

# RATHKEALE COLLEGE



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

Ministry Number:	245
Principal:	Martin O'Grady
School Address:	Willowpark Drive, RD 11, Masterton 5871
School Postal Address:	Willowpark Drive, RD 11, Masterton 5871
School Phone:	06 370 0175
School Email:	office@rathkeale.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Mark Owen	Presiding Member Parent Representative	Elected August 2023 Elected September 2022	September 2025
Martin O'Grady	Principal	Ex Officio (May 2018)	
Nigel Broom	Parent Representative	Elected September 2022	September 2025
David Chapman	Student Representative	Re-elected September 2024	September 2025
Richard Donworth	Parent Representative	Elected September 2022	September 2025
Jannie Gouws	Parent Representative	Elected September 2022	September 2025
Susan Jonas	Staff Representative	Elected September 2022	September 2025
Victoria Read	Proprietor Representative	Co-opted September 2022	September 2025
Nathan Riwai-Couch	Proprietor Representative	Co-opted August 2023	Resigned October 2024
Lana Stockman	Proprietor Representative	Appointed March 2024	March 2027
Keri Titherington	Proprietor Representative	Appointed March 2023	Resigned February 2024
Matt Wailling	Parent Representative	Elected September 2022	September 2025

# RATHKEALE COLLEGE

Annual Report - For the year ended 31 December 2024

## Index

Page	Statement
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Statement of Comprehensive Revenue and Expense
<a href="#">3</a>	Statement of Changes in Net Assets/Equity
<a href="#">4</a>	Statement of Financial Position
<a href="#">5</a>	Statement of Cash Flows
<a href="#">6- 20</a>	Notes to the Financial Statements

## Other Information

Analysis of Variance

Students' Progress and Achievement

Te Tiriti o Waitangi

Statement of Compliance with Employment Policy

Kiwisport

Independent Auditor's Report

# Rathkeale College

## Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Mark Terrence Owen

Full Name of Presiding Member

MARTIN JAMES O'GRADY

Full Name of Principal

M. Owen

Signature of Presiding Member

M. O'Grady

Signature of Principal

21.05.25

Date

21.05.25

Date

# Rathkeale College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024 Budget (Unaudited)	2023
	Notes	Actual \$	\$	Actual \$
<b>Revenue</b>				
Government Grants	2	5,088,989	5,179,185	5,207,603
Locally Raised Funds	3	1,622,256	1,809,350	1,604,761
Use of Proprietor's Land and Buildings		450,000	362,700	362,700
Interest		59,816	45,000	46,308
Gain on Sale of Property, Plant and Equipment		-	-	807
<b>Total Revenue</b>		7,221,061	7,396,235	7,222,179
<b>Expenses</b>				
Locally Raised Funds	3	44,336	63,823	33,662
Learning Resources	4	5,817,420	5,934,838	5,740,642
Administration	5	602,898	592,870	513,646
Interest		9,363	9,101	3,275
Property	6	488,580	461,438	451,124
Use of Land and Buildings Integrated		450,000	362,700	362,700
Loss on Disposal of Property, Plant and Equipment		141	-	1,918
<b>Total Expense</b>		7,412,738	7,424,770	7,106,967
<b>Net Surplus / (Deficit) for the year</b>		(191,677)	(28,535)	115,212
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(191,677)	(28,535)	115,212

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



# Rathkeale College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Actual 2024 \$	Budget (Unaudited) 2024 \$	Actual 2023 \$
<b>Equity at 1 January</b>	1,140,399	1,140,399	950,760
Total comprehensive revenue and expense for the year	(191,677)	(28,535)	115,212
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	59,109	50,000	74,427
<b>Equity at 31 December</b>	1,007,831	1,161,864	1,140,399
Accumulated comprehensive revenue and expense	1,007,831	1,161,864	1,140,399
<b>Equity at 31 December</b>	1,007,831	1,161,864	1,140,399

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



# Rathkeale College

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	653,161	812,902	839,745
Accounts Receivable	8	453,165	460,115	460,115
Prepayments		10,045	22,520	22,520
Inventories	9	20,027	11,415	11,415
Investments	10	667,203	628,751	628,751
GST Refund Due		5,990	1,722	1,721
		<u>1,809,591</u>	<u>1,937,425</u>	<u>1,964,267</u>
<b>Current Liabilities</b>				
Accounts Payable	12	638,603	684,859	684,859
Revenue Received in Advance	13	365,279	352,666	334,983
Provision for Cyclical Maintenance	14	13,500	50,769	24,352
Borrowings	15	-	-	45,262
Finance Lease Liability	16	37,388	36,627	18,088
Funds held in Trust	17	5,531	4,409	4,409
		<u>1,060,301</u>	<u>1,129,330</u>	<u>1,111,953</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>749,290</u>	<u>808,095</u>	<u>852,314</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	600,621	637,717	488,767
		<u>600,621</u>	<u>637,717</u>	<u>488,767</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	260,900	208,787	215,240
Borrowings	15	-	-	(22,857)
Finance Lease Liability	16	81,180	75,161	8,299
		<u>342,080</u>	<u>283,948</u>	<u>200,682</u>
<b>Net Assets</b>		<u>1,007,831</u>	<u>1,161,864</u>	<u>1,140,399</u>
<b>Equity</b>		<u>1,007,831</u>	<u>1,161,864</u>	<u>1,140,399</u>

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



# Rathkeale College

## Statement of Cash Flows

For the year ended 31 December 2024

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,153,702	1,165,543	1,096,348
Locally Raised Funds	1,246,163	1,394,362	1,365,580
International Students	329,873	368,848	382,701
Goods and Services Tax (net)	(4,273)	(2)	6,313
Payments to Employees	(1,338,635)	(1,253,683)	(1,270,936)
Payments to Suppliers	(1,301,965)	(1,412,978)	(1,009,808)
Cyclical Maintenance Payments in the year	(24,352)	(24,352)	(16,368)
Interest Paid	(9,360)	(9,101)	(3,275)
Interest Received	59,543	45,000	37,649
<b>Net cash from / (to) the Operating Activities</b>	<b>110,697</b>	<b>273,637</b>	<b>588,204</b>
<b>Cash flows from Investing Activities</b>			
Purchase of PPE (and Intangibles)	(388,836)	(413,476)	(194,509)
Proceeds from Sale of Investments	(38,452)	-	(322,946)
<b>Net cash from / (to) the Investing Activities</b>	<b>(427,288)</b>	<b>(413,476)</b>	<b>(517,455)</b>
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	59,109	50,000	74,427
Finance Lease Payments	92,181	85,401	(29,375)
Painting contract payments	(22,405)	(22,405)	(29,375)
Funds Administered on Behalf of Third Parties	1,122	-	-
<b>Net cash from Financing Activities</b>	<b>130,007</b>	<b>112,996</b>	<b>15,677</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(186,584)</b>	<b>(26,843)</b>	<b>86,426</b>
Cash and cash equivalents at the beginning of the year	839,745	839,745	753,319
<b>Cash and cash equivalents at the end of the year</b>	<b>653,161</b>	<b>812,902</b>	<b>839,745</b>

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

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



# Rathkeale College

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2024

#### **a) Reporting Entity**

Rathkeale College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a year 7 to 13 Integrated school as described in the Private Schools Conditional Integration Act 1975 and the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

#### **b) Basis of Preparation**

##### ***Reporting Period***

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

##### ***Basis of Preparation***

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

##### ***Financial Reporting Standards Applied***

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

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

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

##### ***Measurement Base***

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

##### ***Presentation Currency***

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

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

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

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

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

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





#### *Cyclical maintenance provision*

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair, as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its' 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its' 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 14.

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at Note 11.

#### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. 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 16.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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



**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

Donations, gifts and bequests are recorded 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) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

**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 credit losses (uncollectable debts). The schools receivables are largely made up of finding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

**h) Inventories**

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



## **j) Property, Plant and Equipment**

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

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

Property, plant and equipment transferred to the Board of Trustees in May 1992 is recorded at valuation. Subsequent acquisitions 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

## **Finance Leases**

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

## **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and equipment	3–15 years
Information and communication technology	3 years
Motor vehicles	5 years
Textbooks	5 years
Leased assets held under a Finance Lease	Term of lease
Library resources	12.5% Diminishing value

## **k) Intangible Assets**

### **Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.



### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

#### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before twelve 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 international students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

### **o) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School site in a state of good order and repair.

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

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

### **p) Financial Instruments**

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

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



**q) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board in February 2024.

**s) Services received in-kind**

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



## 2. Government Grants

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,079,494	1,165,543	1,138,467
Teachers' salaries grants	4,009,495	4,013,642	4,069,136
	5,088,989	5,179,185	5,207,603

The school has not opted in to the donations scheme for this year.

## 3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & bequests	861,361	843,631	751,534
Other revenue	35,198	242,341	247,570
Other revenue - St Matthew's Collegiate	361,234	372,213	342,202
International Student Fees Income	364,463	351,165	263,455
	1,622,256	1,809,350	1,604,761
<b>Expenses</b>			
International Student - Other Expenses	44,336	63,823	33,662
	44,336	63,823	33,662
<b>Surplus for the year Locally raised funds</b>	1,577,920	1,745,527	1,571,099

### Other Revenue

The adverse variance in 'Locally Raised Funds - Other Revenue' reflects the withdrawal of the budgeted \$232,341 'Locally Raised Funds - Top-Up' stream subsequent to budget approval, resulting in a shortfall against budgeted income and contributing to the reported deficit.

### Other Revenue - St Matthew's Collegiate Senior College Funding Transfer

Rathkeale College Board of Trustees signed an agreement to transfer 8 staffing FTE's, 8 management and 4 middle management allowances from St Matthew's Collegiate School in the 2024 year. Along with \$361,234 in cash, this forms the Senior College Funding transfer from St Matthew's Collegiate for the 2024 year.

### International Student Roll

During the year, the School hosted 16 International students. (2023 ave: 12)



**4. Learning Resources**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	169,243	207,001	171,405
Information and communication technology	110,245	137,300	116,783
Extra-curricular activities	89,511	90,100	83,325
Library resources	1,570	2,100	1,784
Employee benefits - salaries	5,124,901	5,177,810	5,063,154
Staff development	45,109	56,000	37,486
Depreciation	276,841	264,527	266,705
	5,817,420	5,934,838	5,740,642

**5. Administration**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	12,301	10,726	10,023
Board of Trustees Fees	6,765	7,000	7,095
Board of Trustees Expenses	2,806	1,000	411
Communication	9,467	10,550	11,374
Consumables	34,402	30,600	28,380
Legal Fees	4,892	1,000	-
Other	424,529	413,269	344,190
Employee Benefits - Salaries	103,733	89,515	93,326
Insurance	4,003	29,210	18,847
	602,898	592,870	513,646

**6. Property**

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	93,213	99,460	85,621
Cyclical Maintenance Expense	59,160	44,316	45,205
Grounds	50,732	161,667	88,911
Heat, Light and Water	58,906	27,706	52,239
Repairs and Maintenance	104,685	128,289	72,665
Employee Benefits - Salaries	121,884	-	106,483
	488,580	461,438	451,124

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



**7. Cash and Cash Equivalents**

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Bank Accounts	653,161	812,902	839,745
Cash equivalents for Cash Flow Statement	653,161	812,902	839,745

Of the \$653,161 Cash and Cash Equivalents, \$7,502 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent.

