

SOUTHLAND GIRLS' HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

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
Kelly Tagg	Presiding Member, Parent Representative	Elected September 2025	August 2028
Nigel Finnerty	Deputy Presiding Member, Parent Representative	Elected September 2025	August 2028
Yvonne Browning	Principal ex Officio		
Liz Henry	Parent Representative	Elected September 2025	August 2028
James McKenzie	Parent Representative	Elected September 2025	August 2028
Stacey Muir	Parent Representative	Elected September 2025	August 2028
Marama Davis	Staff Representative	Elected September 2025	August 2028
Tyla Robinson	Student Representative	Elected September 2024	September 2025
Ashleigh Robinson	Student Representative	Elected September 2025	September 2026

SOUTHLAND GIRLS' HIGH SCHOOL

Annual Financial Statements - For the year ending 31 December 2025

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Southland Girls' High School

Statement of Responsibility

For the year ending 31 December 2025

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 2025 fairly reflects the financial position and operations of the school.

The School's 2025 financial statements are authorised for issue by the Board.

Kelly Jane Tagg

Full Name of Presiding Member

John Gogan

Full Name of Principal



Signature of Presiding Member



Signature of Principal

15 June 2026

Date

12th June '26

Date

Southland Girls' High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government grants	2	12,021,219	11,434,337	11,367,915
Locally Raised Funds	3	1,737,799	1,158,139	1,760,370
Interest		80,909	88,000	107,148
Hostel	4	1,160,778	1,100,103	1,055,922
Gain on Disposal of Property, Plant and Equipment		-	-	11,675
Total Revenue		15,000,705	13,780,579	14,303,030
Expenses				
Locally Raised Funds	3	1,335,778	897,079	1,191,520
Hostel	4	1,084,180	1,114,858	1,148,090
Learning resources	5	9,205,472	8,769,861	8,882,263
Administration	6	794,558	764,225	772,385
Interest		13,825	13,043	10,103
Property	7	2,236,557	2,187,614	2,030,205
Loss on Disposal of Property, Plant and Equipment		8,538	-	30,094
Total Expense		14,678,908	13,746,680	14,064,660
Net Surplus for the year		321,797	33,899	238,370
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		321,797	33,899	238,370

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 2025

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January	2,177,314	2,177,314	1,859,767
Total comprehensive revenue and expense for the year	321,797	33,899	238,370
Contribution - Furniture and Equipment Grant		4,875	79,177
Equity at 31 December	2,499,111	2,216,088	2,177,314
Accumulated comprehensive revenue and expense	2,492,940	2,208,917	2,170,143
Reserves - Dorothy Grantham Camp Fund & Maori Initiative Fund			
Opening balance	7,171	7,171	34,863
Surplus for the year	(1,000)	-	(27,692)
Closing balance	6,171	7,171	7,171
Equity at 31 December	2,499,111	2,216,088	2,177,314

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 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and cash equivalents	8	1,347,315	715,215	424,909
Accounts receivable	9	846,169	1,031,715	756,403
GST Receivable		19,494	7,317	20,872
Prepayments		46,461	68,023	99,839
Inventories	10	93,074	57,470	79,856
Investments	11	737,365	1,170,062	1,280,735
Funds Receivable for Capital Works Projects	19	24,268	-	20,452
		<u>3,114,146</u>	<u>3,049,802</u>	<u>2,683,066</u>
Current Liabilities				
Accounts payable	13	1,131,160	977,336	1,033,922
Revenue Received in Advance	14	410,506	867,325	489,060
Provision for cyclical maintenance	15	209,660	75,218	14,837
Borrowings	16	16,313	85,545	79,349
Finance Lease liability	17	45,714	42,035	39,659
Funds held in Trust	18	533,146	342,210	330,200
Funds held for Capital Works Projects	19	-	158,909	60,642
Funds held on behalf of Refugee Cluster	20	-	3,100	3,100
		<u>2,346,499</u>	<u>2,551,678</u>	<u>2,050,770</u>
Working Capital Surplus		767,647	498,124	632,296
Non-current Assets				
Investments	11	944	1,731	1,731
Property, plant and equipment	12	2,118,367	1,925,561	1,854,073
		<u>2,119,311</u>	<u>1,927,292</u>	<u>1,855,804</u>
Non-current Liabilities				
Provision for cyclical maintenance	15	257,442	234,544	182,202
Borrowings	16	48,423	(49,239)	64,737
Finance Lease liability	17	81,983	24,024	63,848
Funds held in Trust	18	-	-	-
		<u>387,848</u>	<u>209,329</u>	<u>310,787</u>
Net Assets		<u>2,499,111</u>	<u>2,216,088</u>	<u>2,177,314</u>
Equity		<u>2,499,111</u>	<u>2,216,088</u>	<u>2,177,314</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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		3,253,345	3,147,386	3,127,664
Locally Raised Funds		1,322,756	545,334	1,299,766
Hostel		1,201,357	1,431,681	1,066,456
International Students		240,727	271,774	317,104
Goods and Services Tax (net)		1,378	13,555	(33,917)
Payments to Employees		(2,380,098)	(2,605,007)	(2,535,214)
Payments to Suppliers		(2,892,443)	(2,360,727)	(3,149,841)
Interest Paid		(13,825)	(13,039)	(10,103)
Interest Received		83,289	91,979	101,823
Net cash from/(to) Operating Activities		816,486	522,936	183,739
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		-	-	11,675
Purchase of Property Plant & Equipment		(480,397)	(516,927)	(351,039)
Purchase of Investments		543,370	110,673	(468,642)
Proceeds from Sale of Investments		787	-	-
Net cash from/(to) Investing Activities		63,760	(406,254)	(808,006)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	79,177
Finance Lease Payments		(13,879)	150,675	-
Repayment of Borrowings		(79,350)	(107,780)	-
Funds Administered on Behalf of Other Parties		135,388	130,729	(152,340)
Net cash from/(to) Financing Activities		42,160	173,624	(73,163)
Net increase/(decrease) in cash and cash equivalents		922,406	290,306	(697,430)
Cash and cash equivalents at the beginning of the year	8	424,909	424,909	1,122,339
Cash and cash equivalents at the end of the year	8	1,347,315	715,215	424,909

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

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

Southland Girls' High School

Notes to the Financial Statements

For the year ended 31 December 2025

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 2025 to 31 December 2025 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 24(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) 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.

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and comprise of school uniforms, canteen and Hostel kitchen's stocks. 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.

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–50 years
Furniture & Equipment	4–20 years
Information and Communication Technology	3–10 years
Motor Vehicles	10 years
Library Resources	8 years
Leased Assets	3–5 years
Hostel	3–50 years

j) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment 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.

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

Employee 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.

m) 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.

n) Funds Held in Trust

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

o) Funds held for Capital works

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

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

p) Shared Funds

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

q) Provision for Cyclical Maintenance

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

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

The 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.

r) Financial Instruments

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

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

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

s) 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.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	3,348,008	2,901,631	3,009,505
Teachers' salaries grant	7,238,724	6,889,362	6,779,034
Use of land and buildings grant	1,295,352	1,430,344	1,430,344
Other Government Grants	139,135	213,000	149,032
	12,021,219	11,434,337	11,367,915

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	61,729	33,000	46,804
Fees for Extra Curricular Activities	1,014,113	511,365	1,014,246
Fundraising and Community Grants	293,499	325,000	286,565
Trading	46,820	11,000	40,263
Other revenue	10,315	6,000	4,805
International Student Fees	311,323	271,774	367,687
	1,737,799	1,158,139	1,760,370
Expenses			
Extra Curricular Activities Costs	727,523	315,434	598,965
Fundraising and Community Grant Costs	305,784	321,559	284,725
Other locally raised funds expenditure	1,000	-	-
Trading	47,499	-	3,483
International Student - Employee Benefit - Salaries	151,138	142,000	150,699
International Student - Other Expenses	102,834	118,090	153,648
	1,335,778	897,083	1,191,520
<i>Surplus for the year Locally Raised Funds</i>	402,021	261,056	568,850

4. Hostel Revenue and Expenses

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Government Grants - Ministry of Education	95,995	-	94,120
Hostel Fees	989,604	1,091,777	920,400
Other Revenue	75,179	8,326	41,402
	1,160,778	1,100,103	1,055,922
Expenses			
Employee Benefit - Salaries	610,267	602,287	568,772
Depreciation	57,413	57,000	57,061
Other Hostel Expenses	416,500	455,571	522,257
	1,084,180	1,114,858	1,148,090
<i>Surplus/(deficit) for the year Hostel</i>	76,598	(14,755)	(92,168)

5. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	400,410	372,049	543,908
Information and communication technology	66,146	65,000	73,820
Employee Benefits - Salaries	8,431,270	8,057,393	7,978,911
Staff development	94,809	70,000	72,067
Depreciation	207,868	200,316	208,182
Other Learning Resources	4,969	5,103	5,375
	9,205,472	8,769,861	8,882,263

6. Administration

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit fees	19,806	11,708	30,472
Board Fees and Expenses	34,626	21,450	3,522
Other Administration Expenses	203,288	188,848	187,873
Employee benefits - salaries	511,210	517,199	528,490
Insurance	25,628	25,020	22,028
	<u>794,558</u>	<u>764,225</u>	<u>772,385</u>

7. Property

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Consultancy and contract services	186,986	190,440	182,730
Cyclical maintenance	249,067	53,272	(37,821)
Heat, light and water	224,816	238,000	182,887
Rates	6,455	6,200	5,791
Repairs and maintenance	72,464	64,750	82,325
Use of land and buildings	1,295,352	1,430,344	1,430,344
Employee benefits - salaries	119,933	130,373	109,913
Other Property Expenses	81,484	74,235	74,036
	<u>2,236,557</u>	<u>2,187,614</u>	<u>2,030,205</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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	915,457	580,084	399,840
Short-term Bank Deposits	431,858	135,131	25,069
Cash and cash equivalents for Statement of Cash Flows	<u>1,347,315</u>	<u>715,215</u>	<u>424,909</u>

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

Of the \$1,347,315 Cash and Cash Equivalents, \$943,652 is subject to restrictions for the following reasons:

- \$145,004 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- \$70,851 of hostel boarding fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- \$194,651 of student fees and grants relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
- \$27,682 is held by the school on behalf of Enwood Parent Group. This is included in Funds Held in Trust note 18.
- \$244,922 is held by the school on behalf of the students for international trips to France and Japan 2026. This is included in Funds Held in Trust note 18.
- \$239,606 is held by the school on behalf of the international students. This is included in Funds Held in Trust note 18.
- \$20,936 is held by the school on behalf of the SGHS PTA being 150th Anniversary fund and Sports Equipment Recovery Fund. This is included in Funds Held in Trust note 18.

9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	132,102	464,637	76,919
Receivables from the Ministry of Education	30,017	-	27,880
Interest Receivable	7,096	5,497	9,476
Teacher Salaries Grant Receivable	676,954	561,581	642,128
	<u>846,169</u>	<u>1,031,715</u>	<u>756,403</u>
Receivables from Exchange Transactions	139,198	470,134	86,395
Receivables from Non-Exchange Transactions	676,954	561,581	642,128
	<u>816,152</u>	<u>1,031,715</u>	<u>728,523</u>

10. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	88,498	52,773	74,818
Canteen	1,715	1,836	2,177
Hostel Kitchen	2,861	2,861	2,861
	<u>93,074</u>	<u>57,470</u>	<u>79,856</u>

11. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<i>Current Asset</i>			
Short-term Bank deposits	737,365	1,170,062	1,280,735
<i>Non-current Asset</i>			
Shares-Foodstuffs	944	1,731	1,731
Total Investments	<u>738,309</u>	<u>1,171,793</u>	<u>1,282,466</u>

12. Property, Plant and Equipment

2025	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	454,430	84,159	-	-	(30,074)	508,515
Furniture & Equipment	352,072	98,698	-	-	(67,329)	383,441
Information and Communication Technology	136,080	4,521	-	-	(42,729)	97,872
Motor Vehicles	105,242	-	-	-	(11,369)	93,873
Library Resources	55,152	9,629	(7,302)	-	(7,185)	50,294
Leased Assets	100,021	72,536	(1,235)	-	(49,182)	122,140
Hostel	651,073	12,385	-	-	(57,413)	606,045
Work in Progress	-	256,187	-	-	-	256,187
	<u>1,854,070</u>	<u>538,115</u>	<u>(8,537)</u>	<u>-</u>	<u>(265,281)</u>	<u>2,118,367</u>

The net carrying value of Information and Communication Technology held under finance leases is \$122,140 (2024:\$100,021).

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.

	2025	2025	2025	2024	2024	2024
	Cost or	Accumulated	Net Book Value	Cost or	Accumulated	Net Book
	Valuation	Depreciation		Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	896,662	(388,147)	508,515	812,503	(358,072)	454,430
Furniture & Equipment	1,373,098	(989,657)	383,441	1,353,113	(1,001,041)	352,072
Information and Communication Technology	571,911	(474,039)	97,872	567,390	(431,310)	136,080
Motor Vehicles	136,743	(42,869)	93,874	136,743	(31,501)	105,242
Library Resources	217,579	(167,284)	50,294	239,684	(184,532)	55,152
Leased Assets	245,841	(123,701)	122,140	188,123	(88,101)	100,021
Hostel	1,807,813	(1,201,768)	606,045	1,827,577	(1,176,503)	651,073
Work in Progress	256,187	-	256,187	-	-	-
	5,505,834	(3,387,465)	2,118,368	5,125,132	(3,271,060)	1,854,072

13. Accounts Payable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Creditors	183,232	224,920	119,998
Accruals	98,156	56,118	91,962
Employee Entitlements - Salaries	822,616	696,298	797,489
Employee Entitlements - Leave Accrual	27,156	-	24,473
	1,131,160	977,336	1,033,922
Payables for Exchange Transactions	1,082,483	954,336	1,006,702
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	48,677	23,000	27,220
	1,131,160	977,336	1,033,922

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
International Student Fees in Advance	145,004	215,600	215,600
Hostel Fees in Advance	70,851	361,850	30,272
Other revenue in Advance	194,651	289,875	243,188
	410,506	867,325	489,060

15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the start of the year	197,039	197,039	293,645
Increase/ (decrease) to the provision during the year	292,560	24,765	36,496
Use of the provision during the Year	(22,497)	(24,765)	(133,102)
Provision at the end of the year	467,102	197,039	197,039
Cyclical Maintenance - Current	209,660	75,218	14,837
Cyclical Maintenance - Non Current	257,442	234,544	182,202
	467,102	309,762	197,039

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 school's 10 Year Property Plan and an independent contractors quote to undertake the work over a period of five years. No contract has been entered.

16. Borrowings

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Painting Contract due within one year	16,313	85,545	79,349
Painting Contract due after one year	48,423	(49,239)	64,737
	64,736	36,306	144,086

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 owned hostel 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. 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:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	38,519	31,135	31,135
Later than One Year	76,858	56,726	56,726
Future Finance Charges	12,320	15,646	15,646
	127,697	103,507	103,507
Represented by			
Finance lease liability - Current	45,714	42,035	39,659
Finance lease liability - Non current	81,983	24,024	63,848
	127,697	66,059	103,507

18. Funds held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	533,146	342,210	330,200
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	533,146	342,210	330,200

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.

2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Translucent, Metal & Membrane Roof Replacements - Project number 231958	(20,452)	65,585	45,133	-	-
Block B Science Lab Modernisation - Project number 231962	60,642	-	84,910	-	(24,268)
Totals	40,190	65,585	130,043	-	(24,268)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	24,268

In 2024 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.

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	158,909	95,248	247,967	34,000	40,190

Represented by:

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

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.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	3,100	3,100	3,100
Funds Spent on Behalf of Cluster	(3,100)	-	-
Funds Held at Year End	<u>-</u>	<u>3,100</u>	<u>3,100</u>

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.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	2,890	3,220
<i>Leadership Team</i> Remuneration	730,222	706,815
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	<u>733,112</u>	<u>710,035</u>

There are eight members of the Board excluding the Principal. The Board had held nine 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:

	2025 Actual \$000	2024 Actual \$000
Salaries and other short term employee benefits:		
Salary and other payments	210 - 220	210 - 220
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	2025 FTE Number	2024 FTE Number
140 - 150	1	1
130 - 140	2	2
120 - 130	4	1
110 - 120	20	18
100 - 110	18	17
	<u>45</u>	<u>39</u>

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 2025 (Contingent liabilities and assets at 31 December 2024: 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.

24. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$719,601 (2024:\$ \$702,750) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Block B Science Lab Modernisation (Project 231962)	605,411
Rapid Rooms Project (BOT funded)	132,359
Total	737,770

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 19.

