

TOKOROA HIGH SCHOOL

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

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Accountant / Service Provider:

Education Services.
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TOKOROA HIGH SCHOOL

Consolidated Annual Financial Statements - For the year ended 31 December 2024

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Tokoroa High School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Leander Rangi

Full Name of Presiding Member



Signature of Presiding Member

3 September 2025

Date:

William Ford

Full Name of Principal



Signature of Principal

3 September 2025

Date:

Tokoroa High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

	Notes	2024	School 2024	2023	2024	Group 2024 Budget (Unaudited)	2023
		Actual \$	Budget (Unaudited) \$	Actual \$	Actual \$	\$	Actual \$
Revenue							
Government Grants	2	9,533,633	9,369,766	9,353,891	9,533,633	9,369,766	9,353,891
Locally Raised Funds	3	320,750	147,300	216,823	327,214	147,300	228,292
Interest		23,825	1,000	12,719	54,326	1,000	33,842
Total Revenue		9,878,208	9,518,066	9,583,433	9,915,173	9,518,066	9,616,025
Expense							
Locally Raised Funds	3	157,170	132,800	253,202	157,170	132,800	253,202
Learning Resources	4	5,806,714	5,691,628	6,132,020	5,806,714	5,691,628	6,132,020
Administration	5	1,370,454	1,601,404	1,162,021	1,373,628	1,601,404	1,164,868
Interest		776	1,266	3,208	776	1,266	3,208
Property	6	2,111,626	1,629,369	2,043,322	2,111,626	1,629,369	2,043,322
Total Expense		9,446,740	9,056,467	9,593,773	9,449,914	9,056,467	9,596,620
Net Surplus / (Deficit) for the year		431,468	461,599	(10,340)	465,259	461,599	19,405
Other Comprehensive Revenue and Expense		-	-	-			
Total Comprehensive Revenue and Expense for the Year		431,468	461,599	(10,340)	465,259	461,599	19,405

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

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

	Notes	2024	School 2024	2023	2024	Group 2024 Budget (Unaudited)	2023
		Actual \$	Budget (Unaudited) \$	Actual \$	Actual \$	\$	Actual \$
Equity at 1 January		1,041,003	715,169	1,051,343	1,402,137	715,169	1,382,732
Total comprehensive revenue and expense for the year		431,468	461,599	(10,340)	465,179	461,599	19,405
Contributions from the Ministry of Education - Furniture and Equipment Grant		43,833	-	-	43,833	-	-
Equity at 31 December		1,516,304	1,176,768	1,041,003	1,911,149	1,176,768	1,402,137
Reserve Movements Analysis							
Accumulated comprehensive revenue and expense		1,516,304	1,176,768	1,041,003	1,911,149	1,176,768	1,402,137
Equity at 31 December		1,516,304	1,176,768	1,041,003	1,911,149	1,176,768	1,402,137

The above consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Tokoroa High School
Statement of Financial Position
As at 31 December 2024

	Notes	2024	School 2024	2023	2024	Group 2024 Budget (Unaudite d)	2023
		Actual \$	Budget (Unaudited) \$	Actual \$	Actual \$	Budget (Unaudite d) \$	Actual \$
Current Assets							
Cash and Cash Equivalents	7	409,050	912,599	205,463	613,931	912,599	387,261
Accounts Receivable	8	413,526	272,687	402,318	450,539	272,687	402,318
GST Receivable		46,829	35,622	9,392	46,829	35,622	9,392
Prepayments		37,743	23,233	13,624	39,540	23,233	15,487
Inventories	9	139,538	2,738	141,542	139,538	2,738	141,542
Investments	10	-	11,500	-	153,554	11,500	179,673
Funds Receivable for Capital Works Projects	17	84,826	-	-	84,826	-	-
		1,131,512	1,258,379	772,339	1,528,757	1,258,379	1,135,673
Current Liabilities							
Accounts Payable	12	623,250	529,395	671,929	625,650	529,395	674,129
Borrowings	13	25,346	-	25,346	25,346	-	25,346
Revenue Received in Advance	14	74,348	59,326	101,677	74,348	59,326	101,677
Provision for Cyclical Maintenance	15	14,003	77,127	-	14,003	77,127	-
Finance Lease Liability	16	509	57,775	8,587	509	57,775	8,587
Funds held for Capital Works Projects	17	-	-	16,434	-	-	16,434
		737,456	723,623	823,973	739,856	723,623	826,173
Working Capital Surplus/(Deficit)		394,056	534,756	(51,634)	788,901	534,756	309,500
Non-current Assets							
Property, Plant and Equipment	11	1,219,748	788,400	1,204,205	1,219,748	788,400	1,204,205
Work in Progress		-	-	5,591	-	-	5,591
		1,219,748	788,400	1,209,796	1,219,748	788,400	1,209,796
Non-current Liabilities							
Borrowings	13	25,346	-	50,691	25,346	-	50,691
Provision for Cyclical Maintenance	15	72,154	82,103	65,959	72,154	82,103	65,959
Finance Lease Liability	16	-	64,285	509	-	64,285	509
		97,500	146,388	117,159	97,500	146,388	117,159
Net Assets		1,516,304	1,176,768	1,041,003	1,911,149	1,176,768	1,402,137
Equity		1,516,304	1,176,768	1,041,003	1,911,149	1,176,768	1,402,137
		-	-	-	-	-	-

Tokoroa High School
Statement of Cash Flows
For the year ended 31 December 2024

	Note	School		2023	Group	
		2024	2024		2024	2023
		Actual	Budget	Actual	Actual	Budget
		\$	(Unaudited)	\$	\$	(Unaudited)
			\$			\$
Cash flows from Operating Activities						
Government Grants		3,787,751	3,233,924	2,533,361	3,787,751	3,233,924
Locally Raised Funds		313,362	247,492	320,105	319,825	247,492
Goods and Services Tax (net)		(37,437)	-	45,583	(37,437)	-
Payments to Employees		(1,685,343)	(1,383,379)	(1,562,546)	(1,685,343)	(1,383,379)
Payments to Suppliers		(1,888,490)	(1,356,026)	(1,019,745)	(1,891,504)	(1,356,026)
Interest Paid		(776)	(1,266)	(3,208)	(776)	(1,266)
Interest Received		23,727	1,000	12,204	54,295	1,000
Net cash from/(to) Operating Activities		512,794	741,745	325,754	546,811	741,745
Cash flows from Investing Activities						
Purchase of Property Plant & Equipment (and Intangibles)		(218,556)	(164,000)	(121,794)	(218,556)	(164,000)
Net cash from/(to) Investing Activities		(218,556)	(164,000)	(121,794)	(218,556)	(164,000)
Cash flows from Financing Activities						
Furniture and Equipment Grant		43,833	-	-	43,833	-
Finance Lease Payments		(7,918)	(9,363)	(11,298)	(7,918)	(9,363)
Repayment of Loans		(25,346)	-	25,346	(25,346)	-
Funds Administered on Behalf of Other Parties		(101,220)	-	133,967	(101,220)	-
Net cash from/(to) Financing Activities		(90,651)	(9,363)	148,015	(90,651)	(9,363)
Net increase/(decrease) in cash and cash equivalents		203,587	568,382	351,975	237,604	568,382
Cash and cash equivalents at the beginning of the year	7	205,463	344,217	(146,512)	422,261	344,217
Cash and cash equivalents at the end of the year	7	409,050	912,599	205,463	659,865	912,599

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

Tokoroa High School

Notes to the Group consolidated financial statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Basis of Consolidation

The group consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the Group, as a Crown entity, to prepare consolidated financial statements with reference to generally accepted accounting practice. The consolidated financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The Group 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'.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

PBE Accounting Standards Reduced Disclosure Regime

The Group qualifies for Tier 2 as the Group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These consolidated 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 consolidated financial statements are set out below.



Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The Group 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 Group buildings. The estimate is based on the Group's best estimate of the cost of painting the Group and when the Group is required to be painted, based on an assessment of the Group'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 Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the Group. 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 14. Future operating lease commitments are disclosed in note b.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 29.

Recognition of grants

The Group reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The Group 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 Group receives funding from the Ministry of Education. The following are the main types of funding that the Group receives:

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

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

The property from which the Group 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 Group as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The Group'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 Group uses the land and buildings.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense because they are investments that the Group intends to hold for long term strategic purposes. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these consolidated 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 Group will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvement	20 years
Furniture and Equipment	4-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Textbooks	3 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the Group 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 Group holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

The property from which the Group 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 Group site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the Group, 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 Group's best estimate of the cost of painting the Group and when the Group is required to be painted, based on an assessment of the Group's condition.

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

s) Financial Instruments

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

t) Borrowings

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

u) Goods and Services Tax (GST)

The consolidated consolidated 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 consolidated statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Government Grants - Ministry of Education	2,538,787	3,199,303	2,756,195	2,538,787	3,199,303	2,756,195
Teachers' Salaries Grants	4,194,071	3,991,973	4,065,183	4,194,071	3,991,973	4,065,183
Use of Land and Buildings Grants	1,521,070	1,036,722	1,474,490	1,521,070	1,036,722	1,474,490
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,148,175	1,009,455	914,273	1,148,175	1,009,455	914,273
Other Government Grants	131,530	132,313	143,750	131,530	132,313	143,750
	9,533,633	9,369,766	9,353,891	9,533,633	9,369,766	9,353,891

3. Locally Raised Funds

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

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Revenue						
Fees for Extra Curricular Activities	137,158	91,500	151,470	137,158	91,500	151,470
Trading	58,579	35,000	54,371	58,579	35,000	54,371
Fundraising and Community Grants	103,963	-	-	105,963	-	6,900
Other Revenue	21,050	20,800	10,982	25,514	20,800	15,551
	320,750	147,300	216,823	327,214	147,300	228,292
Expense						
Extra Curricular Activities Costs	114,492	100,000	165,548	114,492	100,000	165,548
Trading	39,570	20,000	78,154	39,570	20,000	78,154
Other Locally Raised Funds Expenditure	3,108	12,800	9,500	3,108	12,800	9,500
	157,170	132,800	253,202	157,170	132,800	253,202
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	163,580	14,500	(36,379)	170,044	14,500	(24,910)

4. Learning Resources

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Curricular	339,866	561,798	377,505	339,866	561,798	377,505
Employee Benefits - Salaries	5,143,914	4,799,330	5,410,102	5,143,914	4,799,330	5,410,102
Staff Development	28,604	28,000	19,709	28,604	28,000	19,709
Depreciation	203,013	200,000	224,059	203,013	200,000	224,059
Other Learning Resources	4,330	7,500	6,174	4,330	7,500	6,174
Information & Communication Technology	86,987	95,000	94,471	86,987	95,000	94,471
	5,806,714	5,691,628	6,132,020	5,806,714	5,691,628	6,132,020

5. Administration

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Audit Fees	13,600	17,100	25,943	13,600	17,100	25,943
Board Fees and Expenses	25,936	35,000	22,842	25,936	35,000	22,842
Legal Fees	-	2,000	-	-	2,000	-
Other Administration Expenses	110,897	141,100	105,045	114,071	141,100	107,892
Employee Benefits - Salaries	314,486	265,335	264,669	314,486	265,335	264,669
Insurance	23,585	15,000	20,424	23,585	15,000	20,424
Service Providers, Contractors and Consultancy	26,400	25,560	25,560	26,400	25,560	25,560
Ka Ora, Ka Ako - Healthy School Lunch Programme	855,550	1,100,309	697,538	855,550	1,100,309	697,538
	<u>1,370,454</u>	<u>1,601,404</u>	<u>1,162,021</u>	<u>1,373,628</u>	<u>1,601,404</u>	<u>1,164,868</u>

6. Property

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Consultancy and Contract Services	215,344	210,000	200,330	215,344	210,000	200,330
Cyclical Maintenance	20,198	13,249	24,925	20,198	13,249	24,925
Heat, Light and Water	73,686	90,000	77,063	73,686	90,000	77,063
Rates	53,385	45,000	44,145	53,385	45,000	44,145
Repairs and Maintenance	139,453	152,000	128,337	139,453	152,000	128,337
Use of Land and Buildings	1,521,070	1,036,722	1,474,490	1,521,070	1,036,722	1,474,490
Employee Benefits - Salaries	73,957	71,398	74,113	73,957	71,398	74,113
Other Property Expenses	14,533	11,000	19,919	14,533	11,000	19,919
	<u>2,111,626</u>	<u>1,629,369</u>	<u>2,043,322</u>	<u>2,111,626</u>	<u>1,629,369</u>	<u>2,043,322</u>

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

7. Cash and Cash Equivalents

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Bank Accounts	409,050	912,599	205,463	613,931	912,599	387,261
Cash and cash equivalents for Statement of Cash Flows	<u>409,050</u>	<u>912,599</u>	<u>205,463</u>	<u>613,931</u>	<u>912,599</u>	<u>387,261</u>

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

Of the \$409,050 Cash and Cash Equivalents, \$74,348 of Revenue Received in Advance is held by the school, as disclosed in note 14.



