		
3.2 Staffs Professional Learning Growth are planned and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)		We were pleased with the level of engagement of our Level 1 students when learning about some Te Ao Māori concepts. We are starting to access materials from Te Pōhā to help our ākonga understand narratives and histories of our local area. Next steps is to work with other departments to create an overview of what has been taught where and how we can add to this and allow for more time on practical art making.
3.3 Review our branding to ensure that te reo is included with our school name, e.g. school signage outside the school and our email signatures.		

IMPLEMENTATION PLAN 2024 – 2025 Technology

GOAL 2:

Academic

Every single student has access to a quality education where their interests, needs and abilities are met.

Multi-level learning opportunities

The curriculum equips our students for the modern world

To continue to recruit, develop and retain great staff

Academic success is accessible to each student

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	10/12/2024 20/03/2024	All department curriculum plans will be modified to include Specific Learning Objectives and saved in Department drives linked to Staff Hub.	The department is focusing on the junior learning packages. All technology staff worked with the maths department. TOD. 7WBS - A work in progress. 8BDN - is complete. 8IDEA - A work in progress. 9FDS - Assigned to LN. 9FDP - Assigned to JL. 9AVG & 9DFF - Assigned to CW	7WBS - one unit completed. 81BDN -completed. 8IDEA - A work in progress. 9FDS - A work in progress. 9FDP - A work in progress. 9AVG & 9DFF - A work in progress. Specific Learning Outcomes for literacy with a text form focus. Students becoming more independent on which text form structure to use for types of questions used in the exam. Student can recall text form structure in revision task. (GBM)
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Semester 1 5 July 2024 Semester 2 10 December 2024	Feedback/feed forward given to students for their writing.	Staff are collecting and collating writing examples and will share them in department meeting term 3.	Staff are collecting and uploading writing examples into the shared drive. There has been a focus on producing a piece of writing each semester..
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Up to 3 PLG	PLG hui are held and discussion had, where departments share strategies	Attend and support the upcoming PLG's. Implement new learning/ideas/pedagogy into our learning packages.	Waiting on PLG Hui to be held.
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)	Ongoing throughout 2024	Minutes from Professional Development Teacher reflection	New technology staff have attended PD for SGWP.	New staff have continued to attend PD for SGWP in term 3.
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and. (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	10-Dec-24	Analysis of data provided to Head of Faculty at key check points: - Beginning of year - Beginning of Semester 2 - End of year And new actions developed to meet student's learning needs.	Staff are using data for student profiles. This is used in planning and next learning steps.	Staff are still using data for student profiles. Learning support needs are more relevant than curriculum levels (which can be out of date)
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Term 2 Wk 6-9 Term 3 Wk 4-5	Students at risk will be identified in EDGE by classroom teachers who will develop strategies to support the student.	At risk students are being identified as report data is entered into edge this next few weeks.	All at risk data has been entered and shared with AT teachers. Useful data for new semester classes and teaching /engagement strategies.

IMPLEMENTATION PLAN 2024 – 2025 Technology

GOAL 2:

Academic

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Multi-level learning opportunities
The curriculum equips our students for the moc
To continue to recruit, develop and retain great
Academic success is accessible to each studer

Actions	Term 4 Update	Variance and possible future actions
2.1a. All departments have documented Specific Learning Outcomes for numeracy, and/or literacy (reading and writing) in unit plans for all Learning Packages in Years 7-10. (6.1)	7WBS - Completed. 8IBDN - completed. 9FDS - A work in progress. 9DFP - A work in progress. Digital classes in progress. Specific Learning outcomes for literacy and numeracy.	Variance Report
2.1b. Each semester all Learning Package teachers include one piece of writing which is linked to the Southland Girls Writing Programme (SGWP) which is marked and given feedback either verbal or written. (6.1)	Staff have uploading some writing examples, this will continue into 2025. These are sorted in the Technology Shared drive.	
2.1c. Year 10 Learning Packages work collaboratively (cross curricular) to share best practices about teaching and learning for Numeracy, Reading, Writing with regards to Culturally Responsive Relational Pedagogy, differentiated teaching, metacognition, and peer coaching (student – student). (6.3)	Carl attended a faculty meeting and we shared our planning, ideas and how to make links with the CAA's.	
2.1d All new staff receive extensive Professional Development to incorporate the SGWP (metacognition) into their class teaching. This will be delivered by Trudy Francis and their department writing leader. (6.2)		
2.2a Student progress for Numeracy, Reading and Writing is tracked longitudinally for Years 7-10 (i) are students at the expected curriculum level and. (ii) are students making the expected amount of curriculum progress at least 2 sub curriculum levels per year is being achieved. (4.1)	This continued in term 4.	Add junior data
2.2b Intervention processes are shared with and carried out by staff to monitor students identified as 'at risk' of not achieving the expected curriculum level. (4.2)	Data was useful for teaching/engagement strategies.	Attendance is an issue for a number of our at risk students. Next steps for students who won't engage in the subject area?

IMPLEMENTATION PLAN 2024 – 2025 Technology

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)		Professional Learning Group will occur to share strategies	At risk students are discussed at deparatment meetings and strategies are shared.	At risk students are know within the department and strategies shared. Plans are in place to assist these students so they see success in their learning areas.
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Dec-24	Unit plans are saved in the Department drive linked to the Staff Hub	Unit plans with reflections based on teacher and student voice about how the unit encompassed learners strenghts, interests, needs and abilities, identities, culture and language. These are a work in progress.	Unit plans are continuing to be developed. Staff are attending PLD via MOE and subject associations.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	At least 3 x throughout 2024	Department Hui minutes are saved in the Department drive linked to the Staff Hub	Department hui minutes will document student voice and reflection on next steps based upon analysis.	Collected at the end of term 2 and more student voice will be collected and analysed the end of term 4.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.	Term 1 2024	Academic Tutors and Year Level Coordinators can articulate the attendance process	AT tutor to track all attendance and share/discuss during AT hui's.	AT Attendance tracking is continuing and is discussed at AT hui's and with individual students.
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)	Mar-Dec 2024	Documented in the pastoral file, support student/whānau received when considering leaving Track those who: - Stayed - Left – pathway followed	All teachers to inform YLC's and careers if they think a student is considering leaving.	All teachers are continuing to report students who are considering leaving.