(b) Operating Commitments

As at 31 December 2025 the Board has entered into no contracts (2024:nil).

25. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	1,347,315	715,215	424,909
Receivables	846,169	1,031,715	756,403
Investments - Term Deposits and shares	738,309	1,170,062	1,282,466
Total Cash and Receivables	<u>2,931,793</u>	<u>2,916,992</u>	<u>2,463,778</u>

Financial liabilities measured at amortised cost

Payables	1,082,483	954,336	1,006,702
Finance Leases	127,697	66,059	103,507
Borrowings - Painting Contract	64,736	36,306	144,086
Total Financial Liabilities Measured at Amortised Cost	<u>1,274,916</u>	<u>1,056,701</u>	<u>1,254,295</u>

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.

28. Breach of section 137 of the Education and Training Act 2020

The Board has not complied with section 137 of the Education and Training Act 2020. The audited financial statements were delayed due to administrative processes that they were unable to be supplied to the Secretary by 2 June 2026.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SOUTHLAND GIRLS' HIGH SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025

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 pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, 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.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - its financial position as at 31 December 2025; 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 the Public Sector –Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 15 June 2026. This is the date at which our opinion is expressed.

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 audit 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 the Board intends to close or merge the School, or has 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 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 required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of KiwiSport funding, Statement of Variance, Evaluation of the school's students' progress and achievement, Statement of compliance with employment policy, and Members of the Board.

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 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) issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as the auditor, 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



Governance Summary Analysis of Variance Report for 2025 AIP

AoV Summary of 2025 AIP for Te Tiriti o Waitangi and Academic Goals:

Te Tiriti o Waitangi

Te Tiriti o Waitangi is woven into all aspects of the school.

Kua rarangatia te tiriti ki roto i ngā āhuatanga 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

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

The school is demonstrating clear, system-level improvement in pedagogy, implementing the High Impact Teaching Strategies (HITS), writing outcomes, and cultural responsiveness. Te Pohā is becoming a unifying tool, enhancing coherence, staff confidence, and shared practice.

Key risks remain space constraints (e.g., PE and Foods and Hard Materials), learner complexity (neurodiverse needs being addressed), senior engagement, and staff induction, requiring focused leadership attention. Maintaining strategic momentum around cultural capability to give effect to Te Tiriti, HITS consistency, and targeted data use will be crucial to sustaining progress. Accelerated programmes to raise achievement in maths and English in years 7 to 10 are a strategic priority as well as a focus on senior NCEA and scholarship performance.

AoV Summary of 2025 AIP for Wellbeing and Inclusiveness Goals:

Wellbeing and Inclusiveness

Our school community creates a sense of belonging and wellbeing that positively influences educational outcomes.

- Our school is safe, inclusive and supportive
- Our school proactively engages with the SGHS community

The sleep hygiene initiative has successfully raised awareness and opened further valuable conversations about student wellbeing. To achieve measurable improvements, the school should now move toward a whole school, whānau-inclusive, data-driven approach, with a broader Hauora lens guiding future development. Student voice has driven pedagogical shifts that have led to better classroom connectivity, but STYMIE reports still indicate occasions when students feel emotionally unsafe (this is a mix of situations). The school has continued to engage with Pacific families through PIACT and Māori whanau at the Noho

SOUTHLAND GIRLS' HIGH SCHOOL

TE KURA TAITAMAWĀHINE O MURHIKU



Marae. Subject interviews are now offered for whanau in addition to the PLC format, but this is not as well attended.

Retention continues to be influenced by a complex mix of pathways, well-being, access to curriculum, and student aspirations. Staff agree that meaningful engagement occurs when students can clearly see the value of staying at school. Strengthening guidance through staff PLD for motivational interviewing and developing systems to inform data-driven decision-making will support continued higher achievement rates and positive retention outcomes.

Southland Girl's High School

Achievement Report 2025



Achievement in Year 7

	Percent of students who meet or exceed the expected curriculum level	Judgement*
Achievement in Reading	82	Most
Achievement in Writing	69	Large majority
Achievement in Mathematics	63	Small majority

*Almost all = over 90%; Most = 80 – 90%; large majority = 65 – 79%; small majority = 50 – 64%; less than half = 34 – 49%; less than a third = up to 33%

* Government target is that 80% of learners are at the expected curriculum level in reading, writing and maths by 2030

Learner equity in reading, writing and mathematics

	Not yet equitable for all groups of learners	Becoming more equitable for all groups of learners	Equitable for all groups of learners
Achievement results demonstrate equity in reading	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Achievement results demonstrate equity in writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Achievement results demonstrate equity in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Equitable for all groups = the difference between groups of learners is less than 10 percentage points.

*Becoming more equitable = the difference between groups of learners is 11 – 15 percentage points and is reducing over time.

*Not yet equitable = the difference between groups of learners is greater than 15 percentage points.

Commentary

Key Highlights:

- Reading: 82% of Year 7 students meet or exceed expectations — strong performance aligned with the government target.
- Writing: 69% (large majority) — below the 80% target.
- Mathematics: 63% (small majority) — significant gap to target.
- Equity: Reading and Mathematics are equitable across groups; Writing is improving but still shows gaps.
- Acceleration: Māori and Pacific learners show strong accelerated progress in Reading and Writing.

Positives:

- Reading achievement is strong.

- High acceleration rates for Māori and Pacific learners.
- Equity achieved in Reading and Mathematics.

Work-ons:

- Writing and Mathematics need improvement to reach the 80% target.
- Writing equity requires continued focus, especially for Māori learners.
- Mathematics gaps for Māori learners (38% Well Below) need targeted support.

Year 7 Supporting Data

(OTJ = Overall Teacher Judgement)

Year 7 Reading OTJ	Well Below	Below	At	Above	Well Above	Total Count
Totals	15 (9%)	15 (9%)	86 (54%)	35 (22%)	9 (6%)	160
Ethnicity						
Asian	1 (11%)	2 (22%)	3 (33%)	3 (33%)	0 (0%)	9
MELAA	0 (0%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)	2
Maori	7 (21%)	2 (6%)	18 (53%)	6 (18%)	1 (3%)	34
NZ European/Pakeha/Other European	7 (6%)	11 (10%)	60 (54%)	25 (23%)	8 (7%)	111
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
Pacific Peoples	0 (0%)	0 (0%)	3 (100%)	0 (0%)	0 (0%)	3

Year 7 Reading Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	1 (13%)	2 (25%)	5 (63%)	8
Maori	6 (18%)	8 (24%)	20 (59%)	34
MELAA	0 (0%)	1 (50%)	1 (50%)	2
NZ European/Pakeha/Other European	8 (7%)	34 (31%)	69 (62%)	111
Other	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	1 (33%)	1 (33%)	1 (33%)	3

Year 7 Writing	Well Below	Below	At	Above	Well Above	Total Count
Totals	18 (11%)	32 (20%)	95 (59%)	11 (7%)	4 (3%)	160
Ethnicity						
Asian	1 (11%)	2 (22%)	6 (67%)	0 (0%)	0 (0%)	9
MELAA	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	2
Maori	5 (15%)	9 (26%)	18 (53%)	1 (3%)	1 (3%)	34
NZ European/Pakeha/Other European	12 (11%)	19 (17%)	67 (60%)	10 (9%)	3 (3%)	111
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
Pacific Peoples	0 (0%)	0 (0%)	3 (100%)	0 (0%)	0 (0%)	3

Year 7 Writing Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	1 (13%)	2 (25%)	5 (63%)	8
Maori	1 (3%)	13 (38%)	20 (59%)	34
MELAA	0 (0%)	2 (100%)	0 (0%)	2
NZ European/Pakeha/Other European	6 (5%)	35 (32%)	69 (63%)	110
Other	0 (0%)	0 (0%)	1 (100%)	1
Pacific Peoples	1 (33%)	1 (33%)	1 (33%)	3

Year 7 Maths OTJs	Well Below	Below	At	Above	Well Above	Total Count
Totals	44 (28%)	16 (10%)	67 (42%)	30 (19%)	3 (2%)	160
Ethnicity						
Asian	2 (22%)	0 (0%)	4 (44%)	3 (33%)	0 (0%)	9
MELAA	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2
Maori	13 (38%)	3 (9%)	11 (32%)	7 (21%)	0 (0%)	34
NZ European/Pakeha/Other European	27 (24%)	12 (11%)	49 (44%)	20 (18%)	3 (3%)	111
Other	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1
Pacific Peoples	0 (0%)	0 (0%)	3 (100%)	0 (0%)	0 (0%)	3

Year 7 Maths Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	2 (29%)	0 (0%)	5 (71%)	7
Maori	4 (12%)	17 (50%)	13 (38%)	34
MELAA	0 (0%)	1 (50%)	1 (50%)	2
NZ European/Pakeha/Other European	19 (18%)	30 (28%)	58 (54%)	107
Other	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	1 (33%)	1 (33%)	1 (33%)	3

Achievement in Year 8

	Percent of students who meet or exceed the expected curriculum level	Judgement*
Achievement in Reading	79	Large Majority
Achievement in Writing	77	Large Majority
Achievement in Mathematics	81	Most

*Almost all = over 90%; Most = 80 – 90%; large majority = 65 – 79%; small majority = 50 – 64%; less than half = 34 – 49%; less than a third = up to 33%

* Government target is that 80% of learners are at the expected curriculum level in reading, writing and maths by 2030

Learner equity in reading, writing and mathematics

	Not yet equitable for all groups of learners	Becoming more equitable for all groups of learners	Equitable for all groups of learners
Achievement results demonstrate equity in reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Achievement results demonstrate equity in writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Achievement results demonstrate equity in mathematics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Equitable for all groups = the difference between groups of learners is less than 10 percentage points.