**8. Accounts Receivable**

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Receivables	25,252	57,958	57,958
Receivables from the Ministry of Education	23,254	32,576	32,576
Interest Receivable	9,588	9,314	9,314
Teacher Salaries Grant Receivable	395,071	360,267	360,267
	453,165	460,115	460,115
Receivables from Exchange Transactions	34,840	67,272	67,272
Receivables from Non-Exchange Transactions	418,325	392,843	392,843
	453,165	460,115	460,115

This does not include donations from parents.

**9. Inventories**

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Stationery	20,027	11,415	11,415
	20,027	11,415	11,415

**10. Investments**

The School's investment activities are classified as follows:

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	667,203	628,751	628,751
Non-current Asset			
Long-term Bank Deposits	-	-	-





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Furniture and Equipment	258,708	70,333			(75,852)	253,189
Information and Communication	101,117	152,492			(93,630)	159,979
Intangible Assets	16,661	-			(13,134)	3,527
Motor Vehicles	47,884	27,511			(32,634)	42,761
Textbooks	3,549	3,300			(2,013)	4,836
Leased Assets	24,101	132,769			(54,697)	102,173
Library Resources	36,747	2,430	(141)		(4,880)	34,156
<b>Balance at 31 December 2024</b>	<b>488,767</b>	<b>388,835</b>	<b>(141)</b>	<b>-</b>	<b>(276,840)</b>	<b>600,621</b>

The net carrying value of equipment held under a finance lease is \$102,173 (2023: \$24,101).

The net carrying value of motor vehicles held under a finance lease is \$0 (2023: \$0).

### Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
2024	\$	\$	\$	\$	\$	\$
Furniture and Equipment	1,019,710	(766,521)	253,189	949,377	(690,669)	258,708
Information and Communication	965,964	(805,985)	159,979	813,472	(712,355)	101,117
Intangible Assets	55,927	(52,400)	3,527	55,927	(39,266)	16,661
Motor Vehicles	422,399	(379,638)	42,761	394,888	(347,004)	47,884
Textbooks	20,367	(15,531)	4,836	17,067	(13,518)	3,549
Leased Assets	163,911	(61,738)	102,173	105,610	(81,509)	24,101
Library Resources	160,204	(126,048)	34,156	157,110	(120,363)	36,747
<b>Balance at 31 December</b>	<b>2,808,482</b>	<b>(2,207,861)</b>	<b>600,621</b>	<b>2,493,451</b>	<b>(2,004,684)</b>	<b>488,767</b>



## 12. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	101,994	174,069	174,069
Accruals	17,424	28,797	28,797
Employee Entitlements - salaries	499,999	462,224	462,224
Employee Entitlements - leave accrual	19,186	19,769	19,769
	<u>638,603</u>	<u>684,859</u>	<u>684,859</u>
Payables for Exchange Transactions	638,603	684,859	684,859
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
	<u>638,603</u>	<u>684,859</u>	<u>684,859</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	70,886	6,000	6,000
International student fees in advance	294,393	346,666	328,983
	<u>365,279</u>	<u>352,666</u>	<u>334,983</u>

## 14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	239,592	239,592	210,755
Increase to the Provision During the Year	59,160	44,316	45,205
Use of the Provision During the Year	(24,352)	(24,352)	(16,368)
Provision at the End of the Year	<u>274,400</u>	<u>259,556</u>	<u>239,592</u>
Cyclical Maintenance - Current	13,500	50,769	24,352
Cyclical Maintenance - Non-current	260,900	208,787	215,240
	<u>274,400</u>	<u>259,556</u>	<u>239,592</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2028. This plan is based on the schools 10 Year Property Plan. The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property Plan.



## 15. Borrowings

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Painting Contracts due within one year	-	-	45,262
Painting Contracts due after one year	-	-	(22,857)
	-	-	22,405

In 2024 the Board signed an agreement with Programmed Property Services (NZ) Ltd (the contractor) for the exterior washing and maintenance of the classroom buildings over a three year period from 2025 to 2027. The contract has an annual commitment of \$19,575 plus GST. The liability is the best estimate of the actual amount of the work performed by the contractor for which the contractor has not been paid at balance date. The liability has not been adjusted for inflation and the effect of the time value of money. No annual indexation is to be applied on this 3-year contract.

## 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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No later than one year	45,221	43,957	19,545
Later than one year and no later than five years	89,471	82,474	8,826
Later than five years	-	-	-
Future finance charges	(16,124)	(14,643)	(1,984)
	118,568	111,788	26,387
<b>Represented by:</b>			
Finance lease liability - current	37,388	36,627	18,088
Finance lease liability - non-current	81,180	75,161	8,299
	118,568	111,788	26,387

## 17. Funds held in Trust

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	5,531	4,409	4,409
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	5,531	4,409	4,409

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

## 18. Related Party Transactions

### Trinity Schools Trust Board

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

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

Under an agency agreement, the Proprietor collects Tuition Donations on behalf of the School. The amounts collected in total were \$838,632 (2023: \$748,836). The Proprietor has contributed a further \$0 (2023: \$232,341) for the Schools operations. In addition the School receives each term from the Ministry of Education, the boarding allowance which is transferred to the Proprietor. The amounts collected in total were \$133,360 (2023: \$113,165). The School operates a current account which is treated as a trade creditor/debtor for any other inter-entity transactions between the School, and the Proprietor. This current account is settled on a monthly basis. Any balance not transferred at year-end is treated as an asset or liability. The total funds owing by the Proprietor at year-end are \$0 (2023: (\$0)).



## 18. Related Party Transactions continued

### *St Matthew's Collegiate School*

The Board has a related party relationship with St Matthew's Collegiate School. The two Schools combine to provide a Senior College operation for the Year 12 & 13 boys and girls, and conduct co-educational classes at the Senior College on the Rathkeale campus.

The operation of the Senior College is covered by an agreement between the two schools.

Rathkeale College incurs the costs of Senior College and St Matthew's Collegiate transfers staffing, plus \$361,234 (2023: \$342,202) in cash by regular monthly amounts. The transfer is calculated on an agreed formula based on the number of senior girls attending Senior College. There is no amount owed at 31 December 2024 (2023: \$0). The Senior College costs are not separately identified in the financial statements. They are incorporated into the overall costs of running the school.

## 19. Remuneration

### *Key management personnel compensation*

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	6,765	6,325
<i>Leadership Team</i>		
Remuneration	543,424	1,313,409
Full-time equivalent members	4.00	11.00
Total key management personnel remuneration	550,189	1,319,734

There are 9 members of the Board excluding the Principal. The Board held 11 full meetings of the Board in the year. As well as the regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand-downs, suspensions and other disciplinary matters.

### *Principal*

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
Benefits and Other Emoluments	0 - 10	0 - 10
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	14.00
110 - 120	7.00	8.00
120 - 130	2.00	2.00
130 - 140		1.00
	25.00	25.00

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 trustees, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

## 21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2024 except noted below (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 school boards of trustees, through payroll service provider Education Payroll Limited.

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

### Pay Equity Settlement Wash-up Amounts

In 2024 the Ministry of Education provided additional funding for 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. Apart from an accrual for a \$14,000 interim wash-up reduction to 2024 funding, advised by the Ministry of Education in December 2024, the School has not recognised an asset or a 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 has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2023: nil)

### (b) Operating Commitments

As at 31 December 2024 the Board has entered into the following contracts:

Painting contracts for the exterior painting of school buildings.

	2024 Actual \$	2023 Actual \$
No later than One Year	-	45,262
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	45,262

## 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 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	653,161	812,902	839,745
Receivables	453,165	460,115	460,115
Investments - Term Deposits	667,203	628,751	628,751
Total Financial assets measured at amortised cost	1,773,529	1,901,768	1,928,611

### Financial liabilities measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Payables	638,603	684,859	684,859
Finance Leases	118,568	111,788	26,387
Painting Contract Liability	-	-	22,405
Total Financial Liabilities Measured at Amortised Cost	757,171	796,647	733,651

#### 24. Events after Balance Date

There were no significant events after 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.



## Strategic Goal 1: STUDENT ENGAGEMENT AND ACHIEVEMENT

*Every student is engaged in their learning in a manner that will challenge them to reach meaningful personal goals and allow the school to maintain high academic standards.*

<b>OBJECTIVE 1:</b> Track and report on junior (Year 9 and Year 10) students' academic potential, progress and engagement.		Goals/Targets	Outcome
		Using established assessment techniques, establish achievement levels of all Year 9 & 10 students.	A variety of assessments informed achievement levels.
		All Year 9 and 10 students increase their Curriculum Sub-level by 2 sub levels by the end of the year.	49% Year 9 gained 2 sub-levels in English, 32% in Maths <a href="#">Y9 - EOY Value Added Power Query.xlsx</a> 15% Year 10 gained 2 sub-levels in English, 38% in Maths
		Tracking data shared at regular intervals to staff to enable appropriate interventions to support Curriculum Sub-level progress.	Data shared with staff regularly and referred to at AHOF and staff meetings.
Action	How action will contribute to the objective	Responsibility and Timeframes for delivery	Progress / Evaluation
Use e-asTTle testing in English (Reading) and Mathematics to establish achievement levels of Year 9 & 10 students.	Clearly establish the achievement levels of students and group students into achievement level groups.	AMA, WJS and AHOFs – Terms 1 -4	Start of year, mid-year and end of year data was gathered through e-asTTle testing. <a href="#">Data Info</a> ( <a href="#">Web view</a> ) <a href="#">Year 9 2024</a> ( <a href="#">Web view</a> ) <a href="#">Year 10 2024</a> ( <a href="#">Web view</a> )
Year 9 and Year 10 academic diagnostic testing and tracking.	e-asTTle testing in English (Reading) and Mathematics will be completed in January, July and November.	AMA, WJS and AHOFs – Terms 1 -4	Data available to all teaching staff. WSL, Deans, Learning Support, SENCO, AHOFs and DP track student achievement. <a href="#">Year 9 2024</a> ( <a href="#">Web view</a> ) <a href="#">Year 10 2024</a> ( <a href="#">Web view</a> )
Analyse tracking data (eg e-asTTle & LitNum Assessments) and carry out appropriate interventions	Teaching staff will be provided with information to be used in supporting the progress of each boy to accelerate or extend their learning.	SENCO, Year 9 and 10 Deans, AHOFs, Teachers, WJS	All staff provided with access to data through one note. Hard copies provided to staff to view. Tracking of LitNum assessments – students not to gain offered individual programme to assist/support from Maths and English faculties. <a href="#">Contents</a> ( <a href="#">Web view</a> ) Pastoral meeting notes below: <a href="#">2024</a> Student learning plans: Student A <a href="#">Learning Plan.docx</a>
		Goals/Targets	Outcome

<b>OBJECTIVE 2:</b> Track and Report on the engagement and achievement of Years 11 - 13 students against Departmental NZQA (NCEA and Scholarship) achievement targets.		100% of Year 11 students gaining Level 1 Literacy and Numeracy	100% Numeracy 100% Literacy
		100% Eligible students gaining UE	89% gained UE
		50% Percentage of students gaining a Merit or Excellence endorsement at all Levels of NCEA	L1 49.1% L2 39.1% L3 28%
		50% of Scholarship subject entries achieve scholarship	19 entered, 12 sat, 4 gained. 15.8%
Action	How action will contribute to the objective	Responsibility and Timeframes for delivery	Progress / Evaluation
Years 11 to 13 academic testing and tracking	Use a range of tools to track academic progress such as <i>assay3</i> and intervene where necessary	Deans and HOFs throughout the year	Students were identified and monitored based off academic/pastoral/attendance tracking. At risk students discussed at fortnightly pastoral meetings. Student alongside parents involved in discussions to formulate plans to assist achievement. Where necessary SENCO involved for learning support. Data tracking spreadsheet <a href="#">19th September Student Tracking.xlsm</a>
Year 12-13 UE Literacy & Numeracy: Check the courses of all Year 13 students to see that the potential to gain UE Literacy and Numeracy exists, then monitor their progress at regular intervals.	100% of students eligible, in Year 13 gain UE Literacy and Numeracy requirements.	<b>SFO and ALA</b> to identify Year 13 students who have not yet achieved UE Literacy and / or Numeracy requirements and set course requirements by the middle of Term 1. <b>HOFs</b> to be advised of “at risk students” and a dedicated programme that addresses their particular Literacy or Numeracy needs to be established before the end of Term 1. <b>SFO and ALA</b> to confirm that all students have entered the required standards to enable them to achieve Literacy and Numeracy requirements and advise Deans by the start of Term 2.	Deans identified and monitored “at risk” students. HOFs aware of “at risk” students identified within faculties and across year levels.
Identify “at risk” students and determine additional support as needed. The Senior Deans will monitor “at risk” students’ progress towards gaining the required 14 credits in each of three subjects.	Additional support will see 100% of eligible students gain the requirements of UE.	HOFs inform Deans at the end of each internal assessment (via kamar printouts), so the student progress may be tracked by Deans at the end of each term	Increase in “vocational pathways” means that slightly fewer students are eligible for UE.