8. Accounts Receivable

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Receivables	435	-	41,627	37,448	-	41,627
Receivables from the Ministry of Education	3,105	-	-	3,105	-	-
Interest Receivable	613	-	515	613	-	515
Banking Staffing Underuse	-	15,725	-	-	15,725	-
Teacher Salaries Grant Receivable	409,373	256,962	360,176	409,373	256,962	360,176
	<u>413,526</u>	<u>272,687</u>	<u>402,318</u>	<u>450,539</u>	<u>272,687</u>	<u>402,318</u>
Receivables from Exchange Transactions	1,048	-	42,142	38,061	-	77,142
Receivables from Non-Exchange Transactions	412,478	272,687	360,176	412,478	272,687	360,176
	<u>413,526</u>	<u>272,687</u>	<u>402,318</u>	<u>450,539</u>	<u>272,687</u>	<u>437,318</u>

9. Inventories

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Uniforms	139,538	2,738	141,542	139,538	2,738	141,542
	<u>139,538</u>	<u>2,738</u>	<u>141,542</u>	<u>139,538</u>	<u>2,738</u>	<u>141,542</u>

10. Investments

The School's investment activities are classified as follows:

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Current Asset						
Short-term Bank Deposits	-	11,500	-	-	11,500	-
Non-current Asset						
Long-term Bank Deposits			-			179,673
Total Investments	<u>-</u>	<u>11,500</u>	<u>-</u>	<u>-</u>	<u>11,500</u>	<u>179,673</u>

11. Property, Plant and Equipment

GROUP

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	564,651	-	-	-	(16,412)	548,239
Building Improvements	51,828	12,340	-	-	(2,900)	61,268
Furniture and Equipment	353,973	52,062	-	-	(65,317)	340,718
Information and Communication Technology	190,090	143,759	-	-	(98,128)	235,721
Textbooks	800	-	-	-	(800)	-
Leased Assets	10,165	-	-	-	(8,367)	1,798
Library Resources	32,698	10,395	-	-	(11,089)	32,004
	<u>1,204,205</u>	<u>218,556</u>	<u>-</u>	<u>-</u>	<u>(203,013)</u>	<u>1,219,748</u>

GROUP

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	656,487	(108,248)	548,239	656,487	(91,836)	564,651
Building Improvements	65,915	(4,647)	61,268	53,575	(1,747)	51,828
Furniture and Equipment	990,223	(649,505)	340,718	1,601,327	(1,247,354)	353,973
Information and Communication Technology	766,557	(530,836)	235,721	1,468,203	(1,278,113)	190,090
Motor Vehicles	96,772	(96,772)	-	188,111	(188,111)	-
Textbooks	32,367	(32,367)	-	233,450	(232,650)	800
Leased Assets	113,036	(111,238)	1,798	325,241	(315,076)	10,165
Library Resources	128,429	(96,425)	32,004	128,241	(95,543)	32,698
	<u>2,849,786</u>	<u>(1,630,038)</u>	<u>1,219,748</u>	<u>4,654,635</u>	<u>(3,450,430)</u>	<u>1,204,205</u>

SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	564,651	-	-	-	(16,412)	548,239
Building Improvements	51,828	12,340	-	-	(2,900)	61,268
Furniture and Equipment	353,973	52,062	-	-	(65,317)	340,718
Information and Communication Technology	190,090	143,759	-	-	(98,128)	235,721
Textbooks	800	-	-	-	(800)	-
Leased Assets	10,165	-	-	-	(8,367)	1,798
Library Resources	32,698	10,395	-	-	(11,089)	32,004
	<u>1,204,205</u>	<u>218,556</u>	<u>-</u>	<u>-</u>	<u>(203,013)</u>	<u>1,219,748</u>

SCHOOL

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	656,487	(108,248)	548,239	656,487	(91,836)	564,651
Building Improvements	65,915	(4,647)	61,268	53,575	(1,747)	51,828
Furniture and Equipment	990,223	(649,505)	340,718	1,601,327	(1,247,354)	353,973
Information and Communication Technology	766,557	(530,836)	235,721	1,468,203	(1,278,113)	190,090
Motor Vehicles	96,772	(96,772)	-	188,111	(188,111)	-
Textbooks	32,367	(32,367)	-	233,450	(232,650)	800
Leased Assets	113,036	(111,238)	1,798	325,241	(315,076)	10,165
Library Resources	128,429	(96,425)	32,004	128,241	(95,543)	32,698
	<u>2,849,786</u>	<u>(1,630,038)</u>	<u>1,219,748</u>	<u>4,654,635</u>	<u>(3,450,430)</u>	<u>1,204,205</u>

The net carrying value of equipment held under a finance lease is \$10,165 (2023: \$113,036)

Restrictions

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

12. Accounts Payable

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Creditors	65,625	239,887	44,241	68,025	239,887	46,441
Accruals	12,298	6,000	51,413	12,298	6,000	51,413
Banking Staffing Overuse	-	-	94,997	-	-	94,997
Employee Entitlements - Salaries	409,373	256,962	360,176	409,373	256,962	360,176
Employee Entitlements - Leave Accrual	135,954	26,546	121,102	135,954	26,546	121,102
	<u>623,250</u>	<u>529,395</u>	<u>671,929</u>	<u>623,250</u>	<u>529,395</u>	<u>674,129</u>
Payables for Exchange Transactions	623,250	529,395	671,929	623,250	529,395	674,129
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-	-	-	-
	<u>623,250</u>	<u>529,395</u>	<u>671,929</u>	<u>623,250</u>	<u>529,395</u>	<u>674,129</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Loans due in one year	25,346	-	25,346	25,346	-	25,346
	<u>25,346</u>	<u>-</u>	<u>25,346</u>	<u>25,346</u>	<u>-</u>	<u>25,346</u>
Loans due after one year	25,346	-	50,691	25,346	-	50,691
	<u>25,346</u>	<u>-</u>	<u>50,691</u>	<u>25,346</u>	<u>-</u>	<u>50,691</u>

In 2022 the Board signed an agreement with EECA for an agreed programme of work covering a 5 year period. The programme provides for a lighting upgrade which will save the School energy costs long term. The agreement has an annual commitment of \$6,336. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

14. Revenue Received in Advance

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Revenue In Adv - Student Credits	73,558	-	81,755	73,558	-	81,755
Other Revenue In Advance	790	59,326	-	790	59,326	-
MOE Revenue In Advance	-	-	19,922	-	-	19,922
	<u>74,348</u>	<u>59,326</u>	<u>101,677</u>	<u>74,348</u>	<u>59,326</u>	<u>101,677</u>

15. Provision for Cyclical Maintenance

	2024	School and Group 2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	65,959	145,981	41,034
Increase to the Provision During the Year	16,902	13,249	13,249
Use of the Provision During the Year	-	-	-
Other Adjustments	3,296	-	11,676
Provision at the End of the Year	<u>86,157</u>	<u>159,230</u>	<u>65,959</u>
Cyclical Maintenance - Current	14,003	77,127	-
Cyclical Maintenance - Non current	72,154	82,103	65,959
	<u>86,157</u>	<u>159,230</u>	<u>65,959</u>

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

16. Finance Lease Liability

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

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
No Later than One Year	525	57,775	9,363	525	57,775	9,363
Later than One Year and no Later than Five Years	-	64,285	525	-	64,285	525
Future Finance Charges	(16)	-	(792)	(16)	-	(792)
	<u>509</u>	<u>122,060</u>	<u>9,096</u>	<u>509</u>	<u>122,060</u>	<u>9,096</u>
Represented by						
Finance lease liability - Current	509	57,775	8,587	509	57,775	8,587
Finance lease liability - Non current	-	64,285	509	-	64,285	509
	<u>509</u>	<u>122,060</u>	<u>9,096</u>	<u>509</u>	<u>122,060</u>	<u>9,096</u>

17. Funds Held for Capital Works Projects

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

School and Group

2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
New Gym & Classrooms		9,882	-	(9,882)	-	-
Library Refurbishment	212685	545	-	(545)	-	-
Admin Block refurbishment	222684	-	-	-	-	-
Roofing Project	235465	6,007	-	(90,833)	-	(84,826)
School Rekey	243755	-	27,021	(27,021)	-	-
Totals		<u>16,434</u>	<u>27,021</u>	<u>(128,281)</u>	<u>-</u>	<u>(84,826)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education -
Funds Receivable from the Ministry of Education (84,826)

2023	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
New Gym & Classrooms		9,882	-	-	-	9,882
Library Refurbishment	212685	545	-	-	-	545
Admin Block refurbishment	222684	(182,905)	151,347	31,558	-	-
Roofing Project	235465	-	47,354	(41,347)	-	6,007
School Rekey	243755	-	28,251	(28,251)	-	-
Totals		<u>(172,478)</u>	<u>226,952</u>	<u>(38,040)</u>	<u>-</u>	<u>16,434</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 16,434
Funds Receivable from the Ministry of Education -

18. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 group would have adopted if dealing with that entity at arm's length.

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

The School House is currently rented out below market value as at the approval of the Board of Trustees.

19. Remuneration

School and Group

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

	2024 Actual \$	2023 Actual \$
<i>Key management personnel compensation School and Group</i>		
Remuneration	5,559	11,000
<i>Leadership Team</i>		
Remuneration	865,411	867,745
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	<u>870,970</u>	<u>878,745</u>

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

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	180 - 190
Benefits and Other Emoluments	2 - 3	5 - 6
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	16.00	13.00
110 - 120	6.00	7.00
120 - 130	3.00	2.00
130 - 140	4.00	4.00
	<u>29.00</u>	<u>26.00</u>

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

School and Group	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$671,200 (2023: \$15,889) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Roofing Project	671,200
Total	671,200

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

(b) Operating Commitments

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

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024	School 2024 Budget	2023	2024	Group 2024	2023
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Cash and Cash Equivalents	409,050	912,599	205,463	409,050	912,599	205,463
Receivables	413,526	272,687	402,318	413,526	272,687	402,318
Investments - Term Deposits	-	11,500	-	-	11,500	-
Total financial assets measured at amortised cost	822,576	1,196,786	607,781	822,576	1,196,786	607,781

Financial liabilities measured at amortised cost

Payables	623,250	529,395	671,929	623,250	529,395	671,929
Borrowings - Loans	50,692	-	76,037	50,692	-	76,037
Finance Leases	509	122,060	9,096	509	122,060	9,096
Total financial liabilities measured at amortised cost	674,451	651,455	757,062	674,451	651,455	757,062

24. Events After Balance Date

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

25. Comparatives

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

26. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows:

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group	
			2024	2023
Tokoroa High School Trust	Raising Funds	Tokoroa, New Zealand	100%	100%

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TOKOROA HIGH SCHOOL GROUP FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of *Tokoroa High School* (the School) and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, Talia Anderson-Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the Group on his behalf.

Opinion

We have audited the financial statements of the Group on pages 2 to 22, that comprise the *statement of financial position as at 31 December 2024*, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity and statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the Group:

- present fairly, in all material respects:
 - its financial position as at *31 December 2024*; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 3 September 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the Group 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 Group for assessing the Group's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the Group, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the Group'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 Group'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 Group'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 Group 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 obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 27 to 56, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Talia Anderson-Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Tokoroa High School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Leander Rangī	Presiding Member	Elected	Sep 2025
William Ford	Principal	ex Officio	
John Dryden	Parent Representative	Elected	Sep 2025
Heidi Pene	Parent Representative	Elected	Jun 2025
Michael Thomas	Parent Representative	Elected	Sep 2025
Rimini Jones	Parent Representative	Elected	Sep 2025
Praveen Chandra	Staff Representative	Elected	Sep 2025
Sasha Popata	Student Representative	Elected	Sep 2024
Dawn Sinclair	Student Representative	Elected	Sep 2025

Tokoroa High School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$12,734 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Tokoroa High School Board:

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

BOARD ASSURANCES:

- The following three statements were placed in the 2024 Annual Report.

[i] Statement of Compliance with Employment Policy

For the year ended 31st December 2024, the Tokoroa High School Board:

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

[ii] Kiwisport Note:

For the year ended 31 December 2024:

- Kiwisport is a government funding initiative to support student's participation in organized sport. In 2024 Tokoroa High School received total Kiwisport funding of \$12,734.37 (Nett). This funding was spent on Sports Co-ordinator wages.

[iii] Te Tiriti O Waitangi:

Tokoroa High School report on how the school has given effect to Te Tiriti O Waitangi for the 2024 year.

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Tokoroa High School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Tokoroa High School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Tokoroa High School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Tokoroa High School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Tokoroa High School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia** .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori. We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

Tokoroa High School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

The policy aligns with NELP Objective 1: Learners at the centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.



TOKOROA HIGH SCHOOL

STATEMENT OF VARIANCE 2024

MARCH 31, 2025
MINISTRY OF EDUCATION
HAMILTON

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School Name:	Tokoroa High School	School Number:	0158
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Strategic Aim:	Strategic aim – The Mission Statement of Tokoroa High School is “The Best and Highest Qualifications For All”. The paramount principle of the school is “Learning and Achievement For All is a Life Long Process”. Hence Tokoroa High School exists to launch students on a path of successful life-long learning and academic achievement.
Annual Aim:	<i>From the 2024 Charter -</i> Strategic Goal 1: All students will gain 14 Plus credits per subject. The over-arching goal for NCEA is that ‘all students will gain 14 plus credits per subject’. Strategic Goal 2: All students will have 90% attendance across the whole school. Strategic Goal 3: To improve literacy and numeracy skills across the whole school
Target:	<p>Targets for Strategic Goal 1 – All students will gain 14 Plus credits per subject: <i>Refer to Table 1: Provisional NCEA results 2018-2024 and Table 2: Confirmed final NCEA results 2018-2023. Refer to NCEA results & Appendices Charts 1 to 9 for the provisional 2024 NCEA details.</i></p> <ol style="list-style-type: none"> 1]. 85% of year 11 students will gain NCEA LEVEL 1 <i>Provisional Outcomes: 65.4% of year 11 students gained NCEA level 1.</i> 2]. 85% of year 12 students will gain NCEA LEVEL 2 <i>Outcomes: 79.8% of year 12 students.</i> 3]. 85% of year 13 students will gain NCEA LEVEL 3 <i>Outcomes: 75.7% of year 13 students attained NCEA Level 3</i> 4]. 40% of year 13 students will gain University Entrance. <i>Outcomes: 44.3% of year 13 students attained University Entrance.</i> 5]. 6.5% achieve NCEA with an Excellence endorsement. Outcomes – L1 – 2024 5.7% (2023 6.3%; 2022 9.8%); L2 – 2024 11.4% (2023 9.1%; 2022 4.8%); L3 – 7.5% (2023 2.6%, 2022 12.8%). 6]. 9.5% achieve NCEA with a Merit endorsement. Outcomes – L1 – 2024 12.6% (2023 10%, 2022 28%); L2 – 2024 8.9% (2023 6.5%, 2022 12.9%); L3 – 2024 5.7% (2023 2.6%, 2022 12.8%).