*Becoming more equitable = the difference between groups of learners is 11 – 15 percentage points and is reducing over time.

*Not yet equitable = the difference between groups of learners is greater than 15 percentage points.

Commentary

Highlights

- Mathematics: 81% of students meet or exceed expectations — meets the government target.
- Reading (79%) and Writing (77%): Close to target but still slightly below.
- Acceleration: Māori and Pacific learners show strong progress, especially in Writing (70%+ accelerated).
- Equity: All subjects are “becoming more equitable,” but differences between groups remain (11–15%).

Positives

- Mathematics achievement is strong.
- High acceleration rates for Māori and Pacific learners in Writing and Reading.
- Reading and Writing achievement are trending close to the 80% target.

Work-ons

- Reading and Writing need continued focus to reach the 80% target.
- Equity gaps persist across all subjects; Māori learners have higher proportions in “Below” for Reading and Writing.
- Targeted support and culturally responsive strategies are needed.

Year 8 Supporting Data

Year 8 Reading	Well Below	Below	At	Above	Well Above	Total Count
Totals	4 (3%)	24 (17%)	75 (54%)	34 (24%)	2 (1%)	139
Ethnicity						
Asian	0 (0%)	0 (0%)	2 (40%)	3 (60%)	0 (0%)	5
MELAA	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Maori	2 (7%)	7 (26%)	16 (59%)	2 (7%)	0 (0%)	27
NZ European/Pakeha/Other European	1 (1%)	14 (15%)	47 (52%)	27 (30%)	2 (2%)	91
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
Pacific Peoples	1 (7%)	3 (21%)	9 (64%)	1 (7%)	0 (0%)	14

Year 8 Reading Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	0 (0%)	1 (25%)	3 (75%)	4
Maori	0 (0%)	9 (33%)	18 (67%)	27
MELAA	0 (0%)	0 (0%)	1 (100%)	1
NZ European/Pakeha/Other European	4 (4%)	23 (26%)	62 (70%)	89
Other	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	1 (7%)	3 (21%)	10 (71%)	14

Year 8 Writing OTJs	Well Below	Below	At	Above	Well Above	Total Count
Totals	4 (3%)	28 (20%)	79 (57%)	22 (16%)	6 (4%)	139
Ethnicity						
Asian	0 (0%)	1 (20%)	0 (0%)	2 (40%)	2 (40%)	5
MELAA	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	1
Maori	1 (4%)	9 (33%)	15 (56%)	2 (7%)	0 (0%)	27
NZ European/Pakeha/Other European	2 (2%)	14 (15%)	55 (60%)	17 (19%)	3 (3%)	91
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
Pacific Peoples	1 (7%)	4 (29%)	8 (57%)	1 (7%)	0 (0%)	14

Year 8 Writing Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	0 (0%)	0 (0%)	4 (100%)	4
Maori	0 (0%)	8 (30%)	19 (70%)	27
MELAA	0 (0%)	0 (0%)	1 (100%)	1
NZ European/Pakeha/Other European	1 (1%)	16 (18%)	72 (81%)	89
Other	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	0 (0%)	1 (7%)	13 (93%)	14

Year 8 Maths OTJs	Well Below	Below	At	Above	Well Above	Total Count
Totals	14 (10%)	12 (9%)	93 (67%)	18 (13%)	2 (1%)	139
Ethnicity						
Asian	0 (0%)	0 (0%)	3 (60%)	2 (40%)	0 (0%)	5
MELAA	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
Maori	5 (19%)	5 (19%)	17 (63%)	0 (0%)	0 (0%)	27
NZ European/Pakeha/Other European	8 (9%)	6 (7%)	60 (66%)	15 (16%)	2 (2%)	91
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
Pacific Peoples	1 (7%)	1 (7%)	11 (79%)	1 (7%)	0 (0%)	14

Year 8 Maths Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	0 (0%)	1 (25%)	3 (75%)	4
Maori	0 (0%)	13 (48%)	14 (52%)	27
MELAA	0 (0%)	1 (100%)	0 (0%)	1
NZ European/Pakeha/Other European	2 (2%)	24 (27%)	63 (71%)	89
Other	0 (0%)	0 (0%)	1 (100%)	1
Pacific Peoples	0 (0%)	4 (29%)	10 (71%)	14

Achievement in Year 9

	Percent of students who meet or exceed the expected curriculum level	Judgement*
Achievement in Reading	64	Small majority
Achievement in Writing	67	Large majority
Achievement in Mathematics	84	Most

*Almost all = over 90%; Most = 80 – 90%; large majority = 65 – 79%; small majority = 50 – 64%; less than half = 34 – 49%; less than a third = up to 33%

* Government target is that 80% of learners are at the expected curriculum level in reading, writing and maths by 2030

Learner equity in reading, writing and mathematics

	Not yet equitable for all groups of learners	Becoming more equitable for all groups of learners	Equitable for all groups of learners
Achievement results demonstrate equity in reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Achievement results demonstrate equity in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Achievement results demonstrate equity in mathematics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Equitable for all groups = the difference between groups of learners is less than 10 percentage points.

*Becoming more equitable = the difference between groups of learners is 11 – 15 percentage points and is reducing over time.

*Not yet equitable = the difference between groups of learners is greater than 15 percentage points.

Year 9 Achievement Overview

- Reading: 64% (*Small majority*) — below the 80% government target.
- Writing: 67% (*Large majority*) — below the 80% target.
- Mathematics: 84% (*Most*) — meets the 80% target.

Equity Status

- Reading: Becoming more equitable (11–15 percentage point difference, reducing).
- Writing: Equitable (difference <10 percentage points).
- Mathematics: Becoming more equitable.

Positives

- Mathematics is a strength: 84% meet/exceed expectations; acceleration rates are high across all cohorts.
- Writing is equitable across groups and close to the target.
- Acceleration:
 - Māori learners: Reading 58%, Writing 61%, Maths 66% accelerated progress.
 - Pacific learners: Maths acceleration 71% (very strong); Reading 60%.
- Pacific achievement in Maths is excellent (87.5% meet/exceed).

Work-ons

- Reading is the priority: only 64% meet/exceed; Māori learners are at 49% with 29% Well Below.
- Writing needs continued focus to reach 80%, especially for Pacific learners (lower acceleration at 33%).
- Equity gaps remain in Reading and Maths; targeted support for Māori and Pacific learners is essential.