Analyse scholarship entries and implement strategies to encourage and support students who have entered for scholarship.	Appropriate support developed specific to each student's scholarship entries.	<b>HOFs and HOSs.</b>	Trend show a decrease in scholarship entries, scholarships sat, and scholarships gained, both nationally and at Rathkeale.
<b>OBJECTIVE 3:</b> Identify and specifically report on the achievement of targeted groups of students, namely: <ul style="list-style-type: none"> <li>➤ Māori and Pasifika</li> <li>➤ Those with Specific Learning Needs</li> <li>➤ Gifted and Talented</li> <li>➤ International</li> </ul>		<b>Goals/Targets</b>	<b>Outcome</b>
		Identified Māori and Pasifika students achieve specified progress (curriculum sub levels and NCEA achievement)	22% of Māori / Pasifika students progressed at least at the expected level in English, 44% in Maths (2 sublevels in the year)
		Identified students with Specific Learning Needs achieve specified progress (curriculum sub levels and NCEA achievement)	33% of 10FDS students progressed at least at the expected level in English, 33% in Maths
		Students identified by HOFs as G&T are provided with suitable extension programmes	Programmes provided as necessary.
		ESOL programme used to enhance the academic performance of International Students	Progress distinct as international students spend more time at Rathkeale.
<b>Action</b>	<b>How action will contribute to the objective</b>	<b>Responsibility and Timeframes for delivery</b>	<b>Progress / Evaluation</b>
Continue to develop and maintain Māori Student Profiles and share this information with teachers.	Providing this information to those who teach Māori students, and the wider staff enhances personal understanding of students and allows for closer relationships.	<b>DMP</b> to complete / update profiles and distribute by the middle of Term 1	Completed. Māori leaner profiles shared via TEAMS. <a href="#">2024 ntm.docx</a>
Students with Specific Learning Needs: Students are identified and specifically targeted to aid their academic progress.	Appropriate resources can be identified and allocated to these students eg Teacher Aide support or the provision of Special Assessment Conditions (SAC)	<b>SENCO</b> – throughout the year	Investigating and online programme for students who with high learning needs. Students with S L Needs are identified from transition notes and enrolment info (or from previous schools if they arrive beyond Yr 9. Referrals from teachers (usually Engl) and KAD runs screening for the likes of Dyslexia and if this suggests a likelihood, we recommend the parents/caregivers consider a thorough assessment from an Ed Psych.  Learning notes are entered into KAMAR (with flags) and in the Staff Handbook in OneNote.  TAs are allocated to relevant classes/students. For internals, teachers book in reader/writers as and when needed.

Gifted and Talented Students: Students are entered on the Gifted and Talented Register and specific programs developed and progress is monitored.	High level of achievement is gained across a range of indicators including NCEA, Regional & National Competitions and Festivals.	<b>SENCO</b> – throughout the year	Individual extension provided within classes. 4 x Y10 boys identified to work in 12PHY. Discussions at HOF meetings to identify extension opportunities.
International Students: Report to the BOT specifically on the academic achievement of International students and how the ESOL programme enhances their academic performance.	BOT more informed of academic progress of International Students. International Student Director has more quantitative information on academic student achievement	<b>GAM</b> as Director of International students to oversee this in conjunction with <b>ELC</b> through the ESOL programme. Reporting to occur through International Student monthly reports and an end of Year summary.	GAM reports to BOT regularly, we are seeing positive results when comparing UE to National data. All international leavers attending University. <a href="#">International Feb 2024.docx</a> <a href="#">International Feb 2025.docx</a>

## Strategic Goal 2: STAFF DEVELOPMENT

<i>Employ highly qualified registered teachers and support staff with the requisite knowledge and skills and promote engagement in their ongoing professional learning.</i>			
<b>OBJECTIVE 1:</b> Further develop the abilities of staff to engage in their own Professional Growth Cycle (Teachers) or Appraisal Cycle (Support Staff) as part of their ongoing pedagogical development.		Goals/Targets	Outcome
		All staff complete an Annual Summary Statement or Appraisal Summary	100% teacher compliant with process <a href="#">Creating a PGC - the process</a> (Web view)
		All teachers can demonstrate how they have met the Code and Standards	<a href="#">2024 'Appraisers' and 'appraisees'</a> (Web view)
Action	How action will contribute to the objective	Responsibility and Timeframes for delivery	Progress / Evaluation
Teachers complete Annual Summary Statement of Professional Growth Cycle.	Teacher's state what professional learning will be targeted for the year. Teachers state how these targets reflect the Standards. Teachers will gain feedback and an evaluation on this professional learning. The Professional Growth Cycle also requires all teachers to annually have at least: Two Professional Conversations (based around the agreed Professional Learning), and One lesson observation Classroom Observation Form Guidelines for Classroom Observations	WJS, DMP – throughout the year	Staff engaging well in PGC process – professional conversations focused on professional standards and development.  Staff reminded of process and comfortable with the PGC.  Lesson observations occurring and feedback given focused on PGC goals.
Support Staff complete an Annual Appraisal Summary.	Appraisal summary identifies progress made and identifies next steps in professional growth.	Identified Mangers of Support Staff	Director of Boarding carried out Annual Appraisals of boarding staff. HOF Student Support & Wellbeing supported various support staff with appraisals. Principal & Principals PA oversaw appraisals of administration support staff.
<b>OBJECTIVE 2:</b> Develop an understanding of changes to NZ Curriculum and NCEA.		Goals/Targets	Outcome

		Staff engage in PLD opportunities provided in regard to changes in NZ Curriculum and NCEA.	Ongoing
Action	How action will contribute to the objective	Responsibility and Timeframes for delivery	Progress / Evaluation
All teaching staff to be actively involved in PLD related to the NZ Curriculum and NCEA changes.	Facilitate staff engagement in internally provided and external PLD opportunities as well as the local cluster groups.	WJS & HOF's – throughout the year	NCEA changes presented and discussed at PLD "Jumbo Day." Cluster groups active in discussing and problem solving. External Moderation has caused some frustration with differences of interpretation. <a href="#">PLD Summary 2024.docx</a>
Evaluate the resources provided by NZQA, MOE and Teacher Associations.		WJS & HOFs – throughout the year	Resources still being updated and developed by NZQA based off feedback from teachers. Assessment and NZQA.
OBJECTIVE 3: Ensuring that, where possible and appropriate, te ao Māori and mātauranga Māori are built into teaching practice across English and Māori-medium settings.		Goals/Targets	Outcome
		All staff develop knowledge, understanding and confidence in te ao Māori and mātauranga.	On going
Action	How action will contribute to the objective	Responsibility and Timeframes for delivery	Progress / Evaluation
All teaching staff to be actively involved in PLD related to te ao Māori and mātauranga Māori	Provide individual and whole staff opportunities to develop skills and understanding of te ao Māori and mātauranga Māori	MJO, WJS & DMP – throughout the year	DMP promoted Te Reo Māori to staff informally and formally in PLD sessions. AMA active as SCT supporting. <a href="#">Mātauranga Māori</a>  Iwi representatives presented in staff hui – entertaining and engaging.  PLD in cluster groups around Mātauranga Māori concepts.
<b>Strategic Goal 3: SPECIAL CHARACTER</b> <i>Ensure the Special Character of the college is preserved through the unity of day and boarding students participating in religious, cultural, sporting and recreational pursuits.</i>			

**NB:** This statement is taken from the Rathkeale College Integration Agreement. A more current interpretation describes the involvement of students and staff in the spiritual, performing arts, social service and service dimensions of wider school life.

<b>OBJECTIVE 1:</b> To explain the newly created Trinity Schools Special Character Statement to the Rathkeale College Community (Staff, Students and Whanau)		<b>Goals/Targets</b>	<b>Outcome</b>
		Have the community understand the Special Character Statement	
<b>Action</b>	<b>How action will contribute to the objective</b>	<b>Responsibility and Timeframes for delivery</b>	<b>Progress / Evaluation</b>
Invite Wendy Scott to come and speak at a staff meeting explaining the Statement.	Explains the Statement to Staff.	BDA by end of Term 2 2024.	Wendy has spoken about the Statement to all Trinity staff.
Deliver a sermon in Chapel about the Statement.	Explains the Statement to Students.	BDA by the end of Term 1.	I have touched on aspects of it but not devoted a whole sermon to it. Perhaps this could still be done more thoroughly this term.
Write an article for the Rathkeale Newsletter about the Statement.	Explains the Statement to Whanau.	BDA by the end of 2024.	Again, this has been touched on but not unpacked in a newsletter article. I think that printing the SC Statement, with the explanatory notes that have since been developed in the SC committee, would be the best way to present this to our parents. I will just need to confirm that we have agreed on a final form of this SC Statement and explanatory document.
<b>OBJECTIVE 2:</b> To increase the involvement of students and staff in Special Character activities		<b>Goals/Targets</b>	<b>Outcome</b>
		Increased participation of staff and students in Special Character events	
<b>Action</b>	<b>How action will contribute to the objective</b>	<b>Responsibility and Timeframes for delivery</b>	<b>Progress / Evaluation</b>
Increased involvement in activities like Chapel Sermons, Readings and Year group Chapels.	Staff and students will observe more people involved	BDA to report on the participation levels by end of term 3 2024.	We have had some increased involvement – it's something that I need to push every year. It rises and falls with the willingness of staff to give a sermon.  Kazu Saito delivered a sermon again this year. The Chapel prefect delivered an excellent sermon at the end of the year.
<b>Strategic Goal 4: RC/SMCS SENIOR COLLEGE</b>			
<b><i>Make Senior College an enjoyable experience where students gain the best academic results possible.</i></b>			
		<b>Goals/Targets</b>	<b>Outcome</b>