Target for Strategic Goal 2 - All students will have 90% attendance across the whole school:

Outcome: The average attendance figures for 2024 were that 29.75% of students attained a 90% attendance rate. The figures for 2023 were 25.5% and for 2022 were 23%.

Targets for Strategic Goal 3 - To improve literacy and numeracy skills across the whole school:

Level 1 Literacy and Numeracy for Targets 1, 2, 3, 4 listed below: *See Appendices: Chart 5 Literacy and Numeracy.*

- 1]. 91% of year 11 students will achieve the required Literacy credits for NCEA Level 1
*Outcomes: **78.9% (2024)** and 78.3% (2023) of year 11 students gained Literacy level 1.*
- 2]. 94% of year 11 students will achieve the required Numeracy credits for NCEA Level 1
*Outcomes: **82.0% (2024)** and 87.5% (2023) of year 11 students gained Numeracy level 1.*
- 3]. 30% of year 12 students will achieve the required literacy credits for University Entrance
*Outcomes: **52.5% (2024)** and 33.3% (2023) of year 12 students gained University Entrance Literacy.*
- 4]. 55% of year 13 students will achieve the required literacy credits for University Entrance
*Outcomes: **68.6% (2024)** and 63.6% (2023) of year 13 students gained University Entrance Literacy.*
- 5]. 55% of year 9 and year 10 students will gain their Junior Diploma at an Achieved level
*Outcomes: Year 9 students = **42%**. Year 10 students = **45%***
- 6]. 25% of year 9 and year 10 students will gain their Junior Diploma at a Merit level.
*Outcomes: Year 9 students = **26%**. Year 10 students = **26%***
- 7]. 5% of Year 9 and year 10 students will gain their Junior Diploma at an Excellence level.
*Outcomes: Year 9 students = **28%**. Year 10 students = **16%***

Baseline Data

Table 1: Provisional NCEA (Enrolment based) results 2018 - 2024 as at 1 February of each relevant year

	Level 1	Level 2	Level 3	U.E.
2018	71.1	67.9	62.3	28.3
2019	80.0	78.2	81.5	30.9
2020	74.2	84.1	86.1	38.9
2021	66.7	86.5	72.7	22.1
2022	78.1	81.6	72.3	29.2
2023	66.7	85.6	69.1	18.2
2024	65.4	79.8	75.7	44.3

Table 2: Confirmed final NCEA (Enrolment based) results 2014 – 2023

2014	78.0	90.1	52.4	12.7
2015	80.7	85.3	64.4	21.8
2016	86.6	87.7	67.8	23.0
2017	73.2	83.0	71.7	32.6
2018	75.2	72.9	64.4	28.7
2019	82.7	80.0	82.7	32.1
2020	74.0	84.1	86.1	41.7
2021	69.8	87.5	77.9	22.1
2022	78.1	81.6	72.3	29.2
2023	71.7	85.6	70.9	18.2

Strategic Area 1: Raising Student Achievement in NCEA Levels 1, 2 & 3

Board targets for NCEA have been set at 85% for each of the three levels. This target has been achieved only seven times since 2014 across the three NCEA levels. Notably, in 2016, Level 1 reached 86.6%, and in 2020, Level 3 achieved 86.1%. The target was met five times in Level 2, with 90.1% in 2014, 85.3% in 2015, 87.7% in 2016, 87.5% in 2021, and 85.6% in 2023.

Actions / Initiatives (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)																
<p><u>NCEA Action Plan Goals 2024</u></p> <ul style="list-style-type: none"> * Closer monitoring of NCEA achievement progress across all three levels, as well as university entrance (<i>refer to Table 3</i>). * Utilised tracking and monitoring systems. * Review whole school data on how we have historically tracked for NCEA achievement. * To continue offering our students a broader range of subjects and more opportunities for one-on-one teaching, smaller classes were provided at the senior level. This approach was particularly evident in specialized subject areas and University Entrance domain classes. While this has been a costly initiative for the school and has led to continued overstaffing, the benefits to student learning have been significant. * Department Action Plans have a focus on 14 plus, merit and excellent grades and a push towards subject endorsement. * Regularly publishing whole data so that teachers are aware of the bigger picture. * Success is celebrated using Excellence Awards and Board financial incentive rewards. * Data results are regularly presented to stakeholders. 	<p><u>85% NCEA Strategic Target</u></p> <ul style="list-style-type: none"> * Although the 85% target was not reached, NCEA figures across all three levels once again ranked above both the national averages and the figures for 'Schools with Many Socioeconomic Barriers.(school equity index band)' (<i>See Appendices, Chart 1</i>). <table border="1" data-bbox="584 635 1061 855"> <thead> <tr> <th>Levels</th> <th>Tokoroa High School</th> <th>National averages</th> <th>School equity Index band</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>65.4%</td> <td>45.9%</td> <td>46.1%</td> </tr> <tr> <td>2</td> <td>79.8%</td> <td>73.6%</td> <td>65.2%</td> </tr> <tr> <td>3</td> <td>75.7%</td> <td>69.4%</td> <td>62.7%</td> </tr> </tbody> </table> <p><u>Certificate Endorsements -Achieved with Excellence – 6.5% target</u></p> <ul style="list-style-type: none"> - Attainment of the 6.5% target was reached in Level 2 (11.4%) and Level 3 (7.5%). <p><u>* Certificate Endorsements -Achieved with Merit – 9.5% target</u></p> <ul style="list-style-type: none"> - Attainment of the target was only achieved in Level 1 (12.6%). 	Levels	Tokoroa High School	National averages	School equity Index band	1	65.4%	45.9%	46.1%	2	79.8%	73.6%	65.2%	3	75.7%	69.4%	62.7%	<ul style="list-style-type: none"> * The introduction in 2024 of CAA's (common assessment activities) to assess Literacy and Numeracy had a significant impact upon lowering the student success rate in Level 1 NCEA. * To improve the endorsement rate, students must have good literacy skills in general and subject-specific areas. Learning how to read, write and communicate effectively in each of their subjects, will accelerate academic achievement. 	<ul style="list-style-type: none"> * Improving literacy across the curriculum will advance NCEA achievement. Leadership goals will include leading and managing change, creating effective systems of collaboration and data recording, strengthening communication within staff, and with whanau. * Deans and other senior staff to continually track data to identify students at risk of non-achievement and have contingency planning and support in place for students who are at risk of not achieving. * Programmes of learning are adjusted to meet the needs of certain students. * Teacher appraisal focuses on NCEA improvement. * Further development of learning and teaching models that utilise the school marae 'Te Whanau A Noa' as a central theme in a unit of work from each school department. * Equity and meaningful learning experiences, better design with targeted well monitored approaches, including a focus on Māori and Pasifka learners. * Gathering a range of data to monitor student progress and achievement throughout the year and respond and adapt where needed to better meet the needs of all learners.
Levels	Tokoroa High School	National averages	School equity Index band																
1	65.4%	45.9%	46.1%																
2	79.8%	73.6%	65.2%																
3	75.7%	69.4%	62.7%																

Table 3: Comparisons between the final **NZQA NCEA figures** and *November tracking progress figures*

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Level 1 NZQA final	78.0	80.7	86.6	73.2	75.2	82.7	74.0	69.8	78.1	66.7	65.4%
<i>November progress</i>	63%	22%	21%	28%	68%	71%	68%	46%	56%	68%	64%
Level 2 NZQA final	90.1	85.3	87.7	83.0	72.9	80.0	84.1	87.5	81.6	85.6	79.8%
<i>November progress</i>	44%	45%	46%	51%	62%	75%	87%	84%	75%	82%	89%
Level 3 NZQA final	52.4	64.4	67.8	71.7	64.4	82.7	86.1	77.9	72.3	69.1	75.7%
<i>November Progress</i>	17%	38%	43%	40%	59%	74%	85%	80%	58%	71%	74%
University Entrance NZQA final	12.7	21.8	23.0	32.6	28.7	32.1	41.7	22.1	29.2	18.2	44.3%
<i>November progress</i>	0%	5%	1%	4%	9%	2%	33%	18%	18%	13%	26%

Strategic Area 1: Raising Student Achievement in University Entrance

Significant improvements in the numbers of year 13 students attaining the University Entrance qualification have occurred since 2017.

Tracking and monitoring has seen an extra focus during that period of time.

Actions / Initiatives (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
<p>* As in previous years, Year 13 students were given the opportunity to choose from a diverse range of University Entrance domain subjects.</p> <p>UE domain subjects offered: Biology, Chemistry, Earth Sciences, Physics, Calculus, and Statistics, as well as English, Geography, Business Studies, History, and Languages (Cook Islands Maori, Japanese, Samoan, Te Reo Maori), Dance, Music, Art, Painting, Health, and Physical Education.</p> <p>* Using culturally responsive and sustaining pedagogy to enhance equitable outcomes for all learners involves building strong relationships between teachers and students. "Relational" focuses on fostering meaningful connections, while "sustaining" emphasizes integrating cultural practices within the school that support and honour the diverse cultural communities it serves.</p>	<p>* As shown in Table 2 (page 3), the 2024 University Entrance results (44.3%) represent the highest achievement during this period. In fact, data gathered over the past 20 years (2004-2024) indicate that the 2024 results are the highest ever recorded at Tokoroa High School.</p> <p>* 18 students passed external examinations.</p> <p>* The use of culturally responsive and sustaining pedagogy was especially noticeable in one group of students—those who participated in the Sport and Academic Excellence program. This group played a significant role, contributing 17.1% to the final 2024 UE result of 44.3%.</p>	<p><input type="checkbox"/> A meeting was held with all university entrance domain teachers on the first school day.</p> <p><input type="checkbox"/> University entrance achievement reports were provided to staff at regular intervals throughout the year (start of the year, mid-year, and November).</p> <p><input type="checkbox"/> There was increased tracking and monitoring of Year 13 student progress in university entrance domain subjects. Initial progress reports from Terms 2 and 3 revealed a low UE domain attainment rate, raising concerns that the 18% UE rate from 2023 could be repeated in 2024.</p> <p>To address this, the following actions were taken:</p> <ul style="list-style-type: none"> - On the first day of Term 4, the principal shared UE domain progress with all staff. Feedback was provided during each staff meeting and morning briefing throughout the term. - Regular tracking of individual student progress, followed by reporting to staff, led to consistent improvements in domain achievement. 	<p>* More in-depth analysis of student results during 2025.</p> <p>* Earlier tracking of student UE progress</p> <p>* Review of current university entrance courses and programmes to determine – "What's working and what's not". It was determined that a trifecta of subjects should be timetabled for most students in 2025.</p> <p>* Principal's incentive scheme to promote student UE attainment. The model will complement the BOT NCEA rewards initiative scheme.</p> <p>* More support for the SUP3 teacher and domain subject teachers.</p>

Strategic Area 1: Raising Student Achievement in STEM (Science, Technology, Engineering and Mathematics) Level 3

STEM education equips students with critical thinking, problem-solving, and innovation skills, essential for navigating a rapidly evolving technological landscape. The impact of STEM extends beyond the classroom, influencing advancements in fields such as healthcare, climate science, and technology.