Year 9 Supporting Data

Year 9 Reading	Well Below	Below	At	Above	Well Above	Total Count
Totals	28 (16%)	35 (20%)	71 (40%)	28 (16%)	15 (8%)	177
Ethnicity						
Asian	1 (13%)	1 (13%)	5 (63%)	1 (13%)	0 (0%)	8
MELAA	0 (0%)	1 (25%)	3 (75%)	0 (0%)	0 (0%)	4
Maori	10 (29%)	8 (23%)	13 (37%)	3 (9%)	1 (3%)	35
NZ European/Pakeha/Other European	16 (13%)	23 (19%)	46 (38%)	24 (20%)	12 (10%)	121
Other	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1
Pacific Peoples	1 (13%)	1 (13%)	4 (50%)	0 (0%)	2 (25%)	8

Year 9 Reading Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	1 (33%)	1 (33%)	1 (33%)	3
Maori	7 (23%)	6 (19%)	18 (58%)	31
MELAA	0 (0%)	2 (50%)	2 (50%)	4
NZ European/Pakeha/Other European	27 (24%)	39 (34%)	48 (42%)	114
Other	1 (100%)	0 (0%)	0 (0%)	1
Pacific Peoples	0 (0%)	2 (40%)	3 (60%)	5

Year 9 Writing OTJs	Well Below	Below	At	Above	Well Above	Total Count
Totals	29 (16%)	30 (17%)	96 (54%)	13 (7%)	10 (6%)	178
Ethnicity						
Asian	2 (25%)	1 (13%)	5 (63%)	0 (0%)	0 (0%)	8
MELAA	0 (0%)	0 (0%)	4 (100%)	0 (0%)	0 (0%)	4
Maori	8 (23%)	5 (14%)	17 (49%)	3 (9%)	2 (6%)	35
NZ European/Pakeha/Other European	17 (14%)	23 (19%)	66 (54%)	9 (7%)	7 (6%)	122
Other	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1
Pacific Peoples	2 (25%)	0 (0%)	4 (50%)	1 (13%)	1 (13%)	8

Year 9 Writing Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	2 (33%)	1 (17%)	3 (50%)	6
Maori	7 (23%)	5 (16%)	19 (61%)	31
MELAA	0 (0%)	1 (25%)	3 (75%)	4
NZ European/Pakeha/Other European	33 (29%)	34 (30%)	48 (42%)	115
Other	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	1 (17%)	3 (50%)	2 (33%)	6

Year 9 Maths OTJs	Well Below	Below	At	Above	Well Above	Total Count
Totals	11 (6%)	17 (9%)	85 (47%)	62 (35%)	4 (2%)	179
Ethnicity						
Asian	0 (0%)	0 (0%)	3 (38%)	4 (50%)	1 (13%)	8
MELAA	0 (0%)	0 (0%)	1 (25%)	3 (75%)	0 (0%)	4
Maori	3 (9%)	8 (23%)	18 (51%)	6 (17%)	0 (0%)	35
NZ European/Pakeha/Other European	7 (6%)	9 (7%)	58 (47%)	46 (37%)	3 (2%)	123
Other	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	1 (13%)	0 (0%)	5 (63%)	2 (25%)	0 (0%)	8

Year 9 Maths Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	0 (0%)	1 (20%)	4 (80%)	5
Maori	2 (6%)	9 (28%)	21 (66%)	32
MELAA	0 (0%)	0 (0%)	4 (100%)	4
NZ European/Pakeha/Other European	8 (7%)	18 (15%)	92 (78%)	118
Other	0 (0%)	0 (0%)	1 (100%)	1
Pacific Peoples	0 (0%)	2 (29%)	5 (71%)	7

Achievement in Year 10

	Percent of students who meet or exceed the expected curriculum level	Judgement*
Achievement in Reading	79	Large Majority
Achievement in Writing	71	Large Majority
Achievement in Mathematics	84	Most

*Almost all = over 90%; Most = 80 – 90%; large majority = 65 – 79%; small majority = 50 – 64%; less than half = 34 – 49%; less than a third = up to 33%

* Government target is that 80% of learners are at the expected curriculum level in reading, writing and maths by 2030

Learner equity in reading, writing and mathematics

	Not yet equitable for all groups of learners	Becoming more equitable for all groups of learners	Equitable for all groups of learners
Achievement results demonstrate equity in reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Achievement results demonstrate equity in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Achievement results demonstrate equity in mathematics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Equitable for all groups = the difference between groups of learners is less than 10 percentage points.

*Becoming more equitable = the difference between groups of learners is 11 – 15 percentage points and is reducing over time.

*Not yet equitable = the difference between groups of learners is greater than 15 percentage points.

Year 10 Achievement Overview

- Reading: 79% (*Large majority*) — close to the 80% government target.
- Writing: 71% (*Large majority*) — below the 80% target.
- Mathematics: 84% (*Most*) — meets the 80% target.

Equity Status

- Reading: Becoming more equitable (11–15 percentage point difference, reducing).
- Writing: Equitable (difference <10 percentage points).
- Mathematics: Becoming more equitable.

Positives

- Mathematics is a strength: 84% meet/exceed expectations; acceleration rates are high across all cohorts.
- Reading achievement is close to the target (79%) and improving.
- Acceleration:
 - Māori learners: Reading 46%, Writing 43%, Maths 57% accelerated progress.
 - Pacific learners: Reading 67%, Writing 50%, Maths 57% accelerated progress.
- CAA (Common Assessment Activities) results show strong improvement from May to September for all groups, especially Māori and Pacific learners in Reading and Writing.

Work-ons

- Writing remains below the 80% target (71%); Māori learners at 61% and Pacific at 63% need targeted support.
- Reading equity still developing; Māori learners at 64% and Pacific at 75% require continued focus.
- CAA Literacy and Maths pass rates for Māori (72.2% literacy, 63.8% maths) and Pacific (62.5% literacy and maths) indicate a need for targeted intervention in foundational skills.

Year 10 Supporting Data

Year 10 Reading	Well Below	Below	At	Above	Well Above	Total Count
Totals	11 (7%)	24 (14%)	105 (63%)	18 (11%)	8 (5%)	166
Ethnicity						
Asian	0 (0%)	3 (27%)	6 (55%)	1 (9%)	1 (9%)	11
MELAA	0 (0%)	1 (25%)	3 (75%)	0 (0%)	0 (0%)	4
Maori	3 (8%)	8 (22%)	21 (58%)	2 (6%)	2 (6%)	36
NZ European/Pakeha/Other European	8 (8%)	12 (11%)	68 (65%)	13 (12%)	4 (4%)	105
Other	0 (0%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)	2
Pacific Peoples	0 (0%)	0 (0%)	6 (75%)	1 (13%)	1 (13%)	8

Year 10 Reading Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	3 (30%)	3 (30%)	4 (40%)	10
Maori	7 (20%)	12 (34%)	16 (46%)	35
MELAA	0 (0%)	2 (67%)	1 (33%)	3
NZ European/Pakeha/Other European	26 (27%)	34 (35%)	38 (39%)	98
Other	0 (0%)	2 (100%)	0 (0%)	2
Pacific Peoples	1 (17%)	1 (17%)	4 (67%)	6

Year 10 Writing OTJ	Well Below	Below	At	Above	Well Above	Total Count
Totals	9 (5%)	23 (14%)	111 (67%)	15 (9%)	8 (5%)	166
Ethnicity						
Asian	0 (0%)	3 (27%)	8 (73%)	0 (0%)	0 (0%)	11
MELAA	0 (0%)	1 (25%)	2 (50%)	1 (25%)	0 (0%)	4
Maori	3 (8%)	9 (25%)	21 (58%)	1 (3%)	2 (6%)	36
NZ European/Pakeha/Other European	6 (6%)	9 (9%)	75 (71%)	10 (10%)	5 (5%)	105
Other	0 (0%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Pacific Peoples	0 (0%)	1 (13%)	5 (63%)	1 (13%)	1 (13%)	8

Y10 Writing Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	3 (27%)	2 (18%)	6 (55%)	11
Maori	8 (23%)	12 (34%)	15 (43%)	35

MELAA	0 (0%)	1 (33%)	2 (67%)	3
NZ European/Pakeha/Other European	17 (17%)	33 (33%)	50 (50%)	100
Other	0 (0%)	1 (50%)	1 (50%)	2
Pacific Peoples	1 (17%)	2 (33%)	3 (50%)	6

Year 10 Maths OTJs	Well Below	Below	At	Above	Well Above	Total Count
Totals	11 (6%)	17 (9%)	85 (47%)	62 (35%)	4 (2%)	179
Ethnicity						
Asian	0 (0%)	0 (0%)	3 (38%)	4 (50%)	1 (13%)	8
MELAA	0 (0%)	0 (0%)	1 (25%)	3 (75%)	0 (0%)	4
Maori	3 (9%)	8 (23%)	18 (51%)	6 (17%)	0 (0%)	35
NZ European/Pakeha/Other European	7 (6%)	9 (7%)	58 (47%)	46 (37%)	3 (2%)	123
Other	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	1 (13%)	0 (0%)	5 (63%)	2 (25%)	0 (0%)	8