<b>OBJECTIVE 1 (Academic):</b> To focus the students' attention on gaining the best academic results possible		All students at Senior College experience success in NCEA	
<b>Action</b>	<b>How action will contribute to the objective</b>	<b>Responsibility and Timeframes for delivery</b>	<b>Progress / Evaluation</b>
Yr 13: Students gain a 100% pass rate at NCEA Level 3	Year 13 deans identify and monitor students' progress. Students who are at risk of not achieving are identified and discussed at fortnightly Senior College Deans Meetings and support measures are discussed.	<b>AJG &amp; Senior College Deans</b>	Yr 13 Girls: 98.1% pass rate Yr 13 Boys: 92.6% pass rate  All Year 13 students were monitored closely by their Deans during the year. Any issues/concerns were raised at the fortnightly pastoral meeting (and also at other times as necessary) frequent parent contact took place where needed.
Yr 12: Students gain a 100% pass rate at NCEA Level 2	Year 12 deans identify and monitor students' progress. Students who are at risk of not achieving are identified and discussed at fortnightly Senior College Deans Meetings and support measures are discussed.	<b>AJG &amp; Senior College Deans</b>	Yr 12 Girls: 98.3% pass rate Yr 12 Boys: 94.5% pass rate  All Year 12 students were monitored closely by their Deans. Any issues/concerns were raised at the fortnightly pastoral meeting (and also at other times as necessary) frequent parent contact took place where needed.
<b>OBJECTIVE 2 (Hauora/Wellbeing):</b> To make the transition into the Senior College as seamless and as enjoyable as possible.		<b>Goals/Targets</b>	<b>Outcome</b>
		To achieve an acceptable level of satisfaction from all Year 12 about the transition process into the Senior College in 2024	
<b>Action</b>	<b>How action will contribute to the objective</b>	<b>Responsibility and Timeframes for delivery</b>	<b>Progress / Evaluation</b>
Plan a programme of introductory activities for the girls currently in Year 11	Strengthening relationships with the girls by visits of staff to St. Matthew's and organising visits by the girls to Rathkeale.	AJG, AGL (SMS), ESE to coordinate a planned programme	A full programme of 'induction' took place throughout the year. Staff visited St Matthew's and the girls visited Rathkeale a few times.
Facilitate combined social activities for the RC/SMS Year 11 students	Provide the opportunity for Year 11 students from both schools to establish positive relationships this year.	RC/SMS Year 11 Deans – Terms 2 and 3	There was limited social interaction during the Hauora programme
Conduct student satisfaction surveys for Year 12 students in Senior College.	Provide qualitative data to analyse and reflect on.	AJG & Senior College Deans – Term 1 2024	In progress, not yet completed



**Analysis of NCEA Results from 2024**

**for**

**Rathkeale College**

**and**

**Rathkeale / St Matthew's Senior College**

## **Contents**

Section	Page
Introduction and Discussion points	3
Part 1 – Comparing boys with boys	
• Overall Performance of Boys in 2023	4
• Level One	4
• Level Two	5
• Level Three	5
• Tracking and comparing the 2023 Year 13 leavers	6
• Endorsements	6
• Literacy and Numeracy	7
• University Entrance Trends	7
• Ethnicity	8
Part 2 – Comparing girls with girls	
• Overall Girl Trends	8
• Level Two	9
• Level Three	9
• University Entrance Trends	10
Part 3 – Individual Subject Endorsements	11
Part 4 – Scholarship Comparisons	15



## **Introduction**

The analysis of these results has been compiled and processed based on a number of important points:

- Data for this report was taken from the NZQA website from the 18<sup>th</sup> of January through to the 20<sup>th</sup> of February.
- Results are still provisional. Final results will be available towards the end of April once students have had the opportunity to have their papers remarked.
- The percentages used in this Analysis are from the NZQA website and are based on current year data. NZQA defaults to cumulative data which means that a student who has not previously gained Level 1 or 2 in Year 11 or 12 but does achieve Level 3 in Year 13 automatically also gains the lower Levels. This gives a false sense of achievement for 2024. Most schools use cumulative data when analyzing their results.
- Whilst students at Rathkeale/St Matthew's Senior College undertake courses that are assessed exclusively through NCEA, many other schools do not. A small number of subjects at Rathkeale/Senior College only offer Unit Standards – such as Tourism and BCAT – due to the nature of those courses.
- There are a small number of students who do take courses outside of school (e.g. through the Transition programme). This can greatly increase the number of credits these students have access to. These are often Unit Standards and are not endorsable.
- In some cases, the very small number of students taking a subject can greatly skew percentages and can result in unfair comparisons. Care needs to be taken in comparing like with like and percentage results can be misleading.

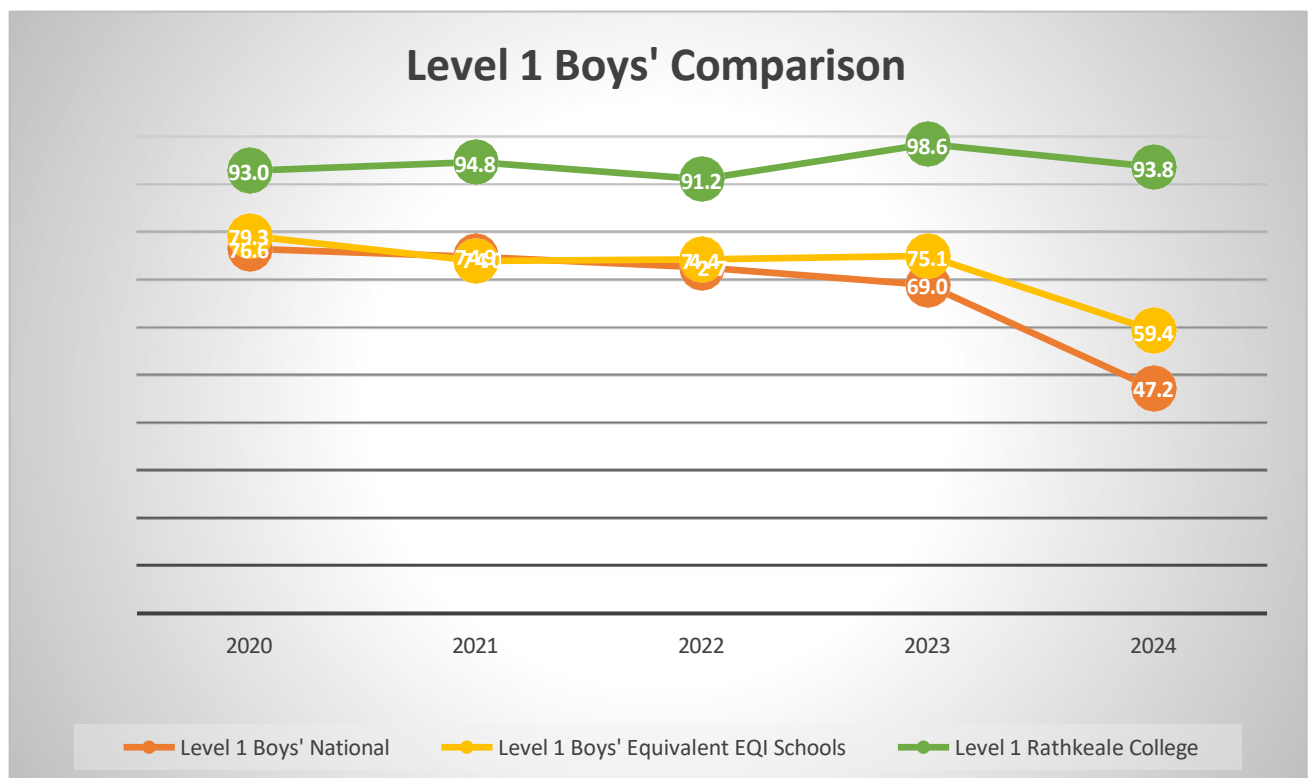
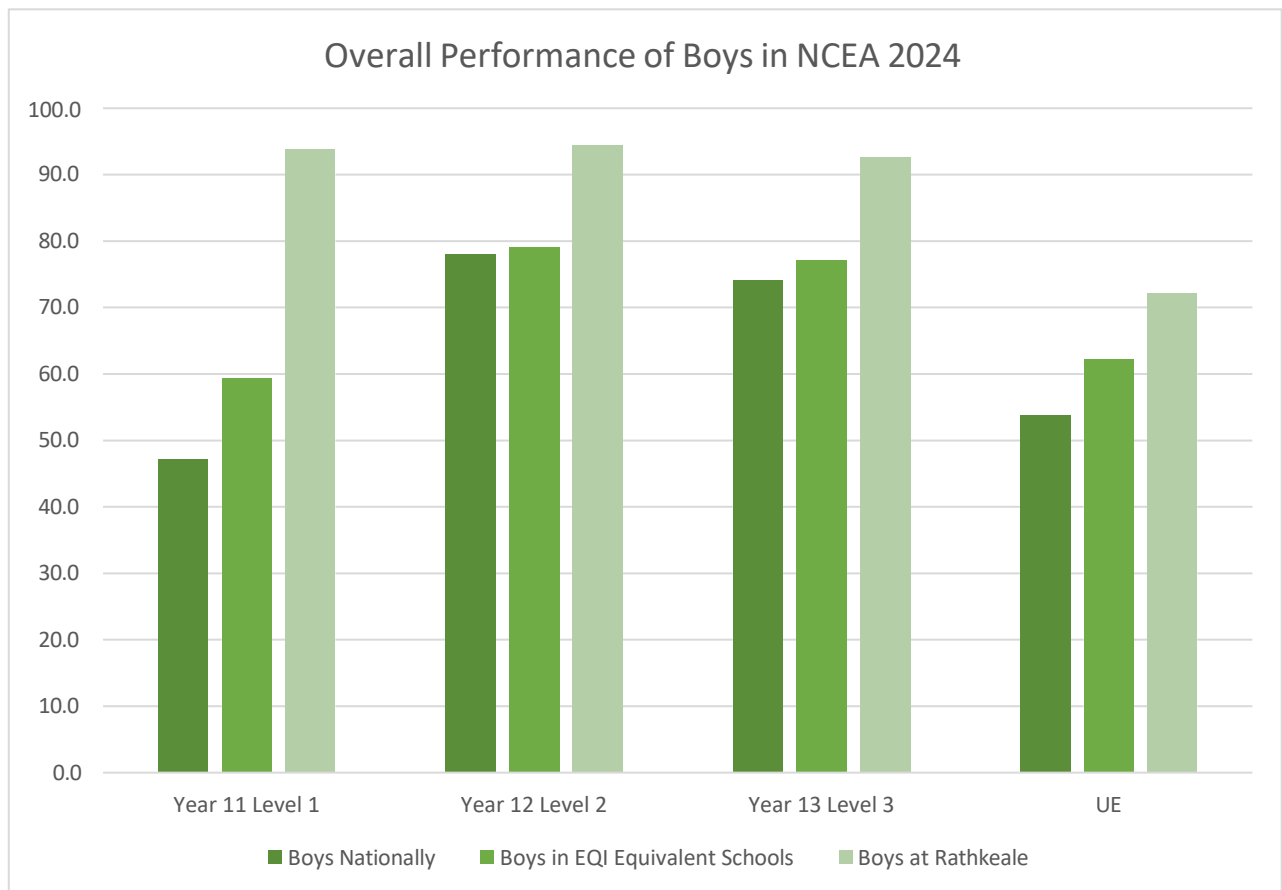
## **Discussion points**

- Overall achievement across all levels remains exceptional when compared with students in comparable EQI schools. The Equity Index has replaced the previous Decile Ratings and can be nominally used to compare achievement rates between schools. Rathkeale's EQI is 410 (St Matthews is 397, Whanganui Collegiate 416, and Wairarapa College 468) and is considered to have 'few' socioeconomic barriers.
- Rathkeale and Senior College data is "actual and true," when compared to some schools who appear to only report on students entered into NCEA. I.e.: some students are not entered into full courses of study, therefore discounted from their data.
- UE pass rates appear, at first glance, to be falling. When analysed more closely, we know that there is increasing demand for vocational pathways, which can mean that these students aren't eligible for UE. For those who desire to attend university and enter into programmes that require UE entry, we have a high success rate.
- Endorsement data and Scholarship data indicates a downward trend in terms of students achieving these – further investigation will be required at faculty level.