Actions/ Initiatives (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
<p>* Year 13 students are offered a wide range of STEM related subjects. The school offers these as stand-alone subjects, meaning that these classes will always be taught irrespective of whether the subject may have low student numbers.</p> <p>The subject list offered in 2024 included Biology, Chemistry, Physics, Earth Sciences, Calculus, Statistics, Technology, Geography, Computing and Digital Technology.</p>	<p>* In 2024, success rates for Other Students (i.e., neither Māori or Pacific) are generally higher than for Pacific students, while Maori students fall in between.</p> <p>* There was a sharp rise in the percentage of students achieving success in one or more STEM subjects. 2024 rates for Maori (37.2%) were more than double the previous best (17.5%) from 2022. Similarly, Other Students (52.2%) were above the previous best (28.1%) in 2022.</p> <p>* Generally, fewer students achieve success in multiple STEM subjects compared to achieving success in at least one STEM subject.</p>	<p>* Cost of living is affecting student achievement.</p> <p>* Acceptance that NCEA is one measure of success but it's not the only measure of success.</p> <p>* Good quality teaching was obvious throughout the 2024 year.</p> <p>* 30 year 13 students gained a University Entrance domain pass with Statistics in 2024.</p> <p>* Overall, there is still work to be done to ensure that all students, regardless of their background, have access to quality education and equal opportunities for success in STEM subjects</p>	<p>* Provide opportunities for students to explore different STEM fields to discover their interests.</p> <p>* Emphasize the real-world applications of STEM subjects to show students the practical significance of what they are learning.</p> <p>* Provide hands-on learning experiences, such as labs, projects, and internships, to reinforce theoretical concepts.</p> <p>* Foster a supportive environment for teachers to experiment with innovative teaching techniques.</p> <p>* Provide resources for self-directed learning and exploration.</p> <p>* Celebrate achievements and efforts to boost students' confidence and motivation.</p>

Strategic Area 2 - Attendance: All students will have 90% attendance across the whole school

Actions / Initiatives	Outcomes	Reasons for the Variance	Evaluation																																																																																																																																		
<p>2024 Attendance Achievement Plan:</p> <ul style="list-style-type: none"> * School-wide approach to attendance. * Responsibilities of tutors and deans to be clearly defined and communicated. * Deans to oversee the follow-up of absences by tutors. * Raising the awareness of the positive relationship between regular attendance and academic success. * Students informed of goals and expectations outlined to them. * Students receive rewards for attendance. * Parents informed of goals and expectations in Newsline and at hui. * Attendance officer to maintain the follow-up procedure i.e. phoning twice daily and making use of the truancy service South Waikato Attendance Service (SWAS). * Deans meet fortnightly with DP and discuss students at risk. 	<p>Regular Attendance = Over 90% attendance Irregular Absence = (80-90%) Moderate Attendance = (70-80%) Chronic Absence = (Below 70%)</p> <table border="1"> <thead> <tr> <th>Year Term</th> <th>Regular</th> <th>Irregular</th> <th>Moderate</th> <th>Chronic</th> </tr> </thead> <tbody> <tr> <td>2019-4</td> <td>20%</td> <td>19%</td> <td>15%</td> <td>46%</td> </tr> <tr> <td>2020-1</td> <td>39%</td> <td>23%</td> <td>12%</td> <td>27%</td> </tr> <tr> <td>2020-2</td> <td>39%</td> <td>19%</td> <td>12%</td> <td>31%</td> </tr> <tr> <td>2020-3</td> <td>26%</td> <td>22%</td> <td>16%</td> <td>35%</td> </tr> <tr> <td>2020-4</td> <td>23%</td> <td>15%</td> <td>15%</td> <td>47%</td> </tr> <tr> <td>2021-1</td> <td>42%</td> <td>22%</td> <td>13%</td> <td>23%</td> </tr> <tr> <td>2021-2</td> <td>31%</td> <td>20%</td> <td>17%</td> <td>31%</td> </tr> <tr> <td>2021-3</td> <td>30%</td> <td>18%</td> <td>15%</td> <td>38%</td> </tr> <tr> <td>2021-4</td> <td>20%</td> <td>14%</td> <td>15%</td> <td>51%</td> </tr> <tr> <td>2021</td> <td>30.75%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2022-1</td> <td>36%</td> <td>19%</td> <td>13%</td> <td>32%</td> </tr> <tr> <td>2022-2</td> <td>21%</td> <td>23%</td> <td>17%</td> <td>38%</td> </tr> <tr> <td>2022-3</td> <td>22%</td> <td>23%</td> <td>17%</td> <td>38%</td> </tr> <tr> <td>2022-4</td> <td>13%</td> <td>25%</td> <td>21%</td> <td>41%</td> </tr> <tr> <td>2022</td> <td>23%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2023-1</td> <td>36%</td> <td>23%</td> <td>14%</td> <td>27%</td> </tr> <tr> <td>2023-2</td> <td>23%</td> <td>19%</td> <td>17%</td> <td>42%</td> </tr> <tr> <td>2023-3</td> <td>28%</td> <td>17%</td> <td>15%</td> <td>40%</td> </tr> <tr> <td>2023-4</td> <td>15%</td> <td>16%</td> <td>14%</td> <td>55%</td> </tr> <tr> <td>2023</td> <td>25.5%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2024-1</td> <td>39%</td> <td>25%</td> <td>10%</td> <td>26%</td> </tr> <tr> <td>2024-2</td> <td>29%</td> <td>20%</td> <td>13%</td> <td>38%</td> </tr> <tr> <td>2024-3</td> <td>29%</td> <td>18%</td> <td>13%</td> <td>39%</td> </tr> <tr> <td>2024-4</td> <td>22%</td> <td>21%</td> <td>14%</td> <td>42%</td> </tr> <tr> <td>2024</td> <td>29.75%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>While modest, there was a slight improvement in most attendance categories throughout 2024. This progress is encouraging and reflects the ongoing communication with students and staff during the year.</p>	Year Term	Regular	Irregular	Moderate	Chronic	2019-4	20%	19%	15%	46%	2020-1	39%	23%	12%	27%	2020-2	39%	19%	12%	31%	2020-3	26%	22%	16%	35%	2020-4	23%	15%	15%	47%	2021-1	42%	22%	13%	23%	2021-2	31%	20%	17%	31%	2021-3	30%	18%	15%	38%	2021-4	20%	14%	15%	51%	2021	30.75%				2022-1	36%	19%	13%	32%	2022-2	21%	23%	17%	38%	2022-3	22%	23%	17%	38%	2022-4	13%	25%	21%	41%	2022	23%				2023-1	36%	23%	14%	27%	2023-2	23%	19%	17%	42%	2023-3	28%	17%	15%	40%	2023-4	15%	16%	14%	55%	2023	25.5%				2024-1	39%	25%	10%	26%	2024-2	29%	20%	13%	38%	2024-3	29%	18%	13%	39%	2024-4	22%	21%	14%	42%	2024	29.75%				<p>* A designated member of the school's senior leadership team has been assigned the responsibility of improving attendance.</p> <p>* A key initiative is the implementation of the Ministry of Education's "Everyday Matters" plan, which aims to increase attendance across all sectors, with a particular focus on engaging the 70%+ and 80%+ attendance cohorts to improve our overall attendance figures.</p> <p>* The creation of 82 new attendance officer roles by the Government is a welcome step in addressing truancy. The aim is to encourage more young people to re-engage with their education.</p> <p>* Statistical analysis every term was provided by the Ministry of Education.</p> <p>* School participates in the Ministry of Education annual attendance survey.</p>	<p>* Strengthen our internal processes for attendance referrals.</p> <p>* Strengthen our communications with Whanau to ensure support and strategies to support attendance.</p> <p>* Strengthen links with the community and services such as Truancy, NETS referrals, and businesses for Section 53.</p> <p>* Greater conversations around retention and pathways to improve attendance</p> <p>* Continue to follow the steps and proposed actions in the 2025 Attendance Plan.</p> <p>* Preparation and completion of referrals to TAG.</p> <p>* I.A.P's completed for students needing intervention.</p> <p>* Subject teachers to discuss concerns with tutor first and then contact home if deemed appropriate.</p> <p>* Annual statistical report to Principal and BoT.</p>
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Strategic Area 2 - Attendance: 2024 Leaver's Report

Actions / Initiatives	Outcomes	Reasons for the Variance	Evaluation
<p>* Tokoroa High School has, as its mission statement, the goal of “best and highest qualifications for all”.</p> <p>* A key component of this must be the aim to keep students in school long enough to gain the skills necessary to succeed and flourish in 21st century society.</p> <p>* The previous National Government has recognised this and one of their key initiatives heading forward is the goal of having 85% of 18-year-olds gaining at least NCEA Level Two.</p> <p>* “...This is why government has set the Better Public Services target to boost skills and employment by having 85% of 18-year-olds achieving NCEA Level 2 or an equivalent qualification in 2017.” https://www.beehive.govt.nz/release/students-leaving-school-higher-qualifications</p> <p>* Our school, as a reflection of our town and indeed society, has a very transient student population which makes consistent data analysis difficult. We need to establish our base data, use the same criteria each year and put in place specific targets in terms of student retention and initiatives that will encourage more of our students to remain in school and work towards meeting the government goals.</p>	<p>* In 2024 Tokoroa High School had 87 year 13 leavers. Of these, 82 achieved Level Two NCEA or better which gives us an 96% rate, which is above the national target set at 85% and is an increase of 9% on 2024.</p> <p>* Of the 5 students who did not achieve Level Two NCEA or better, one was in our special needs unit Te Kahui Whetu and was not doing an NCEA programme. One student was enrolled in our Teen Parent Unit with low attendance. Three students attended less than 17%.</p> <p>* If those students are not included in the statistics, then 100% of year 13 leavers with regular would have achieved Level Two NCEA or better.</p> <p>* High Priority Learners In terms of high priority learners, 95% of Māori leavers achieved Level 2 or above which is an increase of 5% from 2023. Two students attended less than 34 days. If those students are not included, then Māori had a 100% achievement rate at Level 2. 100% of Pasifika leavers achieved Level 2 or above, which is an increase of 14% from 2023. 84% of European/Other achieved Level 2 or above which is an increase of 3% from 2023. Two students are in our special needs unit and did not complete an NCEA programme. Two students attended less than 11% of the time. If this was considered, then European/Other would be 100%. If the students who did not have a chance of completing the year are considered then Māori achieved 100%, Pasifika achieved 100% while European/Other achieved 100%.</p>	<p>* The figures clearly show that if students can complete year 13 at Tokoroa High School they have a very high chance (95% of all students / or 100% if Te Kahui Whetu students and extremely poor attendance or short enrolments are excluded) of leaving with at least NCEA Level Two. Therefore, one of our key targets must be to make students, parents, teachers, and the community more aware of the importance of completing year 13.</p> <p>* There seems to be a growing issue of students new to the school coming in with very low achievement levels from other schools. They also tend not to stay very long. The Teen Parent Unit student's attendance is understandably erratic due to the issues they face.</p>	<p>* Interview “at risk of leaving” students (Deans, Careers Team) to chart a course of action.</p> <p>* Track NCEA achievement and identify “at risk of leaving” students.</p> <p>* Encourage the idea of completing NCEA levels over time (not within a year).</p> <p>* Increase and utilise part time student options</p> <p>* Increase use of external providers.</p> <p>* Investigate offering Level four / Alternative courses.</p> <p>* Increase the use of Trades Academy/Gateway courses.</p> <p>* New students need to have a more in-depth interview on enrolment with more follow up. More work around goal setting, career planning and ensuring they are in the right courses needs to happen. Regular family contact must also occur if these student's potential is to be realised.</p> <p>* Roll out of SUP3 programme to all year 13 students.</p> <p>* Targeted programmes of study to increase retention</p>

Strategic Area 3: To Improve numeracy skills across the whole school – Level 1 Numeracy: (Numeracy Coordinator)

Actions / Initiatives - (What did we do?)	Outcomes - (What happened?)	Reasons for the Variance - (Why did it happen?)	Evaluation - (Where to next?)
<p>* Tokoroa High School offers numeracy programs for students in Years 9 to 13, aiming to build a numeracy-rich learning environment. Teachers play a key role in embedding numeracy into all areas of teaching.</p> <p>* Improving numeracy achievement requires a combination of effective teaching strategies, student engagement, and targeted support. Some of the key approaches are:</p> <ul style="list-style-type: none"> • Strengthening Teaching Practices • Student Engagement and Support • Assessment and Monitoring • Enhancing School-Wide Support • Motivation and Mindset <p>* <i>Early intervention</i> is crucial for ensuring students develop strong numeracy skills, as it helps identify and address learning gaps before they become significant barriers to achievement. By providing timely support, our school is committed to improve students' confidence, engagement, and long-term success in mathematics.</p> <p>* Seven numeracy support sessions were conducted to help students improve their numeracy skills and achievement. These sessions provided targeted assistance, reinforcing key mathematical concepts and addressing individual learning needs.</p> <p>* Strengthening the focus on CAA (<i>Common Assessment Activities</i>) Numeracy teaching and learning – enabling students to gain confidence.</p>	<p><i>Level 1 Strategic Numeracy Goal for 2024: 94% of Year 11 students will achieve the required Numeracy credits for NCEA Level 1.</i></p> <p>* <i>2024 NZQA Provisional Result for Numeracy Achievement:</i> 87.8% - Year 11 students. 98.1% - Year 12 students. 97.2% - Year 13 students <i>(Source: KAMAR)</i></p> <p>* There is a strong correlation between school attendance and numeracy attainment in New Zealand. <i>MOE research highlights that students with higher attendance rates tend to perform better in numeracy assessments, while those with frequent absences often struggle to achieve expected proficiency levels.</i></p> <p>* Raising awareness of numeracy achievement in by highlighting progression in <i>Common Assessment Activities (CAA)</i> and internal assessments.</p> <p>* Integrating digital platforms like <i>Education Perfect</i> and <i>eStudee</i> can play a vital role in improving numeracy outcomes.</p>	<p>Some of the factors that contribute to the 12.2% variance between the numeracy attainment target are:</p> <ul style="list-style-type: none"> • Retention of senior students for various reasons. • Attendance issues. • External Challenges and Socioeconomic Factors • Declining engagement in senior years. • Fear and anxiety surrounding <i>Common Assessment Activities (CAA)</i> 	<ul style="list-style-type: none"> ✔ Strengthening attendance initiatives and offer flexible learning options. ✔ Provide targeted numeracy support through after-school programs or peer tutoring. ✔ Enhance access to digital learning tools and real-world numeracy applications. ✔ Focus on teacher professional development for effective numeracy teaching strategies. ✔ Offer targeted CAA preparation sessions. ✔ Encourage a growth mindset, emphasizing effort and improvement rather than just results. ✔ Provide individualized support, such as peer mentoring or small-group tutoring, to assist struggling students. ✔ Create a supportive testing environment, reinforcing that CAA is a learning opportunity rather than a high-pressure exam.
<p>Planning for next year: Foster a growth mindset in students, encouraging them to view numeracy challenges as opportunities for growth rather than obstacles. It is vital to create an inclusive environment where numeracy is celebrated, and students see its relevance in their daily lives. As a school we can highlight success stories and promote numeracy achievement as a shared goal.</p>			

Strategic Area 3: To improve literacy skills across the whole school – Level 1 Literacy and UE Literacy:

Actions	Outcome	Reasons for the variance	Evaluation										
<p><i>Goal: 91% of Year 11 students will achieve the required literacy credits for NCEA Level 1.</i></p> <ul style="list-style-type: none"> * Literacy PLD conducted with staff. * Literacy' days were continued, * Cross-curriculum learning with Sport & Academic Excellence (SAE) classes. 	<p>*Although the 91% target was not reached, there was a slight improvement between the 2024 and the 2023 figures.</p> <p><i>Level 1 Literacy.</i></p> <table border="1" data-bbox="595 384 1005 544"> <tr><td>2024</td><td>78.9%</td></tr> <tr><td>2023</td><td>78.3%</td></tr> <tr><td>2022</td><td>83.8%</td></tr> <tr><td>2021</td><td>82.3%</td></tr> <tr><td>2020</td><td>78.9%</td></tr> </table>	2024	78.9%	2023	78.3%	2022	83.8%	2021	82.3%	2020	78.9%	<p>* Significant changes to Level 1 Literacy assessment occurred in 2024, with the introduction of common assessment activities. These changes lowered student success rate in Level 1 Literacy.</p>	<ul style="list-style-type: none"> * In 2025, school PLD participation with Julie Luxton, in Te Manu Ka Rere. The PLD is a targeted support for secondary schools delivering the literacy and numeracy co-requisite. * Students' ability to understand spoken and written language will increase as will their ability to convey their knowledge both verbally and written, as well as their literacy skills such as reading, writing, and spelling. * Student engagement will increase as students will have a clear understanding of what they are learning, why they are learning it and how they can gather evidence of their learning.
2024	78.9%												
2023	78.3%												
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2020	78.9%												
<p><i>Goal: 30% of Year 12 students will achieve the required literacy credits for University Entrance</i></p> <ul style="list-style-type: none"> * Application of cross-curricular thematic approach to attaining literacy credits. * Tracking of literacy credits. * Students could work at their own pace. * Google Classroom utilized. 	<p>2024 witnessed a significant rise from previous years, with 52.5% of year 12 students attaining UE Yr</p> <p><i>Year 12 UE Literacy.</i></p> <table border="1" data-bbox="595 935 1005 1094"> <tr><td>2024</td><td>52.5%</td></tr> <tr><td>2023</td><td>33.3%</td></tr> <tr><td>2022</td><td>43.4%</td></tr> <tr><td>2021</td><td>31.3%</td></tr> <tr><td>2020</td><td>26.2%</td></tr> </table>	2024	52.5%	2023	33.3%	2022	43.4%	2021	31.3%	2020	26.2%	<p>* As noted in the 2023 analysis, the continued application of cross-curricular thematic approach and fine-tuning of teaching of skills has been highly effective.</p>	<ul style="list-style-type: none"> * Continuation of a cross-curricular thematic approach in 2025. * Early tracking. * Monitoring very closely the attendance levels of year 12 and year 13 students.
2024	52.5%												
2023	33.3%												
2022	43.4%												
2021	31.3%												
2020	26.2%												
<p><i>Goal: 55% of Year 13 students will achieve the required literacy credits for University Entrance</i></p> <ul style="list-style-type: none"> * Cross-curricular linking with Health and Physical Education student essays specifically written to match UE Literacy standards. 	<p>There was a 5% rise, with over two thirds of year 13 students attaining UE Literacy. The 68.6% figure was the highest ever recorded.</p> <p><i>Year 13 UE Literacy</i></p> <table border="1" data-bbox="595 1270 1005 1430"> <tr><td>2024</td><td>68.6%</td></tr> <tr><td>2023</td><td>63.6%</td></tr> <tr><td>2022</td><td>50.8%</td></tr> <tr><td>2021</td><td>54.5%</td></tr> <tr><td>2020</td><td>55.6%</td></tr> </table>	2024	68.6%	2023	63.6%	2022	50.8%	2021	54.5%	2020	55.6%	<ul style="list-style-type: none"> * Highly effective coordination between senior teachers in the English department and Physical Education & Health department. * Year 13 students were aware that achieving UE literacy is a vital component of the university entrance qualification. 	<ul style="list-style-type: none"> * Teachers' pedagogical understanding of the purpose of interdisciplinary literacy teaching will improve, they will use formative, summative, next steps for learning, and moderation. * Further cooperation across curriculum areas will produce additional success.
2024	68.6%												
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2022	50.8%												
2021	54.5%												
2020	55.6%												

Strategic Area 3: To improve literacy skills across the whole school – Year 9 and Year 10 Junior Diploma:

Actions / Initiatives	Outcomes	Reasons for the Variance	Evaluation (Where to next?)																									
<p><u>Junior Diploma Goals 2024</u></p> <p>* 55% of year 9 and year 10 students will gain their Junior Diploma at an Achieved level</p> <p>* 25% of year 9 and year 10 students will gain their Junior Diploma at a Merit level</p> <p>* 5% of Year 9 and year 10 students will gain their Junior Diploma at an Excellence level</p>	<p>2024 - Year 9 students ethnicity classification (Ministry of Education)</p> <table border="1"> <thead> <tr> <th>Year 9 raw data</th> <th>Maori</th> <th>Pasifika</th> <th>European / Other</th> </tr> </thead> <tbody> <tr> <td>100 Students</td> <td>54</td> <td>23</td> <td>23</td> </tr> <tr> <td>Not Achieved</td> <td>2</td> <td>2</td> <td>0</td> </tr> <tr> <td>Achieved</td> <td>29</td> <td>7</td> <td>6</td> </tr> <tr> <td>Merit</td> <td>12</td> <td>5</td> <td>9</td> </tr> <tr> <td>Excellence</td> <td>11</td> <td>9</td> <td>8</td> </tr> </tbody> </table>	Year 9 raw data	Maori	Pasifika	European / Other	100 Students	54	23	23	Not Achieved	2	2	0	Achieved	29	7	6	Merit	12	5	9	Excellence	11	9	8	<p>* As noted in previous AOV and SOV reports, the Tokoroa High School Junior Diploma has been a success. Now in its 12th year, it has solidified itself as a framework for student achievement.</p> <p>* Students, staff, and caregivers have embraced the concept and a high number of students in Year 9 and 10 have achieved the Junior Diploma.</p>	<p>* Teacher literacy content knowledge will improve. Teachers can recognise and optimise opportunities to embed literacy across the Curriculum.</p> <p>* Teachers will have high expectations for their learners following the principles expressed in the New Zealand curriculum.</p> <p>* Teachers will actively inquire into their literacy practice and gather evidence of their actions to make a difference for their learners.</p> <p>* Accelerated achievement of priority learners will be expected and measured.</p> <p>* Students will have greater reading comprehension, verbal fluency, and general knowledge.</p> <p>* When students become better readers, they will increase their achievement levels across the curriculum areas and have greater content knowledge</p>	
	Year 9 raw data	Maori	Pasifika	European / Other																								
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	Merit	12	5	9																								
	Excellence	11	9	8																								
	<p>2024 - Year 9 Achievement rate and School Charter variation</p> <table border="1"> <thead> <tr> <th>Year 9</th> <th>Overall</th> <th>%</th> <th>School Charter Goals</th> <th>Variation</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>28</td> <td>28%</td> <td>5%</td> <td>23%</td> </tr> <tr> <td>Merit</td> <td>26</td> <td>26%</td> <td>25%</td> <td>-1%</td> </tr> <tr> <td>Achieved</td> <td>42</td> <td>42%</td> <td>55%</td> <td>-13%</td> </tr> <tr> <td>Not Achieved</td> <td>4</td> <td>4%</td> <td>15%</td> <td>-4%</td> </tr> </tbody> </table>	Year 9	Overall	%	School Charter Goals	Variation	Excellence	28	28%	5%	23%	Merit	26	26%	25%	-1%	Achieved	42	42%	55%	-13%	Not Achieved	4	4%	15%			-4%
	Year 9	Overall	%	School Charter Goals	Variation																							
	Excellence	28	28%	5%	23%																							
	Merit	26	26%	25%	-1%																							
	Achieved	42	42%	55%	-13%																							
	Not Achieved	4	4%	15%	-4%																							
<p>2024 - Year 10 students ethnicity classification (Ministry of Education)</p> <table border="1"> <thead> <tr> <th>Year 10 raw data</th> <th>Maori</th> <th>Pasifika</th> <th>European/Other</th> </tr> </thead> <tbody> <tr> <td>92 students</td> <td>54</td> <td>23</td> <td>15</td> </tr> <tr> <td>Not Achieved</td> <td>7</td> <td>4</td> <td>1</td> </tr> <tr> <td>Achieved</td> <td>24</td> <td>10</td> <td>7</td> </tr> <tr> <td>Merit</td> <td>15</td> <td>6</td> <td>3</td> </tr> <tr> <td>Excellence</td> <td>8</td> <td>3</td> <td>4</td> </tr> </tbody> </table>	Year 10 raw data	Maori	Pasifika	European/Other	92 students	54	23	15	Not Achieved	7	4	1	Achieved	24	10	7	Merit	15	6	3	Excellence	8	3	4				
Year 10 raw data	Maori	Pasifika	European/Other																									
92 students	54	23	15																									
Not Achieved	7	4	1																									
Achieved	24	10	7																									
Merit	15	6	3																									
Excellence	8	3	4																									
<p>2024: Year 10 Achievement rate and School Charter variation</p> <table border="1"> <thead> <tr> <th>Year 10</th> <th>Overall</th> <th>%</th> <th>School Charter Goals</th> <th>Variation</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>15</td> <td>16%</td> <td>5%</td> <td>11%</td> </tr> <tr> <td>Merit</td> <td>24</td> <td>26%</td> <td>25%</td> <td>1%</td> </tr> <tr> <td>Achieved</td> <td>41</td> <td>45%</td> <td>55%</td> <td>-10%</td> </tr> <tr> <td>Not Achieved</td> <td>12</td> <td>13%</td> <td>15%</td> <td>2%</td> </tr> </tbody> </table>	Year 10	Overall	%	School Charter Goals	Variation	Excellence	15	16%	5%	11%	Merit	24	26%	25%	1%	Achieved	41	45%	55%	-10%	Not Achieved	12	13%	15%	2%			
Year 10	Overall	%	School Charter Goals	Variation																								
Excellence	15	16%	5%	11%																								
Merit	24	26%	25%	1%																								
Achieved	41	45%	55%	-10%																								
Not Achieved	12	13%	15%	2%																								

Appendices – 2024 NCEA Data from NZQA:

- Chart 1 – (Generated 8 March 2025)
 - Achievement in NCEA and UE: Tokoroa High School – PR2 – Enrolment Based Cumulative Overall Results

- Chart 2 – (Generated 8 March 2025)
 - Achievement in NCEA and UE: Tokoroa High School – PR2 – Enrolment Based Cumulative Results by Gender

- Chart 3 - (Generated 8 March 2025)
 - Achievement in NCEA and UE: Tokoroa High School – PR2 – Enrolment Based Cumulative Results by Ethnicity

- Chart 4 - (Generated 8 March 2025)
 - PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Tokoroa High School

- Chart 5 - (Generated 8 March 2025)
 - Level 1 Literacy and Numeracy: Tokoroa High School - PR 3 – Cumulative Results by Percentage

- Chart 6 - (Generated 8 March 2025)
 - NCEA Certificate Endorsement: Tokoroa High School – PR4 – Cumulative Results by Percentage

- Chart 7 - (Generated 8 March 2025)
 - Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School

- Chart 8 - (Generated 8 March 2025)
 - Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School

- Chart 9 - (Generated 8 March 2025)
 - Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School

- Chart 10 - (Generated 8 March 2025)
 - Level 1 Literacy and Numeracy: Tokoroa High School

- Chart 11 - (Generated 8 March 2025)
 - Level 1 Literacy, Level 1 Numeracy, UE Literacy: Tokoroa High School

Achievement in NCEA and UE: Tokoroa High School

Generated 8-Mar-2025

PR2 - Enrolment Based Cumulative Overall Results

Tokoroa High School

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2020	74.0	84.1	86.1	41.7
2021	69.8	87.5	77.9	22.1
2022	78.1	81.6	72.3	29.2
2023	71.7	85.6	70.9	18.2
2024	65.4	79.8	75.7	44.3

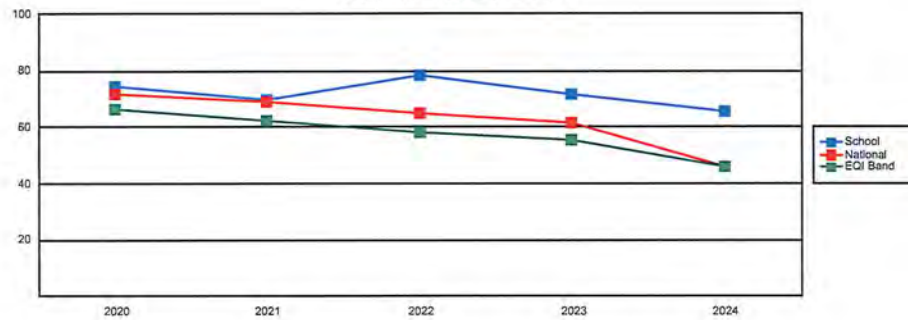
National

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

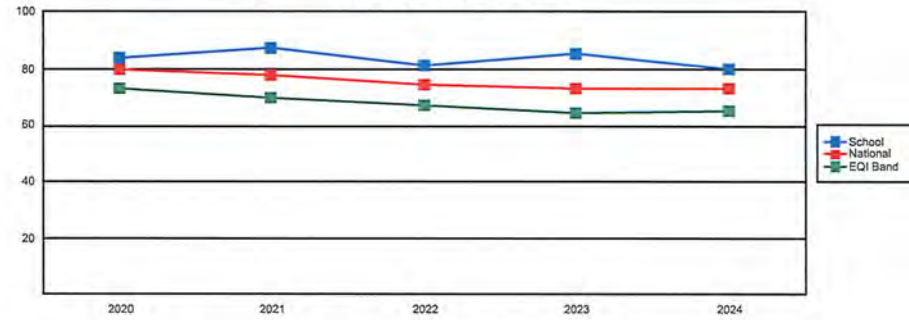
Many Socioeconomic Barriers (School Equity Index Band)