Year 10 Maths Acceleration	Insufficient	Expected	Accelerated	Total Count
Asian	1 (10%)	1 (10%)	8 (80%)	10
Maori	4 (11%)	11 (31%)	20 (57%)	35
MELAA	0 (0%)	1 (33%)	2 (67%)	3
NZ European/Pakeha/Other European	12 (12%)	28 (28%)	60 (60%)	100
Other	1 (50%)	0 (0%)	1 (50%)	2
Pacific Peoples	1 (14%)	2 (29%)	4 (57%)	7

CAA Percentage Passed for students in Year 10

	Year 10 Students Percentage Pass (%)			
	Reading	Writing	Literacy	Maths
All students	87	83	78.4	75
Māori (n = 36)	77.8	77.8	72.2	63.8
Pacific (n = 8)	75	75	62.5	62.5

CAA Percentage Passed by ethnicity Year 10

	May 2025			September 2025		
	Reading	Writing	Maths	Reading	Writing	Maths
All students (% pass)	67	62	54	87	83	75
Māori (% pass)	61	55	36	78	78	64
Pacific (% pass)	25	50	25	75	86	62.5

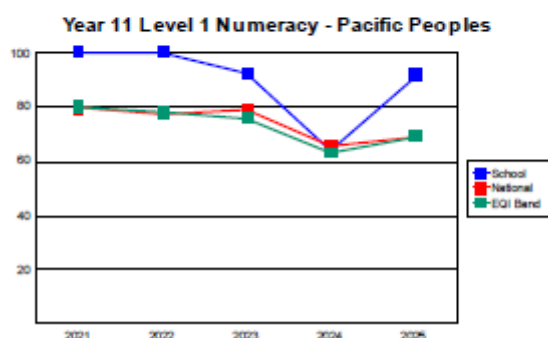
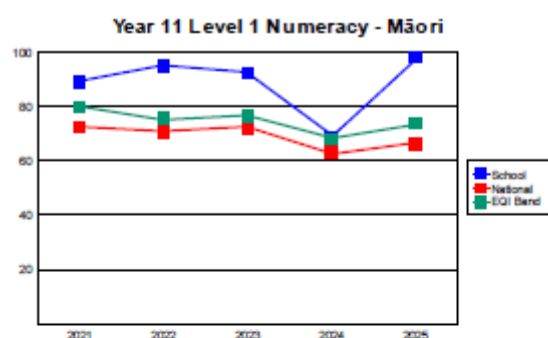
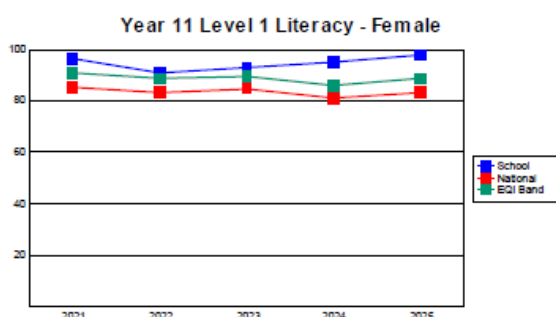
Literacy and Numeracy Percentage Passed for all students in Year 11

	Literacy			Numeracy		
	SGHS	National	SEI	SGHS	National	SEI
2024	95.1	76.6	82.2	85.3	74.8	79.6
2025	97.7	78.8	84.5	97.1	78.2	83.7

*SEI – School equity index band (average socioeconomic barriers)

Literacy and Numeracy Percentage Passed by Ethnicity

	Literacy			Numeracy		
	SGHS	National	SEI	SGHS	National	SEI
Māori	100.0	70.0	76.9	97.6	66.7	73.9
Pacific Peoples	83.3	71.7	73.4	91.7	69.1	69.2



Summary:

SGHS Literacy and Numeracy achievement for all students is strikingly higher than the national average, but more impressively has improved from 2024 to 2025 (based on the new co-requisite), with Numeracy seeing a marked increase. This could be attributed to a number of factors including: targeted support in how to “attack” the test for students in the first round who did not see success when in Y10; an incorporation of another external Maths standard into all Y11 Maths programmes (based on the learnings of the first year of the new NCEA level 1); shared responsibility for the careful tracking and monitoring of students at risk of not gaining the co-requisite (SLT, YLC, AT, HOFs, subject teachers).

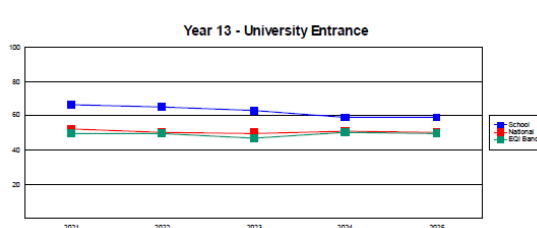
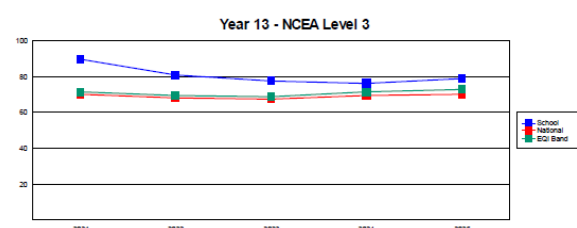
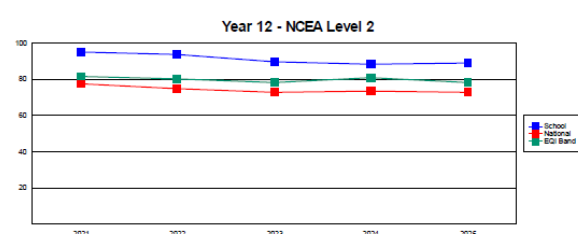
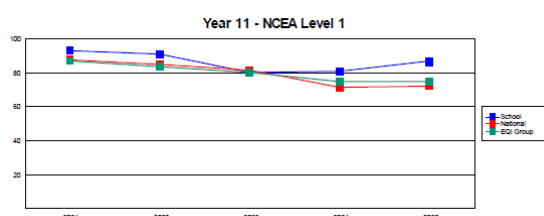
Numeracy achievement for Māori and Pacific students at SGHS is equitable and markedly higher than national and similar equity index rates.

Literacy achievement for Māori is equitable and markedly higher than national and similar equity index rates. While our Pacific students are achieving well compared with other Pacific students from around the country, there is not yet equity within SGHS. While we continue to strive for equity for Pacific learners by accelerating their learning, entry levels of skills in literacy and numeracy for some of our new Pacific migrants is very low due to English not being their primary language.

Highlights: the sharp increase in numeracy achievement from 2024 to 2025 for Māori and Pacific cohorts – testament to the focus on these areas and the mahi that has been done.

NCEA Data 2025

Qualification	SGHS Pass (%)	National Pass (%)	School Equity Index (%)	National Girls (%)	School Equity Index Girls (%)
L1	86.9	72.6	75.6	76.2	79.1
L2	89.3	73.2	79.0	75.6	82.3
L3	80.2	71.2	73.9	74.2	78.2
UE	59.5	51.0	50.2	57.3	56.7



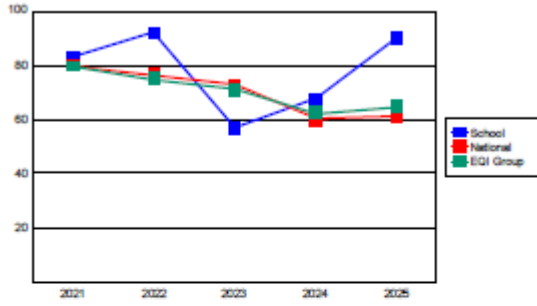
NCEA Data 2025 by Ethnicity

Qualification	SGHS All students Pass (%)	SGHS Māori Pass (%)	National Māori Pass (%)	SGHS Pacific Peoples (%)	National Pacific Peoples (%)
L1	86.9	90.2√ (n=41)	61.8	72.7 (n=11)	55.2
L2	89.3	75.0 (n=28)	65.0	81.8√(n=11)	65.0
L3	80.2	56.0 (n=25)	62.2	46.2 (n=13)	67.3
UE	59.5	28.0 (n=25)	32.9	30.8 (n=13)	34.4

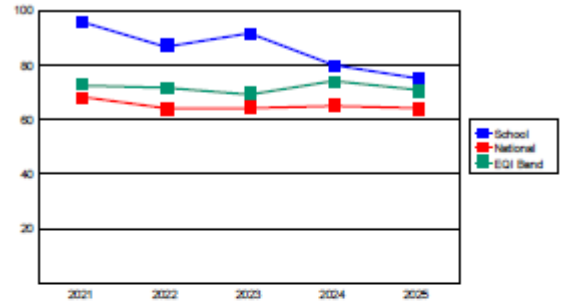
SGHS Māori and Pacific students are performing well compared to national stats. However, we continue to see equity within our own school as an issue. While the comparison between 2024 and 2025 achievement percentages is disappointing, it can be noted that cohorts have maintained or increased their achievement rates e.g. Māori L1 2024 65.5% pass rate maintained at 64.2% in L2 2025; Pacific achievement increased from 54.5% at L1 in 2024 to 81.8% in L2 2025. However, while our trend is that Māori and Pacific students achieve Level 2 at equitable rates, this does not correlate with Level 3 and University Entrance.