IMPLEMENTATION PLAN 2024 – 2025 Technology

2.2c Staff collaborate to share strategies for supporting 'at risk' students. (4.2)	Sharing strategies has helped within the faculty and most of our at risk students. A number are still not succeeding.	
2.3a All departments develop units of work for new NCEA Level 1 courses that encompass learner strengths, interest needs and abilities, identities, culture and language (4.1)	Unit plans are continuing to be developed based on 2024 moderation feedback.A number of changes to unit plans have been made for 2025. Staff are still involved in PLD.	DTC 80 % of students gained 12+ credits. FDN1 96.3 % of students gained 12+ credits. FHS1 91.7% of students gained 12+ credits. FAD1 90.9% of students gained 12+credits. Overall 89.7% of students gained 12 or more credits at level 1.
2.3b Student voice collected to find students' perception and engagement with new NCEA Level 1 courses. (2.3)	Collected in term 4 and analysed for future planning. Students found the focus on hauora too much (all the new standards are based on hauora) Planning changed to include a more nutrition focus with hauora learning.	Continue to develop and adapt unit plans. based on student voice.
2.4 Student attendance: a checking process is created to support Academic Tutors, Year Level Coordinators to track absences and associated follow up of all students under 90% attendance.		
2.5 Students in Y11 and 12 who may consider leaving are identified as early as possible and along with whānau are provided information including the opportunity to discuss and investigate the different pathways that are available, including how to obtain Level 2 prior to leaving. (7.1)		

IMPLEMENTATION PLAN 2024 – 2025 Technology

GOAL 3:

Te Tiriti o Waitangi

- Te Tiriti o Waitangi is woven into all
- Te Ao Māori is an integral part of
- The school will continue to give effect to Te Tiriti o Waitangi

Actions	Timeframe	How will we know?	Term 2 Update	Term 3 Update
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)	March - December 2024	- Correct protocols around Tikanga will be evident in all events including Te Reo - Meetings will be held before the events and self-review at the conclusion of the event.	Continuing to support and participate.	Will continue to support and participate as a department.
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)	March – December 2024	Voice/discussions would be written up and available for all to read. Actions from the voice will be developed and implemented and reported back to relevant people including the Board of Trustees.	Support Whanua hui's. Read, analyse and consider all feedback.	Waiting for data.
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom, and units of work around the inclusion of Mātauranga Māori. (6.3)	March – December 2024	- Professional Learning Group planned for and held - Units of work in every subject reflect Mātauranga Māori practice - All staff present at hui and share their best practice - Student's voice/anecdotal evidence confirms this happening in classroom learning	Adding Matauranga Maori to unit plans. FND1 - A work in progress. All technology staff to participate in PLG'S.	FND1 - All units now have Matauranga Maori. Level 1 Digi - external now has Matauranga Maori within the unit. FDNP - Includes hauora.
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.	March – December 2024	- The new signage is done - Email signatures of all staff show the inclusion of the schools Māori name		

IMPLEMENTATION PLAN 2024 – 2025 Technology

- GOAL 3:
Te Tiriti o Waitangi
- Te Tiriti o Waitangi is woven into all
 - Te Ao Māori is an integral part of
 - The school will continue to give effect to

Actions	Term 4 Update	Variance and possible future actions
3.1a Every time there is a large or school-wide event we ask appropriate people to ensure we are following tikanga. (5.1/5.2)		
3.1b Continue to gather whānau voice through various hui and whānau interaction (e.g. Personal Learning Conferences), to help with review and ongoing school self-improvement. (2.4)		
3.2 Staffs Professional Learning Growth are diarised and held where Departments share effective pedagogy strategies in the use of Te Reo in the classroom and units of work around the inclusion of Mātauranga Māori. (6.3)		
3.3 Review our branding to ensure that te reo is included with our school name. e.g. school signage outside the school and our email signatures.		

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

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>Following policies (available on SchoolDocs website)</i> • <i>The Board of Trustees as a Good Employer guidelines & procedures.</i> • <i>Staff Emotional Wellbeing Policy & procedures</i> • <i>Staff Safe Workplace Policy & procedures</i> <i>Any staff with concerns can report to several people including the Harassment Officer, staff elected Health & Safety officer who chairs the H&S committee, a Guidance Counsellor.</i> <i>(Our procedures are available on StaffHub)</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Equal Employment Opportunities policy.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Appointments procedures.</i>
How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	<i>Strategic plan and annual goals.</i>
How have you enhanced the abilities of individual employees?	<i>Professional development, Professional Growth Cycle, honouring collective agreements, support & mentoring.</i>
How are you recognising the employment requirements of women?	<i>Equal Employment Opportunities policy & procedures</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Equal Employment Opportunities policy. Building accessibility with lift, and wheelchair access.</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 procedures/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, self-review	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes, Principal	
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	

SOUTHLAND GIRLS HIGH SCHOOL

2024

Kiwisport

Students participated in organised sport. In 2024 the school received Kiwisport funding of \$24,359 (2023 \$23,022). The funding was spent on sports equipment and an increase in staff to manage sport.