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
66.0	73.4	65.7	31.6
62.0	69.9	63.1	29.4
57.9	67.4	59.7	27.0
55.5	64.6	60.2	26.5
46.1	65.2	62.7	28.4

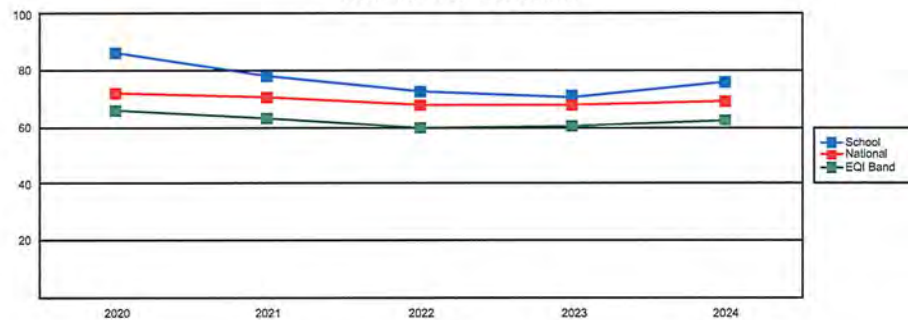
Year 11 - NCEA Level 1



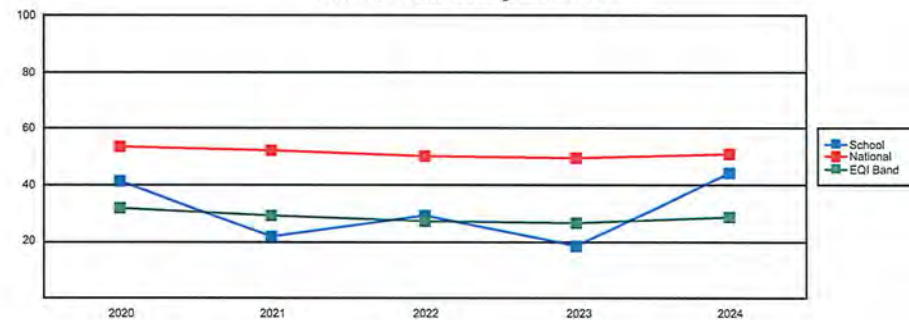
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Achievement in NCEA and UE: Tokoroa High School

Generated 8-Mar-2025

PR2 - Enrolment Based Cumulative Results by Gender

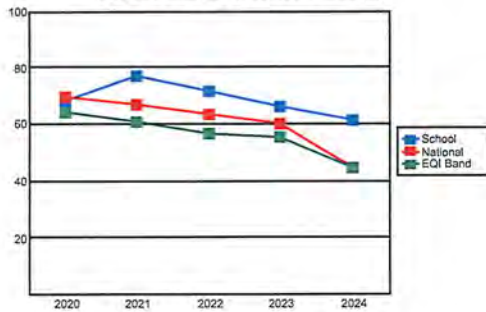
Tokoroa High School

National

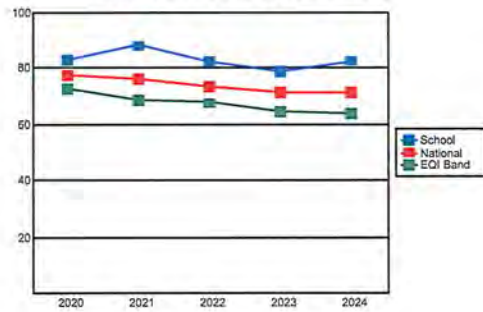
Many Socioeconomic Barriers (School Equity Index Band)

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2020	68.4	83.3	84.6	38.5	69.6	77.8	68.5	46.8	64.4	72.6	65.3	25.9
2021	76.9	88.1	73.8	19.0	67.0	76.0	66.8	45.5	60.8	68.8	61.5	22.8
2022	71.4	82.5	72.7	33.3	63.4	73.3	65.6	44.9	56.8	67.8	60.3	22.5
2023	66.2	79.1	62.1	6.9	60.1	71.8	64.8	44.0	55.1	64.9	59.1	20.8
2024	61.6	82.7	72.4	31.0	44.2	71.7	66.9	44.7	44.6	63.8	60.8	22.2
Female												
2020	83.0	85.1	87.9	45.5	74.1	82.4	75.5	59.6	67.9	74.2	66.1	37.5
2021	61.4	86.5	82.9	25.7	71.5	79.8	74.0	57.7	63.5	71.2	64.7	35.7
2022	85.7	80.6	71.9	25.0	66.5	76.6	70.5	55.3	59.1	67.0	59.1	31.5
2023	78.8	91.5	80.8	30.8	63.3	74.7	70.3	54.9	55.9	64.3	61.3	32.5
2024	70.0	76.6	78.0	53.7	47.9	75.6	71.9	56.1	48.3	66.8	64.8	35.3

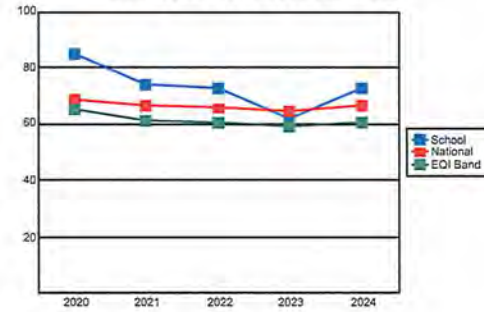
Year 11 NCEA Level 1 - Male



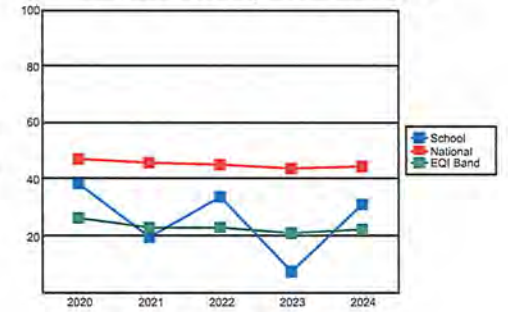
Year 12 NCEA Level 2 - Male



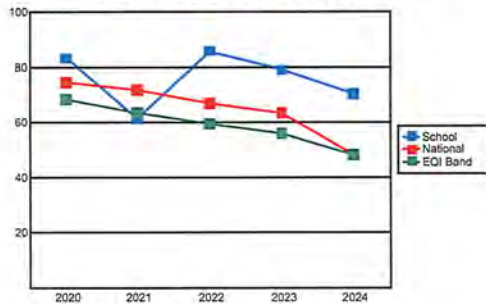
Year 13 NCEA Level 3 - Male



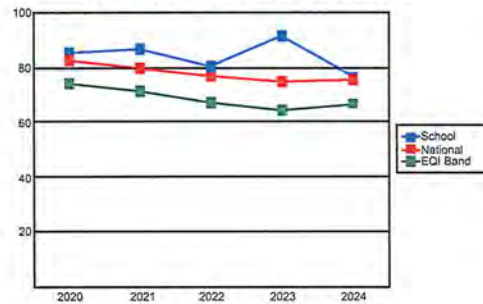
Year 13 University Entrance - Male



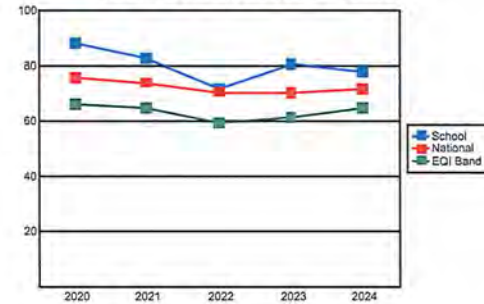
Year 11 NCEA Level 1 - Female



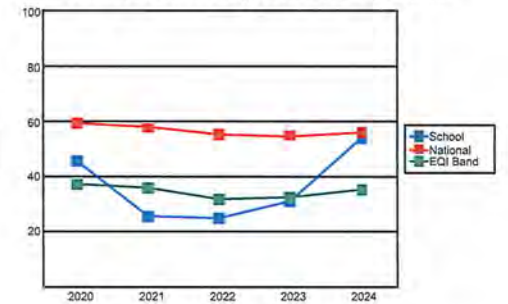
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



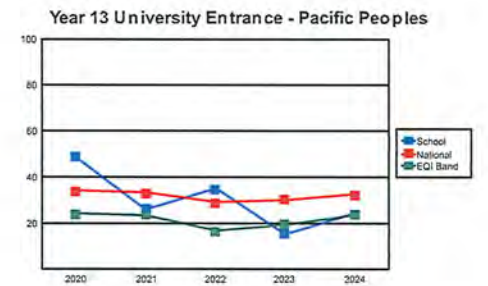
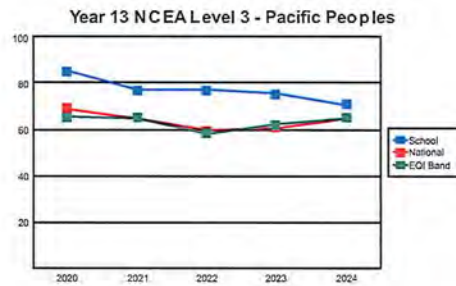
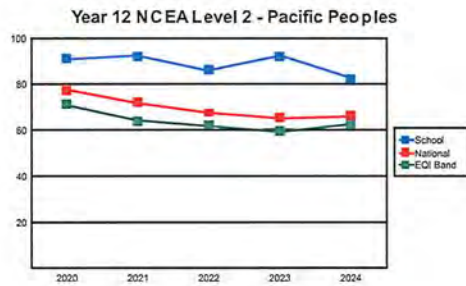
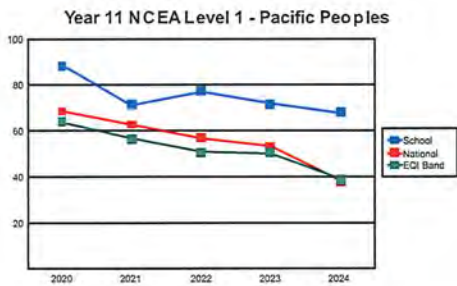
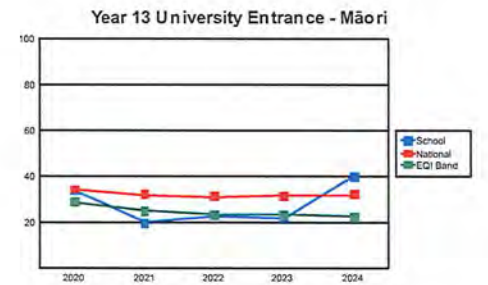
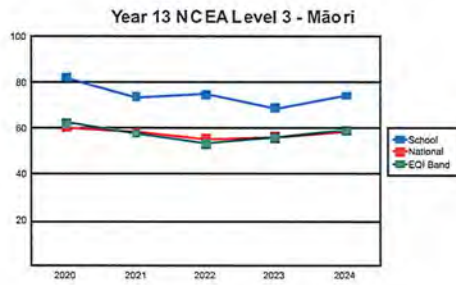
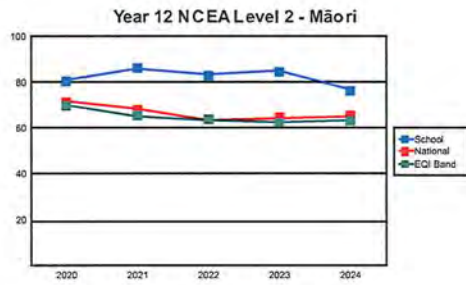
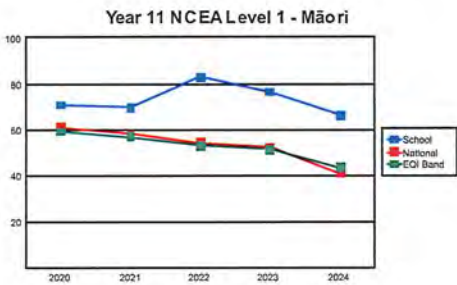
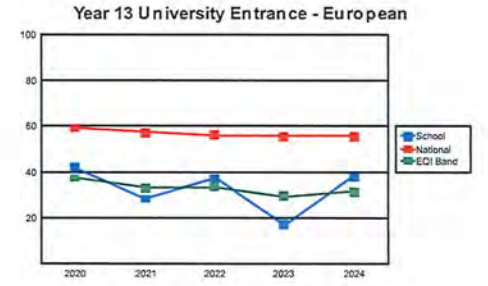
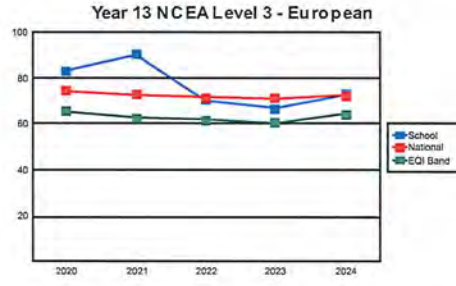
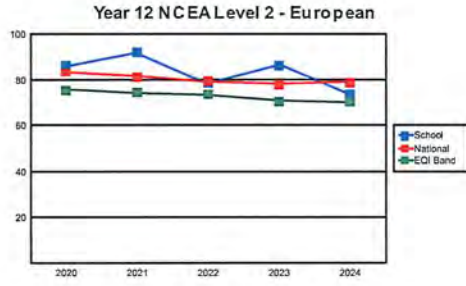
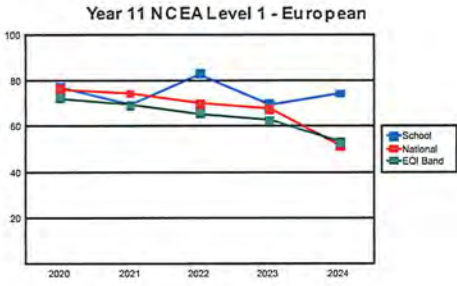
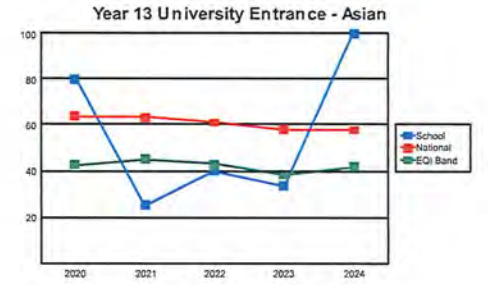
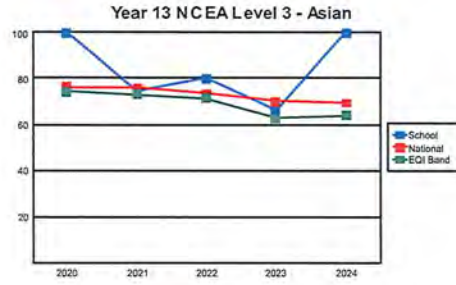
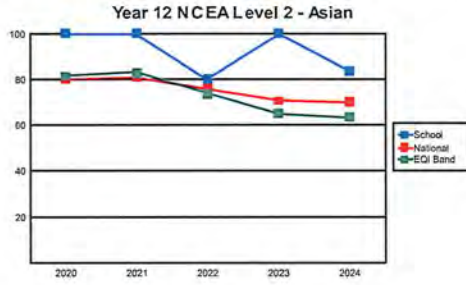
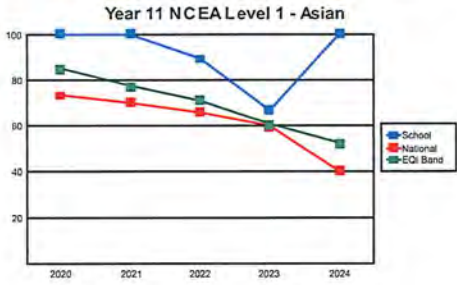
Achievement in NCEA and UE: Tokoroa High School