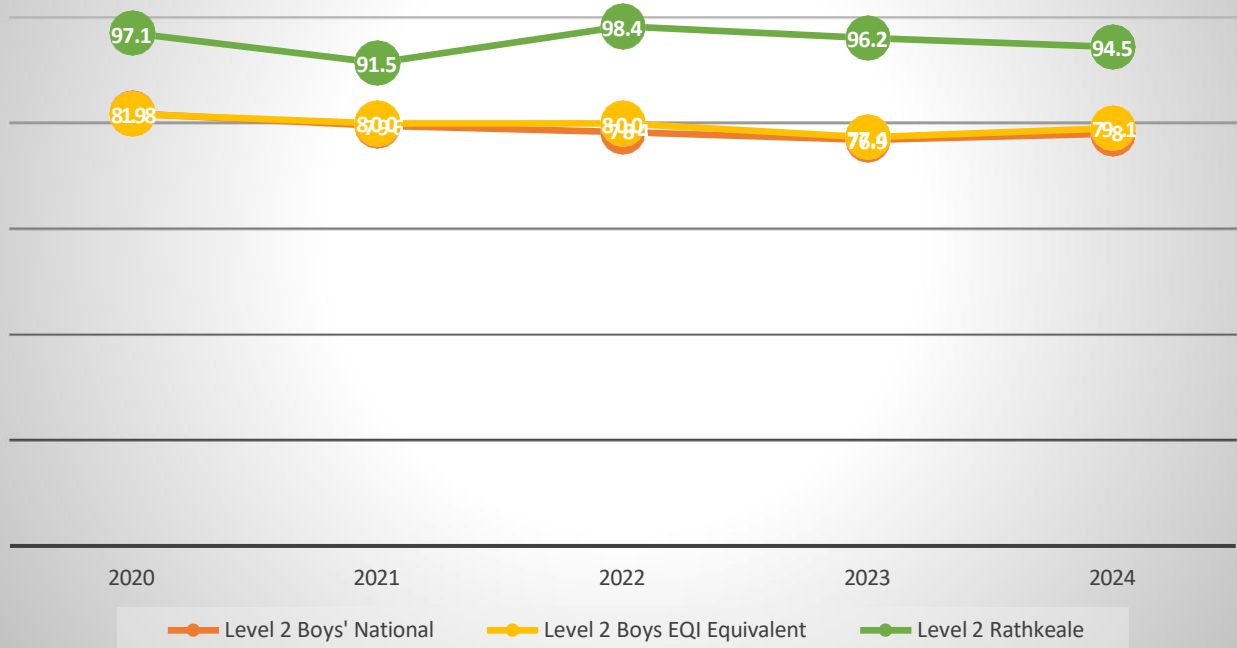
**Willie Schaefer**

Deputy Principal

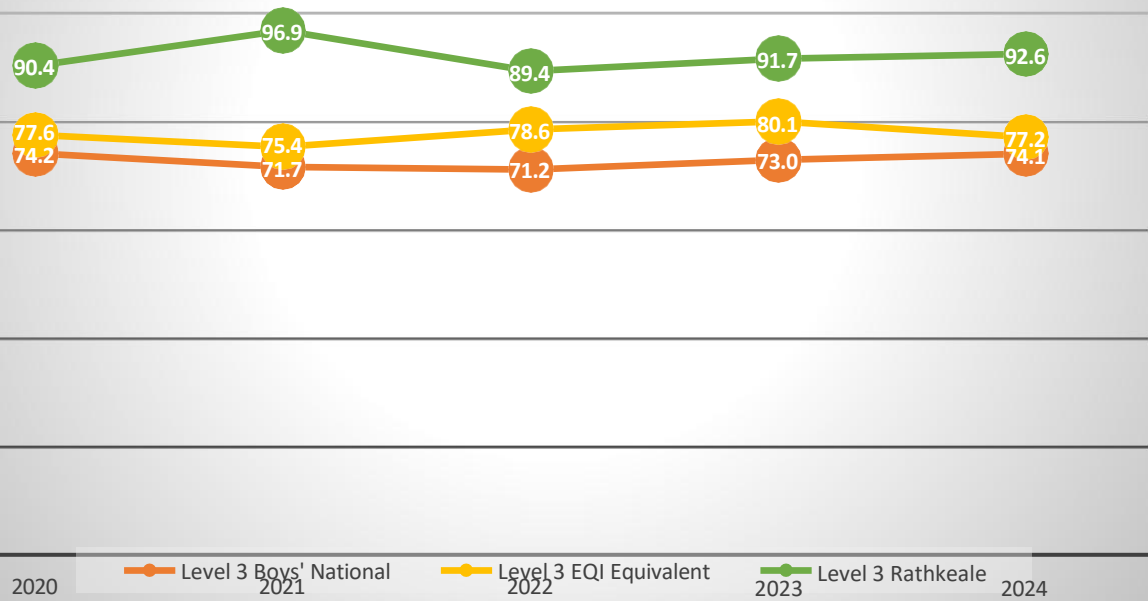
## Part I – Comparing Boys with Boys

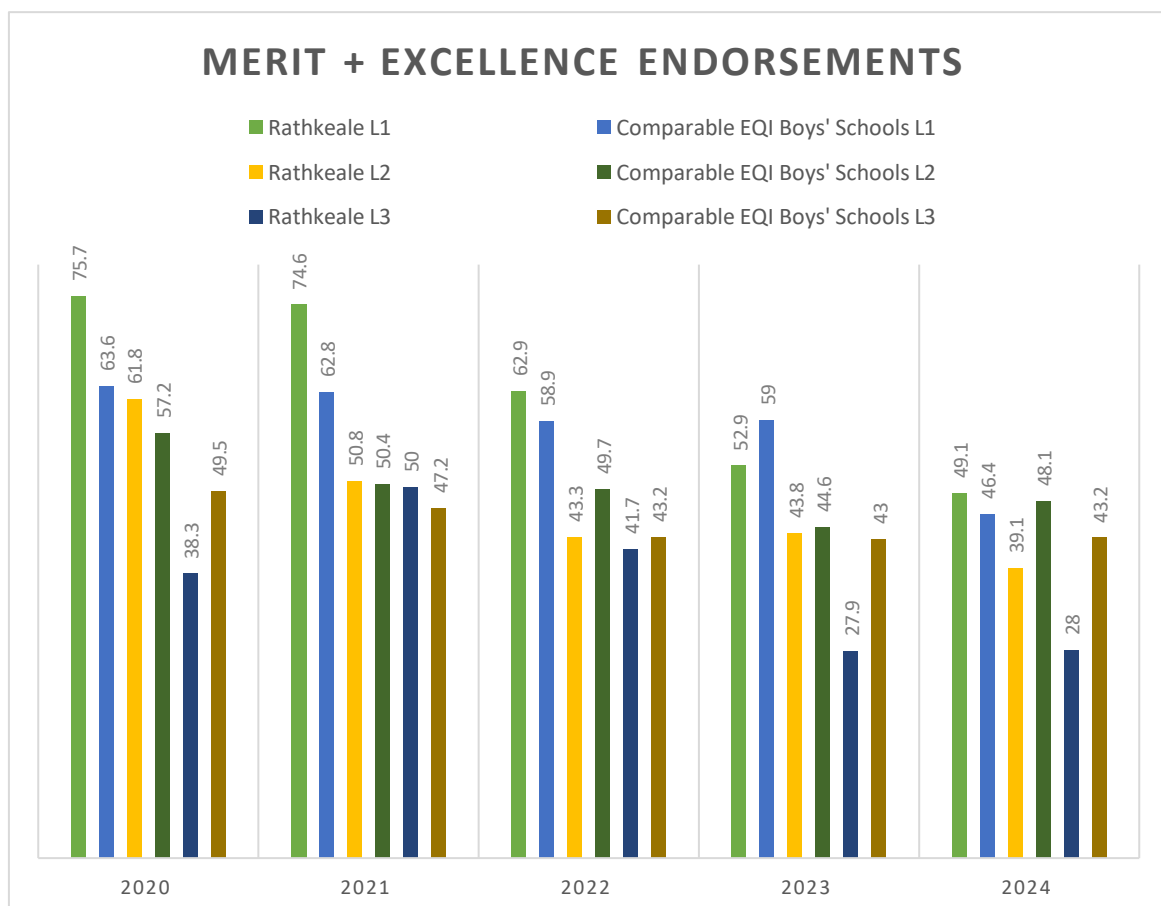
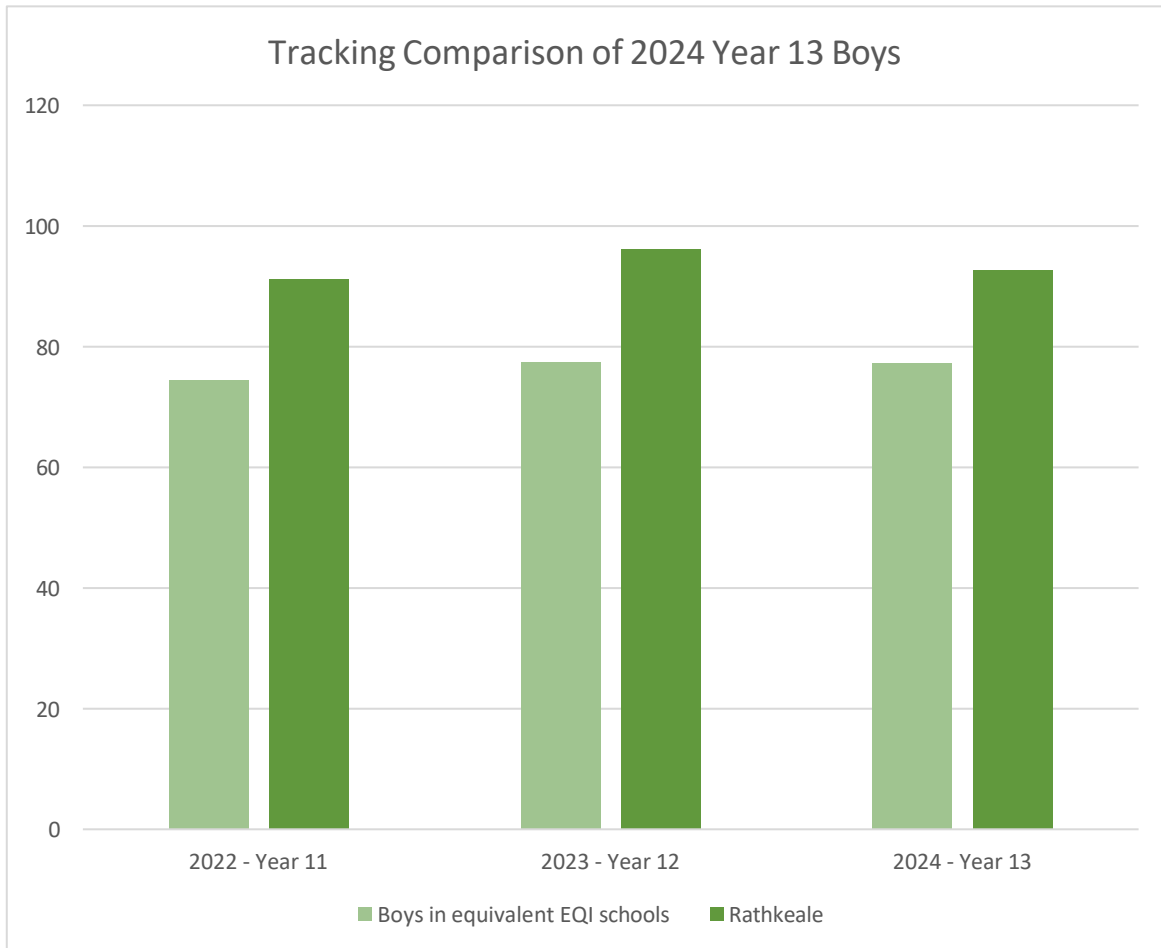