Our 2026 strategic plan has goals and objectives that we will work on to help us shift the rakau for Māori and Pacific learners.

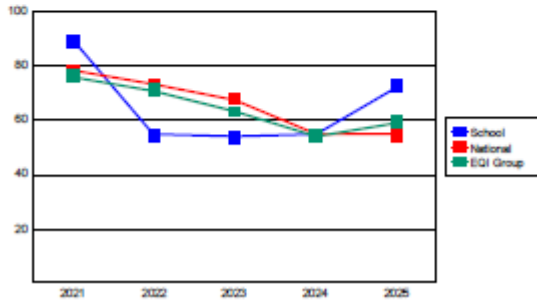
Year 11 NCEA Level 1 - Māori



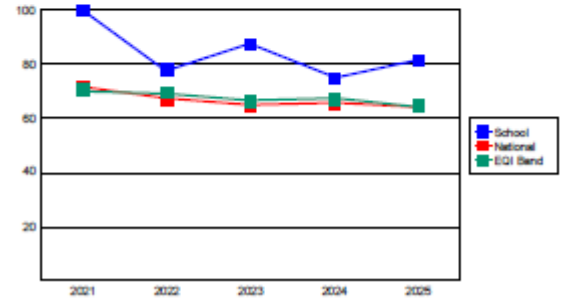
Year 12 NCEA Level 2 - Māori



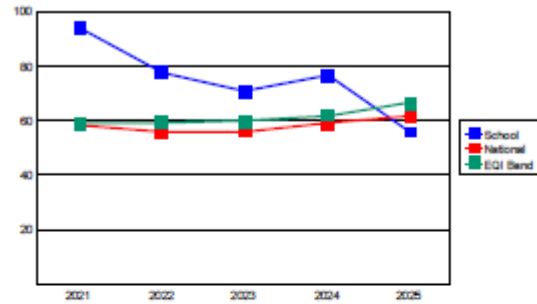
Year 11 NCEA Level 1 - Pacific Peoples



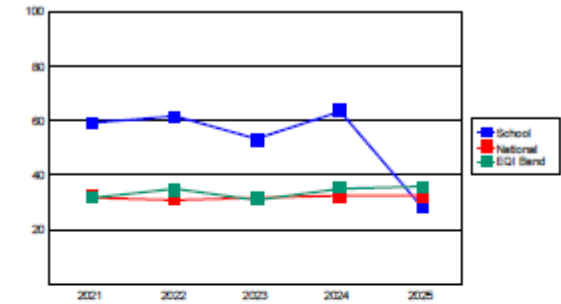
Year 12 NCEA Level 2 - Pacific Peoples



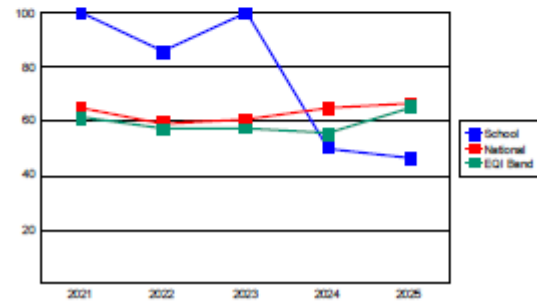
Year 13 NCEA Level 3 - Māori



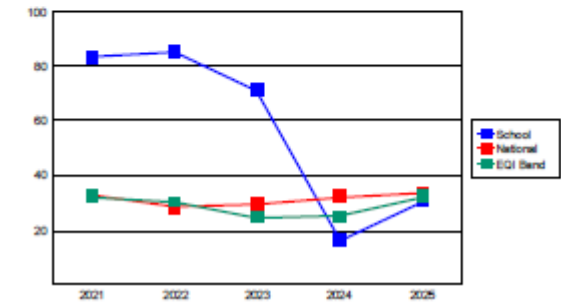
Year 13 University Entrance - Māori



Year 13 NCEA Level 3 - Pacific Peoples

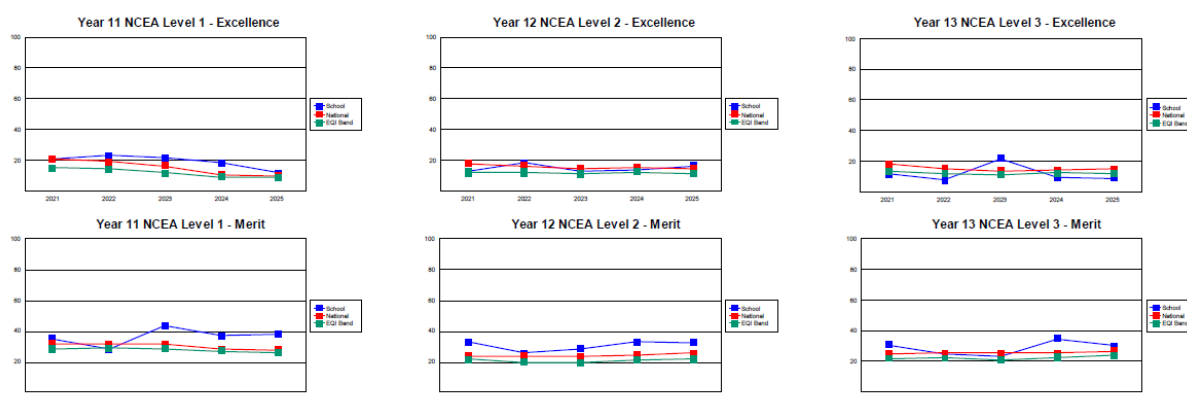


Year 13 University Entrance - Pacific Peoples



NCEA Endorsements

	SGHS Merit (%)	National Merit (%)	School Equity Index Merit (%)	SGHS Excellence (%)	National Excellence (%)	School Equity Index Excellence (%)	SGHS Combined Endorsement (%)	National Combined Endorsement (%)	School Equity Index Combined Endorsement (%)
L1	38.4✓	27.6	26.3	12.3✓	10.1	8.9	50.7✓	37.7	35.2
L2	32.5✓	25.8	22.1	16.2✓	15.0	11.8	48.7✓	40.8	33.9
L3	30.1✓	26.9	24.2	8.6x	14.7	11.9	39.1✓	41.6	36.1



Percentage Pass of all students who Participated across schools in Southland and other state girl's schools in the South Island

	SGHS	JHC	VC	SBHS	CSC	OGHS	QHS	CGHS
Level 1	86.9	N/A	N/A	70.8	N/A	87.7	82.2	87.1
Level 2	90.0	92.1	73.3	95.2	73.3	92.9	89.7	90.3
Level 3	82.3	82.4	65.9	80.8	65.9	90.2	90.8	94.7
UE	61.1	68.1	54.9	56.2	54.9	82.0	64.5	81.4

*Almost all = over 90%; **Most = 80 – 90%**; large majority = 65 – 79%; small majority = 50 – 64%; less than half = 34 – 49%; less than a third = up to 33%

SGHS continues to perform admirably against the National and SEI across all endorsement categories, except for Level 3 excellence.

When compared with other schools in the province our pass rates stack up. However, this does support our hunch that Level 3 and UE should be a focus for us. This has led to the development of a new target for 2026 – to increase achievement of NCEA Level 3 Excellence Endorsement to 15% and to set up a scholarship study group.

NCEA Leavers Data – students who left without finishing Year 13

Year of schooling when left	No formal attainment	1 -13 Credits at Level 1	14 -39 Credits at any level without Lit/Num	14 – 39 Credits at any level with Lit/Num	40+ credits at any level	NCEA Level 1	NCEA Level 2	NCEA Level 3	UE
Year 11 (N= 13)	1			6	4	2			
Year 12 (N = 21)	2	1	1		2	2A 1M 1E	10A 1M		
Year 13 (N – 5)			1 International				2A 1M	1 A	

Very few of our students who leave during the year leave with no formal qualification. Many of the Year 11 students who left during the year were transferring to other schools when family moved out of town or went to other education providers. Students leaving school during the year were supported via the Careers department to ensure they had a pathway suited to them.