Generated 8-Mar-2025

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Tokoroa High School				National				Many Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2020	100.0	100.0	100.0	80.0	73.1	80.0	76.5	64.1	84.4	81.4	74.3	42.5
2021	100.0	100.0	75.0	25.0	70.0	81.1	76.2	63.4	77.1	83.0	73.3	44.9
2022	88.9	80.0	80.0	40.0	65.9	76.0	73.6	61.3	70.9	73.9	71.5	42.8
2023	66.7	100.0	66.7	33.3	59.5	70.7	70.1	58.1	60.5	65.1	62.6	37.9
2024	100.0	83.3	100.0	100.0	40.2	70.1	69.6	57.9	52.0	63.4	64.0	41.5
European												
2020	76.6	86.0	83.3	41.7	75.8	83.2	74.6	59.0	71.7	75.6	65.7	37.3
2021	69.0	91.9	90.6	28.1	74.0	81.2	73.2	57.2	68.9	74.4	62.7	32.8
2022	82.7	78.1	70.4	37.0	69.7	79.4	71.6	56.0	65.2	73.6	61.8	33.6
2023	69.4	86.4	66.7	16.7	67.2	78.0	71.4	55.5	62.0	70.3	60.5	29.3
2024	74.0	73.5	73.0	37.8	51.3	78.6	72.8	55.6	53.0	70.2	64.2	31.3
Māori												
2020	70.5	80.9	82.2	33.3	60.8	71.9	60.7	34.1	58.8	70.0	62.6	28.4
2021	69.5	86.4	73.9	19.6	57.7	68.3	58.5	31.7	56.4	65.6	57.8	24.6
2022	82.6	83.3	75.0	22.5	53.9	64.1	55.7	30.9	52.9	63.9	53.4	23.0
2023	76.3	85.0	68.8	21.9	51.9	64.6	56.3	31.2	50.9	62.5	56.0	23.0
2024	65.9	76.9	74.4	39.5	40.9	65.4	59.0	31.9	43.1	63.4	59.2	22.3
Middle Eastern/Latin American/African												
2020		100.0	100.0	100.0	72.4	77.6	73.2	57.7	69.2	77.2	64.4	42.5
2021			100.0	100.0	68.4	78.0	70.3	56.0	72.3	68.8	67.6	50.7
2022					61.3	73.3	67.4	51.4	57.8	65.6	61.3	33.8
2023					60.2	69.4	66.9	51.4	56.7	60.2	57.5	32.9
2024	100.0		100.0		41.0	69.5	67.6	52.9	47.1	56.7	60.0	36.5
Other Ethnicity												
2020	50.0				74.6	81.0	74.3	56.9	65.6	78.6	76.2	42.9
2021		100.0			73.2	78.5	72.9	55.1	67.7	81.3	80.8	34.6
2022	50.0		100.0	100.0	65.5	77.0	66.3	53.4	49.1	69.2	60.7	28.6
2023		50.0			59.6	73.9	65.5	48.7	55.9	56.1	57.6	33.3
2024	100.0		50.0		41.9	74.4	72.3	56.7	49.2	69.1	55.9	17.6
Pacific Peoples												
2020	87.8	90.7	85.2	48.1	68.2	77.1	68.9	33.7	63.4	70.9	65.3	23.8
2021	71.0	91.9	76.9	25.6	62.3	71.5	64.9	33.0	56.3	63.6	64.9	23.1
2022	76.7	85.7	76.9	34.6	56.6	67.3	59.4	28.7	50.4	61.6	58.3	16.0
2023	71.1	92.0	75.0	15.0	52.7	65.0	60.4	29.8	50.1	59.2	61.7	19.1
2024	67.3	81.8	70.6	23.5	38.0	65.8	64.6	32.2	38.8	62.0	64.9	23.3

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Tokoroa High School



Level 1 Literacy and Numeracy: Tokoroa High School

Generated 8-Mar-2025

PR 3 - Cumulative Results by Percentage

Tokoroa High School

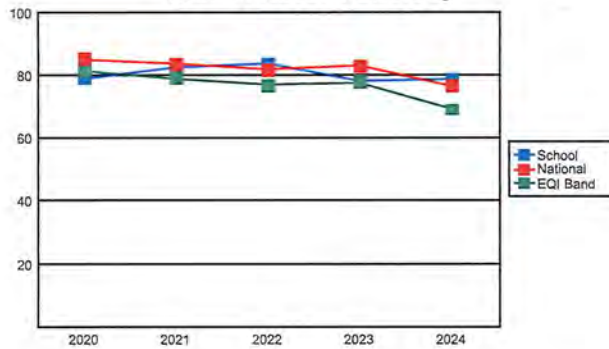
National

Many Socioeconomic Barriers (School Equity Index Band)

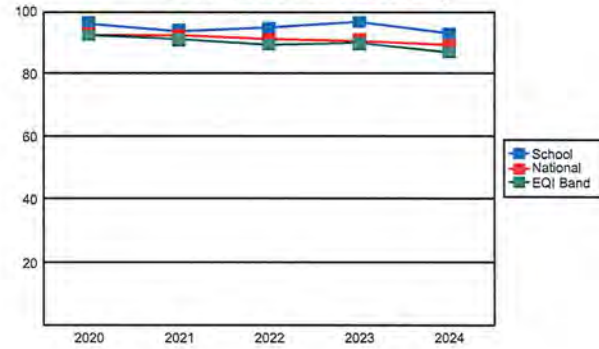
Academic

Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2020	Literacy	78.9	96.3	97.2	85.1	92.7	94.4	81.2	92.3	94.2
2021	Literacy	82.3	93.8	97.4	83.6	92.2	94.2	79.0	91.1	94.2
2022	Literacy	83.8	94.7	90.8	81.6	91.2	93.9	76.7	89.4	93.6
2023	Literacy	78.3	96.7	94.5	82.8	90.8	93.5	77.9	89.8	92.3
2024	Literacy	78.9	92.9	95.7	76.6	89.1	92.2	69.2	86.9	91.7
2020	Numeracy	87.8	98.1	97.2	83.6	91.7	93.7	78.8	91.7	93.9
2021	Numeracy	85.4	94.8	98.7	82.5	91.3	93.6	77.3	90.1	93.9
2022	Numeracy	87.6	97.4	90.8	80.8	90.2	93.3	74.7	88.5	93.2
2023	Numeracy	87.5	97.8	96.4	82.3	90.0	93.0	76.7	88.5	92.1
2024	Numeracy	82.0	96.0	95.7	74.8	89.1	92.2	66.4	86.6	92.0

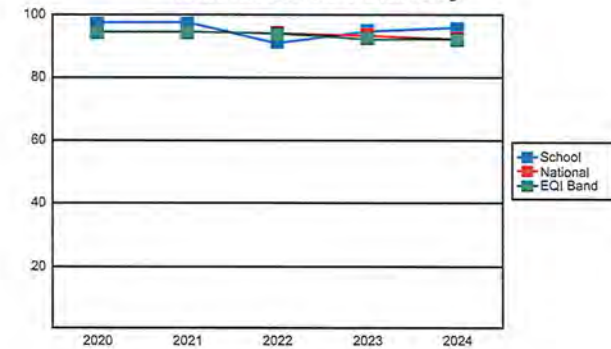
Year 11 Level 1 Literacy



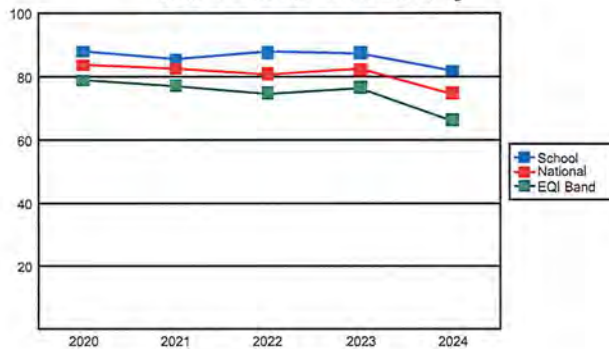
Year 12 Level 1 Literacy



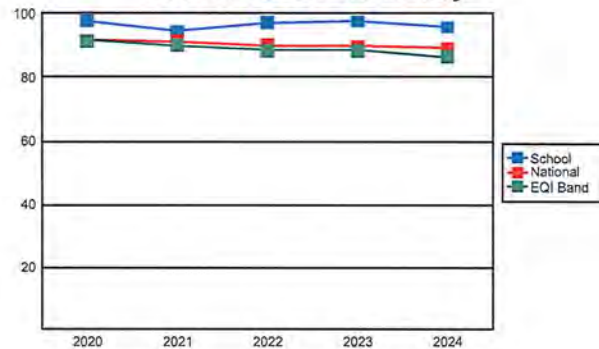
Year 13 Level 1 Literacy



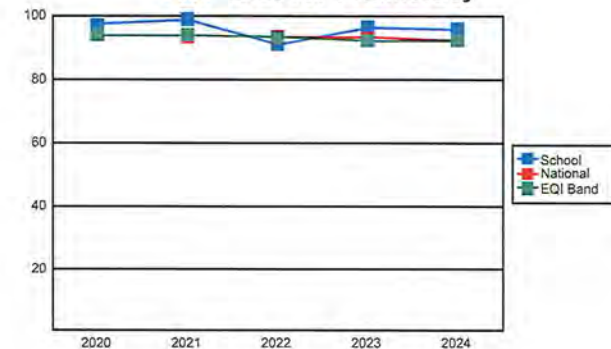
Year 11 Level 1 Numeracy



Year 12 Level 1 Numeracy



Year 13 Level 1 Numeracy



NCEA Certificate Endorsement: Tokoroa High School

Generated 8-Mar-2025

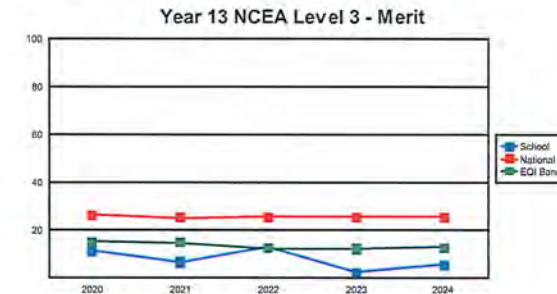
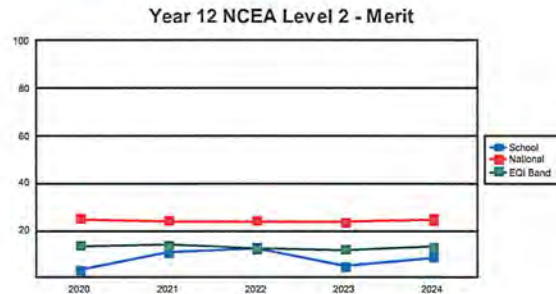
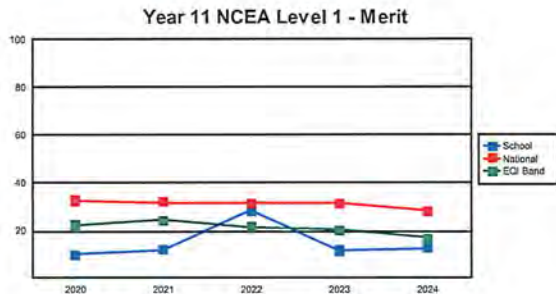
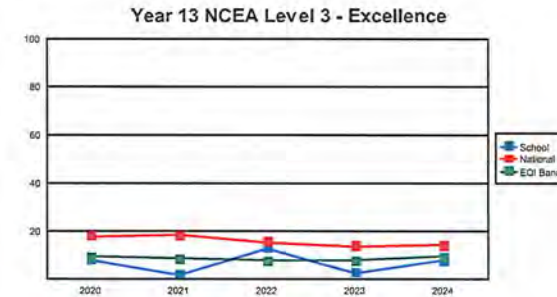
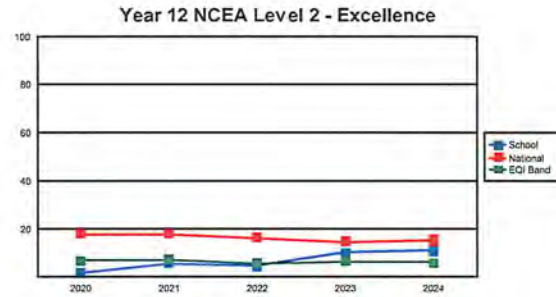
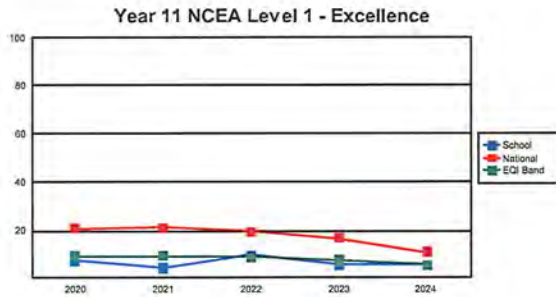
PR4 - Cumulative Results by Percentage