## Level 2 Boys' Comparisons



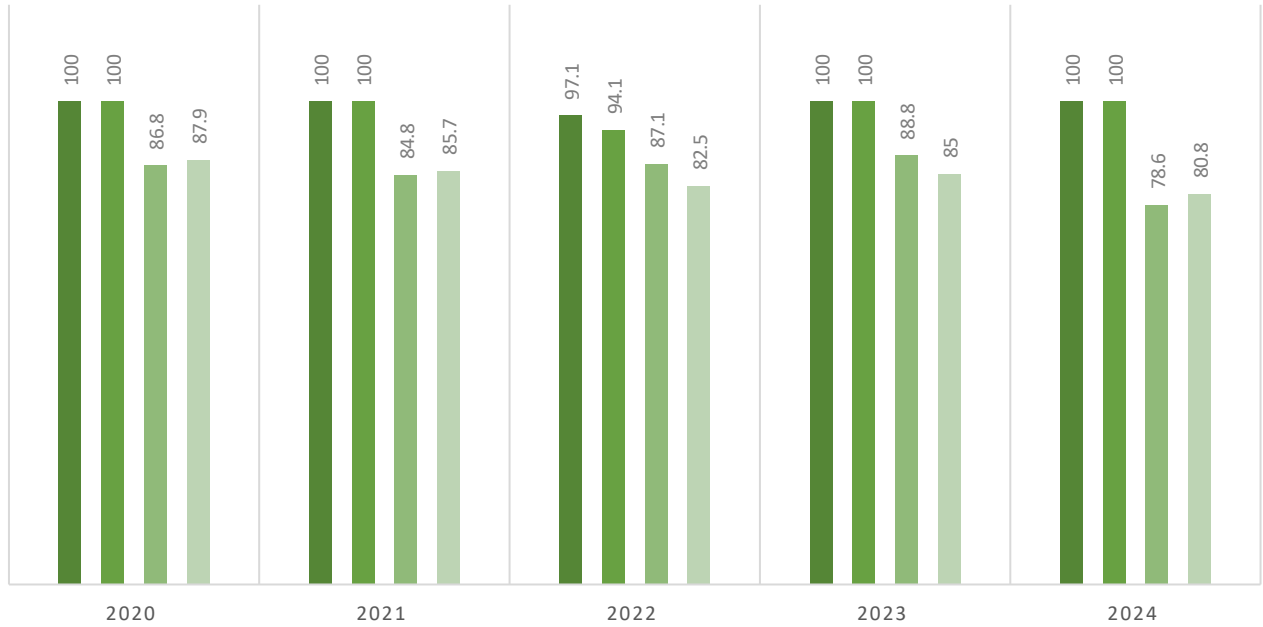
## Level 3 Boys' Comparisons



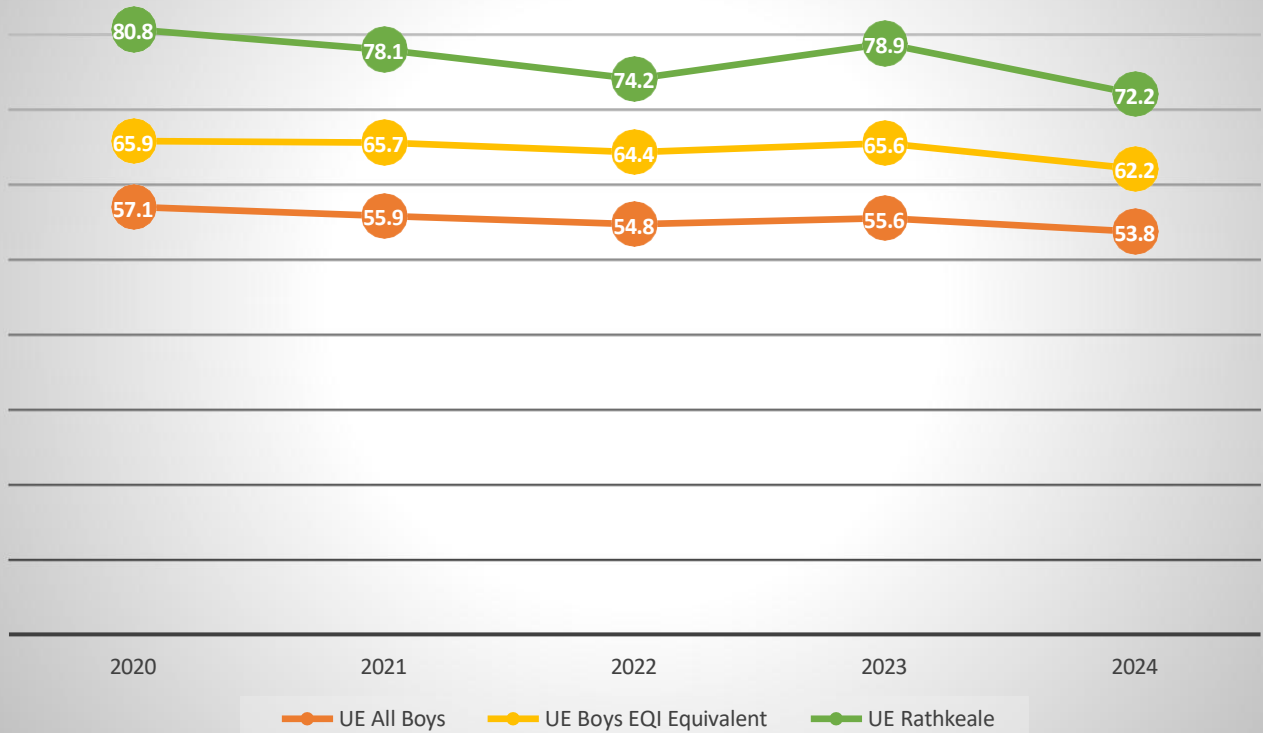


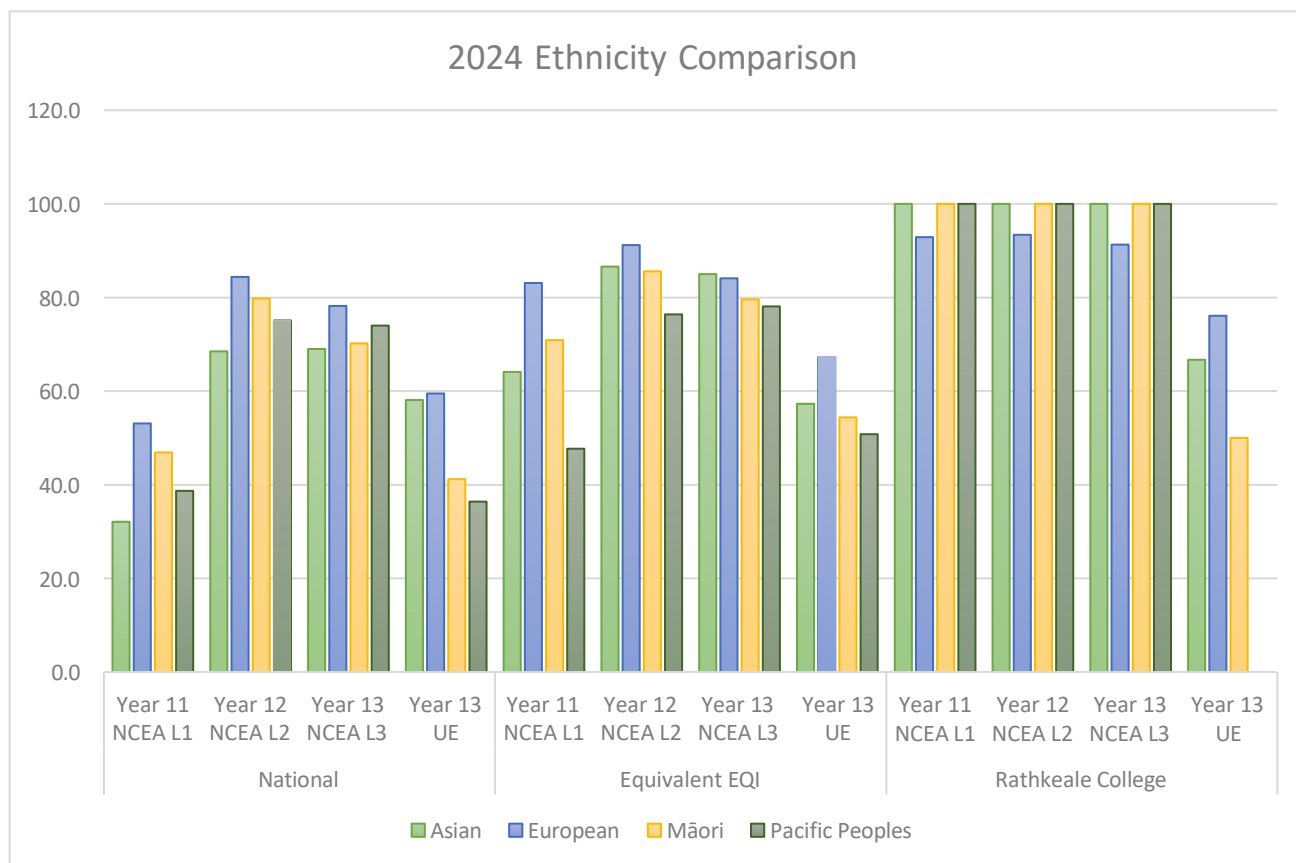
## LITERACY AND NUMERACY FOR BOYS

■ Rathkeale Level 1 Literacy      ■ Rathkeale L1 Numeracy  
■ Comparable EQI Boys' Schools Level 1 Literacy    ■ Comparable EQI Boys' Schools Level 1 Numeracy