Year 13 Equity in STEM Level 3 Subject Achievement for Southland Girls' High School
STEM: Science, Technology, Engineering, and Mathematics

Generated 7-Jan-2026

Year 13 Students		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved One or More STEM Subjects	2021	17	14	82.4%	6	6	100.0%	98	68	69.4%
	2022	18	11	61.1%	7	6	85.7%	82	49	59.8%
	2023	17	5	29.4%	7	4	57.1%	79	47	59.5%
	2024	30	14	46.7%	6	0	0.0%	96	51	53.1%
	2025	25	4	16.0%	13	6	46.2%	97	54	55.7%

Who is included?

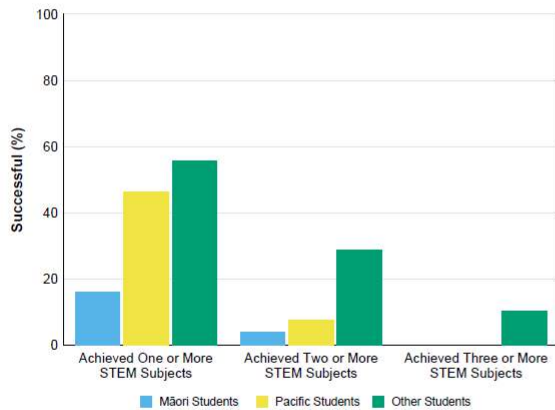
Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

Who counts as successful?

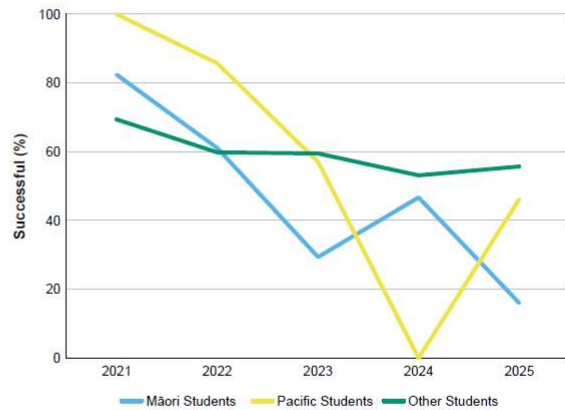
Students who achieve 14 or more credits in any of the following UE approved subjects:
Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).
Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.
Credits achieved in, or prior to, the academic year specified are included.



Year 13 Equity in STEM Level 3 Subject Achievement for Southland Girls' High School (2025)



Year 13 Equity in STEM Level 3 Subject Achievement for Southland Girls' High School (Achieved One or More STEM Subjects)



Who is included?

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

Who counts as successful?

Students who achieve 14 or more credits in any of the following UE approved subjects:
Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).
Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.
Credits achieved in, or prior to, the academic year specified are included.

International Students Achievement Reflection

Qualification	Number of students	Commentary
<i>No formal attainment</i>	<i>6 fee- paying</i>	short-term international students, with academic goals focused on learning in an English-speaking environment and developing confidence in written, reading, and oral English language skills.
<i>NCEA Level 3 and UE</i>	<i>3/3</i>	2 E, 1M
<i>NCEA Level 2</i>	<i>2/2</i>	3 shorter term students (i.e. 6 months or less) have also gained numerous credits towards their NCEA
<i>NCEA Level 1</i>	<i>1/1</i>	
<i>NCEA CAAs</i>	80% pass rate in reading, writing and numeracy	We were very proud of our CAA results, particularly given the additional challenges these assessments can present for English language learners. Our students achieved an 80% pass rate in Reading, Writing, and Numeracy. These results are also linked to ongoing staff professional development focused on identifying the needs of language learners and using strategies that make learning explicit and accessible. The ELL programme also works closely alongside the Literacy Centre team when students need more time to build a strong foundation in language learning, so that progress can be accelerated and students can more successfully access the wider curriculum.

English Language Learning (ELL) Course Information

The ELL (English Language Learning) class has been developed as an individualised learning pathway programme. Students are grouped according to their language learning needs and work towards the English Language Learning Progressions (ELLP) and the Literacy Learning Progressions/Matrix skills that directly support success in the CAA assessments.

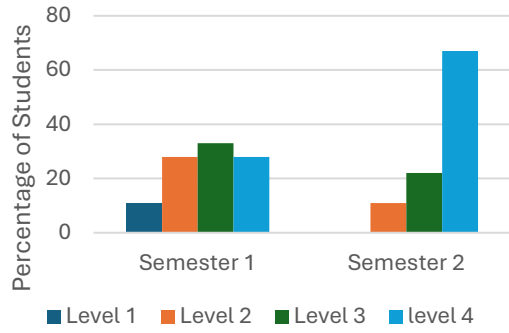
The programme is designed to strengthen students' English language proficiency while also supporting access to learning across the wider curriculum. It provides a structured pathway for English language learners to build confidence, develop academic language, and progress towards literacy success in NCEA and other qualifications.

Course Objectives

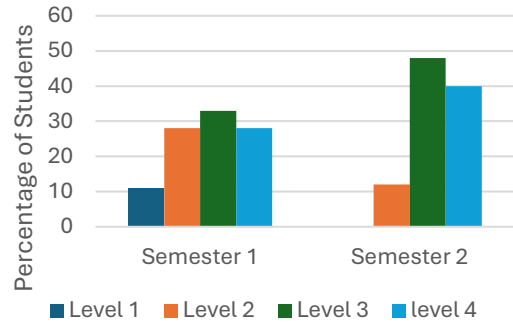
Through this course, students work to:

- strengthen academic reading, writing, listening, and speaking skills across curriculum areas
- progress through the English Language Learning Progressions (ELLP), building a strong foundation for NCEA literacy success
- develop the language and literacy skills needed to achieve literacy-related standards, including:
 - US32403 – *Read written texts to understand ideas and information*
 - US32405 – *Write texts to communicate ideas and information*

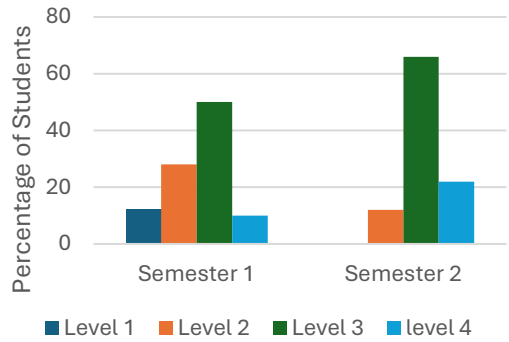
English Language Learning Progressions-Reading



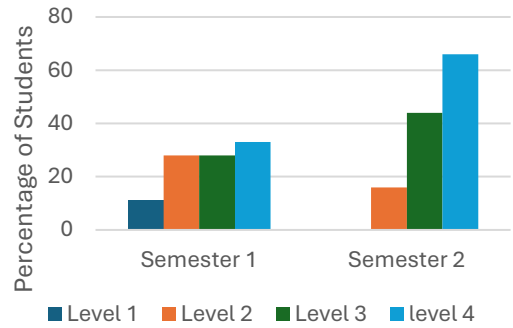
English Language Learning Progressions- Writing



English Language Learning Progressions- Speaking



English Language Learning Progressions- Listening



Next Steps-

This year, we developed a homework challenge programme with Bronze, Silver, and Gold badges to celebrate learner success and recognise the effort students are making to use and strengthen their English language skills in their mainstream subjects.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

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?	<p>Following policies (available on SchoolDocs website)</p> <ul style="list-style-type: none"> • <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> <p><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></p> <p>(Our procedures are available on StaffHub)</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	Equal Employment Opportunities policy.
How do you practise impartial selection of suitably qualified persons for appointment?	Appointments procedures.
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	Strategic plan and annual goals.
How have you enhanced the abilities of individual employees?	Professional development, Professional Growth Cycle, honouring collective agreements, support & mentoring.
How are you recognising the employment requirements of women?	Equal Employment Opportunities policy & procedures
How are you recognising the employment requirements of persons with disabilities?	Equal Employment Opportunities policy. Building accessibility with lift, and wheelchair access.

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, Audit	

SOUTHLAND GIRLS HIGH SCHOOL

2025

Kiwisport

Students participated in organised sport. In 2025 the school received Kiwisport funding of \$25,676 (2024 \$24,359). The funding was spent on sports equipment and an increase in staff to manage sport.