Tokoroa High School

National

Many Socioeconomic Barriers (School Equity Index Band)

Academic Year	Tokoroa High School			National			Many Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2020	7.7	2.2	8.1	20.7	17.9	17.5	9.4	7.2	9.2
2021	4.5	6.0	1.7	21.1	17.9	17.9	9.4	7.6	8.3
2022	9.8	4.8	12.8	19.4	16.5	15.3	9.2	6.0	7.6
2023	5.8	10.4	2.6	16.7	15.0	13.6	7.7	6.8	7.5
2024	5.7	11.4	7.5	11.2	15.5	14.1	5.9	6.5	9.2
Achieved with Merit									
2020	9.9	3.3	11.3	32.3	24.9	26.3	22.0	13.6	15.3
2021	11.9	10.7	6.7	31.9	23.8	25.3	24.0	14.1	14.8
2022	28.0	12.9	12.8	31.4	24.0	25.5	21.6	12.3	12.6
2023	11.6	5.2	2.6	31.4	23.5	25.6	20.2	11.9	12.3
2024	12.6	8.9	5.7	28.2	24.5	25.7	17.0	13.2	13.0



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

Generated 7-Mar-2025

Year 13 Students		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved One or More STEM Subjects	2020	45	2	4.4%	27	2	7.4%	29	8	27.6%
	2021	46	5	10.9%	39	5	12.8%	36	4	11.1%
	2022	40	7	17.5%	26	6	23.1%	32	9	28.1%
	2023	32	4	12.5%	20	2	10.0%	28	6	21.4%
	2024	43	16	37.2%	17	5	29.4%	46	24	52.2%

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.

		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved Two or More STEM Subjects	2020	45	0	0.0%	27	0	0.0%	29	5	17.2%
	2021	46	4	8.7%	39	4	10.3%	36	2	5.6%
	2022	40	2	5.0%	26	1	3.8%	32	6	18.8%
	2023	32	1	3.1%	20	0	0.0%	28	2	7.1%
	2024	43	1	2.3%	17	0	0.0%	46	11	23.9%
Achieved Three or More STEM Subjects	2020	45	0	0.0%	27	0	0.0%	29	2	6.9%
	2021	46	0	0.0%	39	1	2.6%	36	0	0.0%
	2022	40	2	5.0%	26	0	0.0%	32	2	6.3%
	2023	32	0	0.0%	20	0	0.0%	28	0	0.0%
	2024	43	1	2.3%	17	0	0.0%	46	6	13.0%

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?

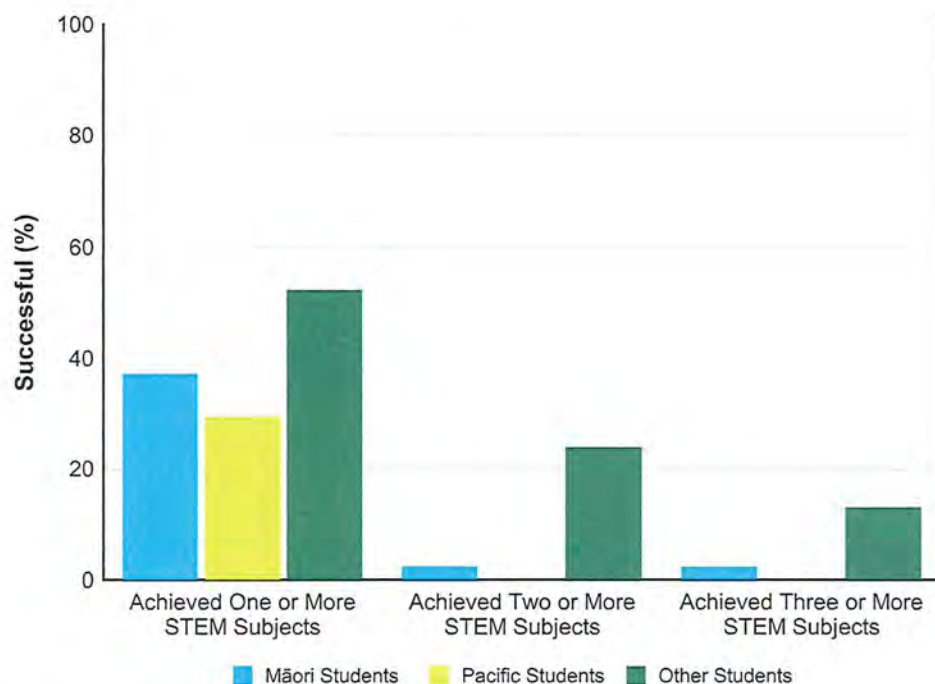
Students who achieve 14 or more credits in any of the following UE approved subjects:

Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).

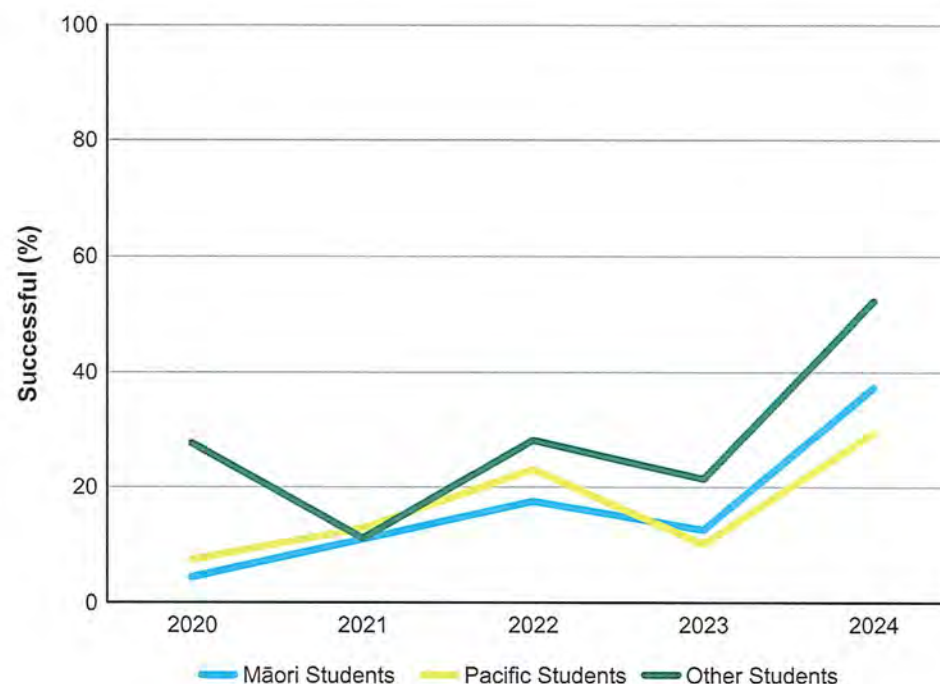
Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

Credits achieved in, or prior to, the academic year specified are included.

Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School (2024)



Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa 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.

Literacy and Numeracy

Export Literacy and Numeracy as :

- [Excel Spreadsheet \(Excel\)](#)
- [PDF](#)

100%

Literacy and Numeracy

Population: NZ Domestic Years 11-13
 Cumulative Achievement Totals
 Academic Years: 2020, 2021, 2022, 2023, 2024
 Data as at: 02/03/2025

School Equity Index: N/A
 Student Types: Regular Student, Alternative Education Student
 Including Students with Short Enrolments: No
 Student Gender: Display Selected as a Single Value
 Not Showing Ethnicity
 Showing Year Level

Base School / Region: Tokoroa High School in Waikato
 Base School Equity Index: All
 Base Student Types: Regular Student, Alternative Education Student
 Base Including Students with Short Enrolments: No
 Base School Gender Type: All
 Base Student Gender: All

Tokoroa High School in Waikato

	2020		2021		2022		2023		2024	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
Year 11										
Level 1 Literacy	97	78.9	79	82.3	88	83.8	94	78.3	105	79.9
Level 1 Numeracy	108	87.8	82	85.4	92	87.5	105	87.5	109	82.0
UE Literacy	2	1.6	1	1.0	2	1.9				
UE Literacy Reading	2	1.6	1	1.0	7	6.7			1	0.8
UE Literacy Writing	3	2.4	1	1.0	2	1.9				
UE Numeracy	108	87.8	82	85.4	92	87.6	105	87.5	109	82.0
Year 12										
Level 1 Literacy	103	96.3	90	93.8	72	94.7	87	96.7	92	92.9
Level 1 Numeracy	105	98.1	91	94.8	74	97.4	88	97.8	95	96.0
UE Literacy	28	26.2	30	31.3	33	43.4	30	33.3	52	52.5
UE Literacy Reading	42	39.3	38	39.6	39	51.3	33	36.7	58	58.6
UE Literacy Writing	33	30.8	37	38.5	37	48.7	51	56.7	61	61.6
UE Numeracy	105	98.1	91	94.8	74	97.4	88	97.8	95	96.0
Year 13										
Level 1 Literacy	70	97.2	75	97.4	59	90.8	52	94.5	67	95.7
Level 1 Numeracy	70	97.2	76	98.7	59	90.8	53	96.4	67	95.7
UE Literacy	40	55.6	42	54.5	33	50.8	35	63.6	48	68.6
UE Literacy Reading	66	91.7	58	75.3	44	67.7	47	85.5	55	78.6
UE Literacy Writing	41	56.9	43	55.8	34	52.3	36	65.5	51	72.9
UE Numeracy	70	97.2	76	98.7	59	90.8	53	96.4	67	95.7

Literacy Population: Base Cumulative Academic Data as at: School Gender: Not Showing Ethnicity
 Base Schoc Base Schoc Base Schoc Base Student Gender: All

MOE Year	Ethnicity	School	Gender	Qualificati	2020 Qtv	2020 Rate	2021 Qtv	2021 Rate	2022 Qtv	2022 Rate	2023 Qtv	2023 Rate	2024 Qtv	2024 Rate
Year 11	All	All	All	Level 1 Literacy	97	78.9	79	82.3	88	83.8	94	78.3	105	78.9
Year 11	All	All	All	Level 1 Numeracy	108	87.8	82	85.4	92	87.6	105	87.5	109	82.0
Year 11	All	All	All	UE Literacy	2	1.6	1	1.0	2	1.9	0	0.0	0	0.0
Year 11	All	All	All	UE Literacy	2	1.6	1	1.0	7	6.7	0	0.0	1	0.8
Year 11	All	All	All	UE Literacy	3	2.4	1	1.0	2	1.9	0	0.0	0	0.0
Year 11	All	All	All	UE Numeracy	108	87.8	82	85.4	92	87.6	105	87.5	109	82.0
Year 12	All	All	All	Level 1 Literacy	103	96.3	90	93.8	72	94.7	87	96.7	92	92.9
Year 12	All	All	All	Level 1 Numeracy	105	98.1	91	94.8	74	97.4	88	97.8	95	96.0
Year 12	All	All	All	UE Literacy	28	26.2	30	31.3	33	43.4	30	33.3	52	52.5
Year 12	All	All	All	UE Literacy	42	39.3	38	39.6	39	51.3	33	36.7	58	58.6
Year 12	All	All	All	UE Literacy	33	30.8	37	38.5	37	48.7	51	56.7	61	61.6
Year 12	All	All	All	UE Numeracy	105	98.1	91	94.8	74	97.4	88	97.8	95	96.0
Year 13	All	All	All	Level 1 Literacy	70	97.2	75	97.4	59	90.8	52	94.5	67	95.7
Year 13	All	All	All	Level 1 Numeracy	70	97.2	76	98.7	59	90.8	53	96.4	67	95.7
Year 13	All	All	All	UE Literacy	40	55.6	42	54.5	33	50.8	35	63.6	48	68.6
Year 13	All	All	All	UE Literacy	66	91.7	58	75.3	44	67.7	47	85.5	55	78.6
Year 13	All	All	All	UE Literacy	41	56.9	43	55.8	34	52.3	36	65.5	51	72.9
Year 13	All	All	All	UE Numeracy	70	97.2	76	98.7	59	90.8	53	96.4	67	95.7