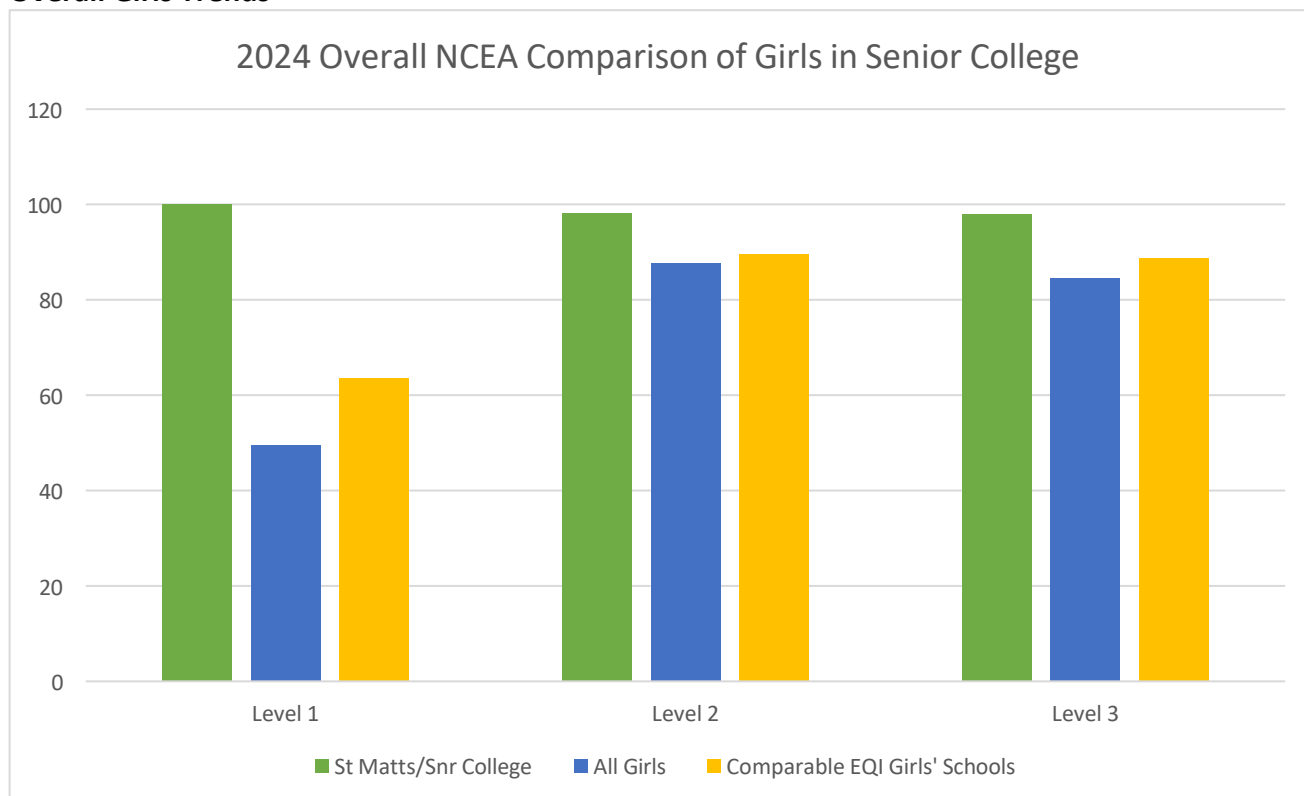
## Boys UE Comparisons



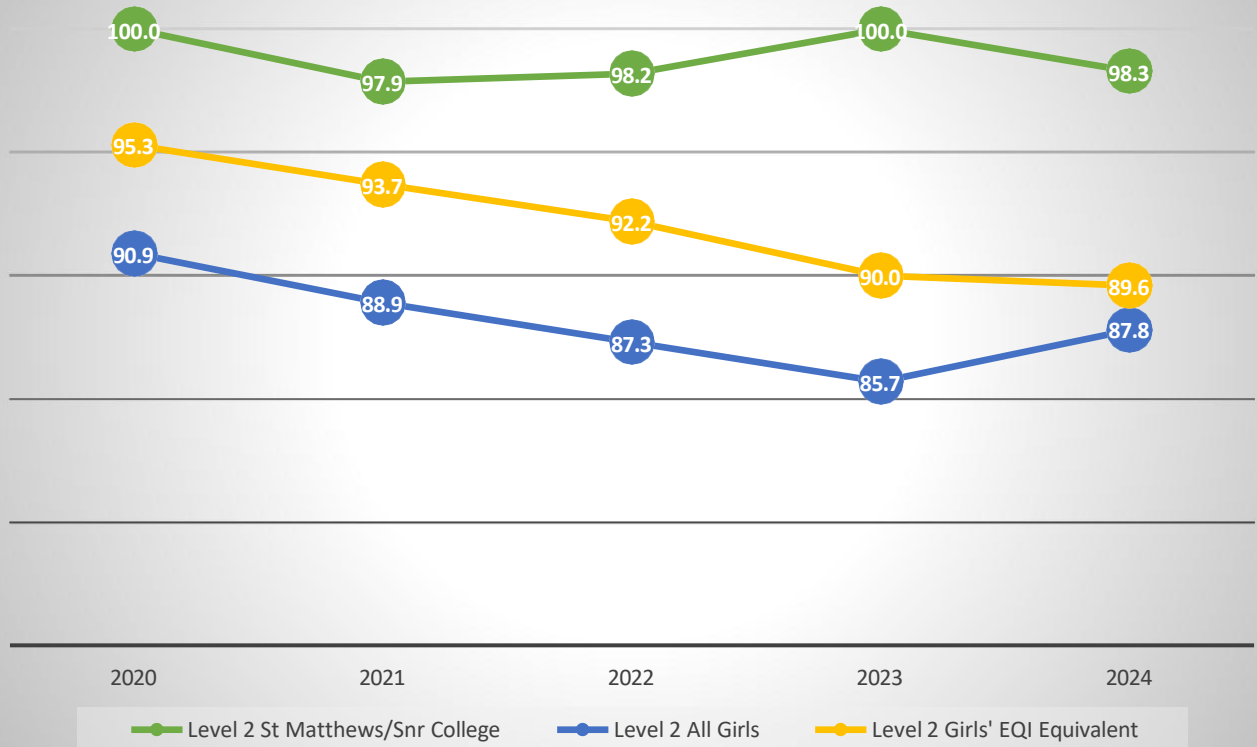


## Part 2 - Comparing Girls with Girls

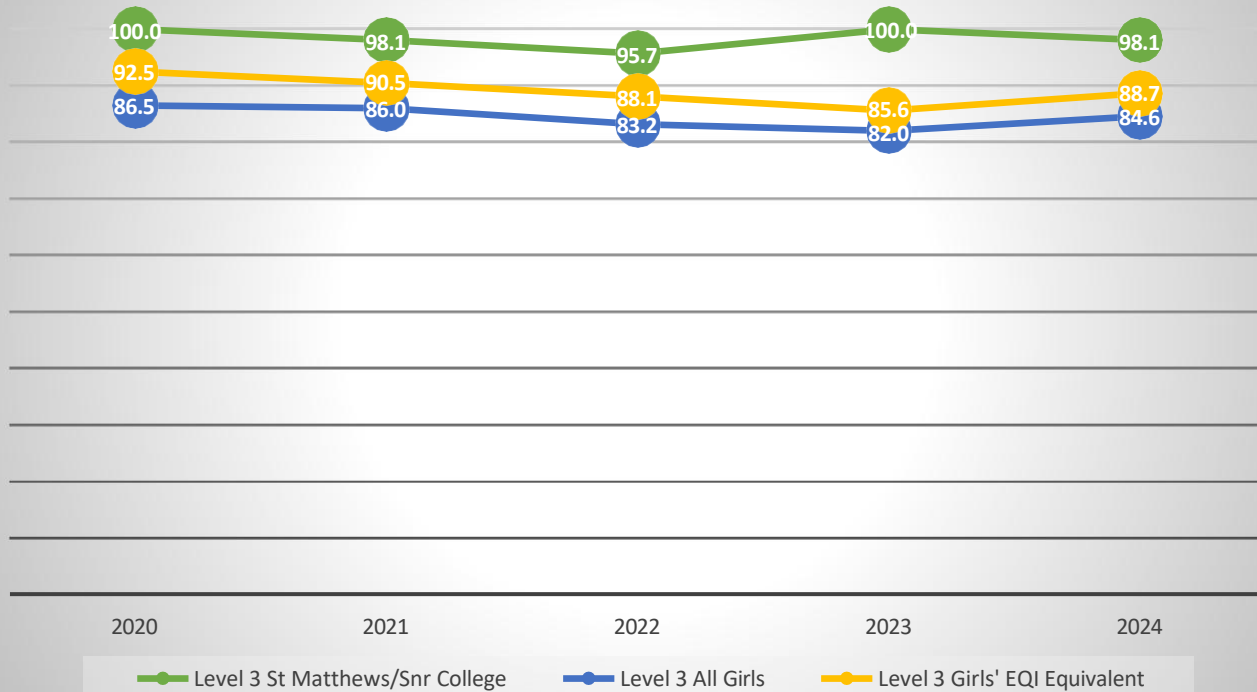
### Overall Girls Trends



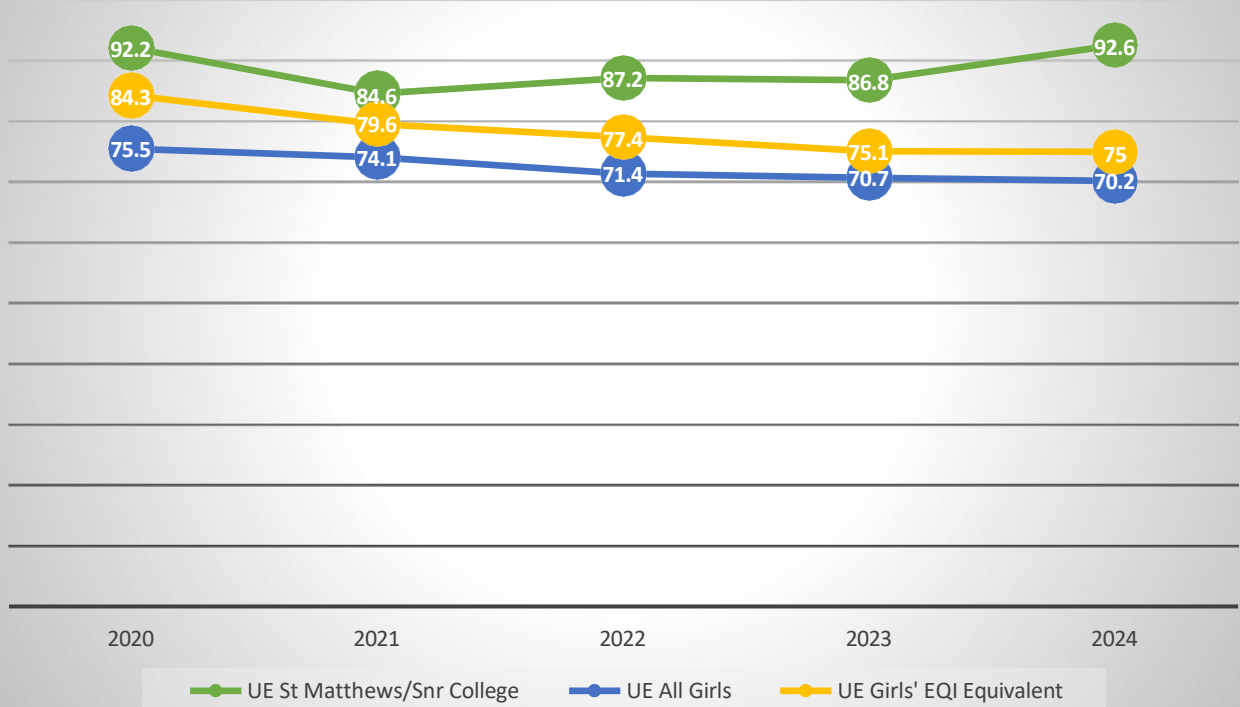
## Level 2 Girls' Comparisons



## Level 3 Girls' Comparisons

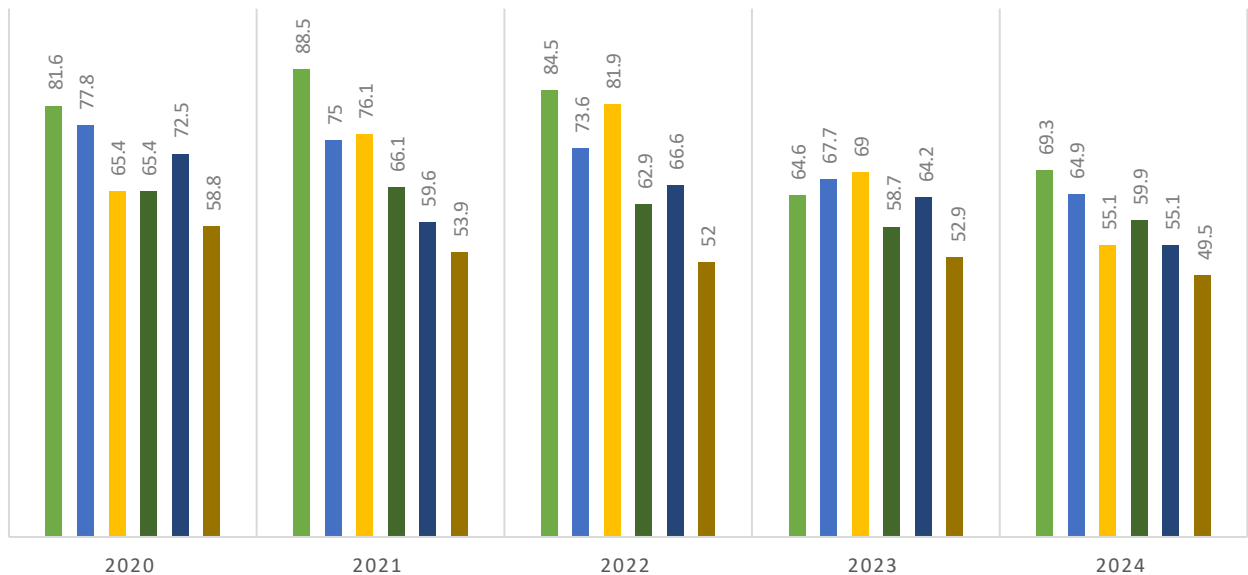


## UE Girls' Comparisons



## MERIT + EXCELLENCE ENDORSEMENTS

■ NCEA Level1 St Matthews/Senior College 
 ■ NCEA Level1 Comparable EQI Girls' Schools 
 ■ NCEA Level 2 St Matthews/Senior College 
 ■ NCEA Level 2 Comparable EQI Girls' Schools 
 ■ NCEA Level 3 St Matthews/Senior College 
 ■ NCEA Level 3 Comparable EQI Girls' Schools





### Part 3 – Subject Endorsement Comparison 2024

Level 1		11AGR: Agriculture	11ART: Visual	11COM: Commerce	11DGT: Digital	11DVC: Design	11ENG: English	11ENG2: English	11FRE: French	11GEO: Geography	11HIS: History	11HMT: Hard	11MAN: Math	11MUS: Music	11PED: Physical	11SCI: Science
Percentage	NA	20.0	100.0	12.8	33.3	0.0	26.2	50.0	25.0	20.0	0.0	35.7	34.9	11.1	18.2	45.6
	A	40.0	0.0	59.6	44.4	70.0	61.5	25.0	25.0	53.3	81.8	47.6	46.0	22.2	77.3	36.8
	M	30.0	0.0	23.4	11.1	20.0	9.2	25.0	50.0	20.0	0.0	16.7	19.0	55.6	4.5	14.7
	E	10.0	0.0	4.3	11.1	10.0	3.1	0.0	0.0	6.7	18.2	0.0	0.0	11.1	0.0	2.9

Level 2		12ABU:	12AGR:	12ARD:	12ART:	12BCAT:	12BIO:	12BUS:	12CHE:	12CLA:	12DGT:	12DRA:	12DVC:	12ECO:	12ENG:	12ENG2:	12FAS:	12FOO:	12FRE:	12GEO:	12HEA:	12HIS:	12HMT:	12MAC:	12MAS:	12MUS:	12PED:	12PHO:	12PHY:	12TOU:	12TRA:
Percentage	NA	80.0	20.7	7.1	18.8	100.0	52.6	34.2	21.4	22.2	33.3	30.0	100.0	20.0	49.1	0.0	100.0	55.6	0.0	42.9	28.9	33.3	100.0	13.9	56.4	15.4	43.1	16.7	56.3	100.0	100.0
	A	0.0	41.4	57.1	18.8	0.0	28.9	44.7	53.6	44.4	55.6	50.0	0.0	36.7	33.3	100.0	0.0	44.4	50.0	28.6	63.2	33.3	0.0	38.9	29.1	23.1	51.7	41.7	18.8	0.0	0.0
	M	20.0	24.1	21.4	18.8	0.0	18.4	21.1	17.9	33.3	11.1	20.0	0.0	36.7	13.2	0.0	0.0	0.0	50.0	19.0	5.3	19.0	0.0	38.9	14.5	15.4	5.2	25.0	21.9	0.0	0.0
	E	0.0	14.3	14.3	43.8	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	6.7	4.4	0.0	0.0	0.0	0.0	9.5	2.6	14.3	0.0	8.3	0.0	46.2	0.0	16.7	3.1	0.0	0.0

Level 3		13ABU:	13AGR:	13ARD:	13ART:	13BCAT:	13BIO:	13BUS:	13CHE:	13CLAS:	13DAN:	13DGT:	13DRA:	13DVC:	13ECO:	13ENG:	13ENG2:	13FAS:	13FOO:	13FRE:	13GEO:	13HEA:	13HIS:	13HMT:	13MAC:	13MAS:	13MUS:	13PED:	13PHO:	13PHY:	13TRA:
Percentage	NA	53.8	20.8	18.2	0.0	100.0	19.6	31.4	30.8	40.0	0.0	25.0	33.3	100.0	26.3	22.2	100.0	28.6	41.7	0.0	40.0	50.0	19.0	100.0	27.3	40.7	100.0	25.0	12.5	50.0	100.0
	A	23.1	20.8	36.4	60.0	0.0	39.1	37.1	50.0	50.0	100.0	50.0	50.0	0.0	52.6	29.6	0.0	28.6	33.3	0.0	40.0	38.9	28.6	0.0	59.1	49.2	0.0	53.8	62.5	33.3	0.0
	M	23.1	37.5	18.2	10.0	0.0	30.4	28.6	19.2	10.0	0.0	25.0	16.7	0.0	21.1	18.9	0.0	28.6	25.0	0.0	20.0	11.1	38.1	0.0	9.1	10.2	0.0	13.9	12.5	16.7	0.0
	E	0.0	20.8	27.3	30.0	0.0	10.9	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.6	0.0	14.3	0.0	0.0	0.0	0.0	14.3	0.0	4.9	0.0	0.0	7.7	12.5	0.0	0.0

## Part 4 – Scholarship Comparisons

Comparable Schools	Entered	Sat	Scholarship Pass	Outstanding Pass	% Pass (roll)
<b>Rathkeale / Senior College</b>	<b>19</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>15.8</b>
Wairarapa College	5	3	0	0	0.0
Solway College	0	0	0	0	na
Kuranui College	15	12	1	0	6.7
Palmerston North Boys' HS	371	242	25	1	7.0
Whanganui Collegiate	35	19	3	0	8.6
Lindisfarne College	178	84	18	1	10.7
Hutt International Boys'	36	21	7	1	22.2
Scots College	79	49	8	1	11.4
Christ's College	121	78	25	2	22.3
Wellington College	518	291	92	6	18.9
St Patrick's College (Silverstream)	31	13	11	2	41.9
Woodford House	56	29	9	0	16.1
Iona College	32	31	10	1	34.3
Nga Tawa Dio. School	4	4	2	0	50.0
Feilding High School	17	8	0	1	5.9
Napier Boys' High School	59	34	5	0	8.5
St John's College (Hastings)	5	5	0	0	0.0
St John's College (Hillcrest)	51	32	16	1	33.3
<b>National</b>	<b>21859</b>	<b>13298</b>	<b>3614</b>	<b>416</b>	<b>18.44</b>



# RATHKEALE COLLEGE JUNIOR DATA TRACKING Y10 2024 MOY Summary

**CURATED BY AILSA ANDREW**

## Contents

<b>Year 10 Data Tracking 2024 .....</b>	<b>3</b>
Definitions .....	3
<b>Year 10 2024 Mid-Year Data + Value Added – e-asTTle .....</b>	<b>4</b>
English (Reading) & Maths - Results By Core Classes .....	4
<b>Year 10 2024 Mid-Year Data + Value Added – e-asTTle .....</b>	<b>5</b>
English (Reading) & Maths - Results By Core Classes .....	5
<b>Year 10 2024 Mid-Year Data + Value Added – e-asTTle .....</b>	<b>6</b>
English (Reading) & Maths - Results By Core Classes .....	6
<b>Year 10 2024 Mid-Year Data + Value Added – e-asTTle .....</b>	<b>7</b>
English (Reading) & Maths – Priority Learners.....	7
<b>Year 10 2024 Mid-Year Data + Value Added – e-asTTle .....</b>	<b>8</b>
English (Reading) & Maths – Priority Learners (FDS).....	8
<b>Year 10 2024 Mid-Year Data .....</b>	<b>9</b>
Year 10 2024 Achievement Levels – June e-asTTle .....	9
English (Reading) & Maths .....	9
<b>Year 10 2024 Mid-Year Data Value Added .....</b>	<b>10</b>
English (Reading) .....	10
<b>Year 10 2024 Mid-Year Data Value Added .....</b>	<b>11</b>
Mathematics .....	11
<b>Year 10 2024 Mid-Year Data .....</b>	<b>12</b>
First Half-Year Progress.....	12
English (Reading) .....	12
<b>Year 10 2024 Mid-Year Data .....</b>	<b>13</b>
First Half-Year Progress.....	13
Maths .....	13
<b>Year 10 2024 Mid-Year Data .....</b>	<b>14</b>
Y10 Mid-Year Priority Learners: .....	14
<b>Year 10 2024 Mid-Year Data .....</b>	<b>15</b>
Y10 Mid-Year Target Students: .....	15
<b>Year 10 2024 Mid-Year Data .....</b>	<b>16</b>
National Comparisons.....	16
<b>Year 10 2024 Mid-Year Data .....</b>	<b>18</b>
Literacy and Numeracy NCEA Readiness .....	18

# Year 10 Data Tracking 2024

e-asTTle testing in English (Reading) and Mathematics will be completed in January, July and November.

## Definitions

- “Expected Level”: 5B (Feb); 5P (July); 5B (Nov) for Year 10 cohort.
- “Expected Progress”: Increase by 2 sub-levels in one year.
- “Accelerated Progress”: Increase by more than 2 sub-levels in one year.
- “At Risk of Not Achieving”: 1 or 2 sub-levels below Expected Level.
- “Not Achieving”: More than 2 sub-levels below Expected Level.

Achievement Level	Ref	YEAR 10		
		Start of Year	Mid-Year	End of Year
-	0	Not Achieving	Not Achieving	Not Achieving
<2B	1	Not Achieving	Not Achieving	Not Achieving
2B	2	Not Achieving	Not Achieving	Not Achieving
2P	3	Not Achieving	Not Achieving	Not Achieving
2A	4	Not Achieving	Not Achieving	Not Achieving
3B	5	Not Achieving	Not Achieving	Not Achieving
3P	6	Not Achieving	Not Achieving	Not Achieving
3A	7	Not Achieving	Not Achieving	Not Achieving
4B	8	Not Achieving	Not Achieving	Not Achieving
4P	9	At Risk of Not Achieving	Not Achieving	Not Achieving
4A	10	At Risk of Not Achieving	At Risk of Not Achieving	Not Achieving
5B	11	At Expectation	At Risk of Not Achieving	At Risk of Not Achieving
5P	12	Above Expectation	At Expectation	At Risk of Not Achieving
5A	13	Above Expectation	Above Expectation	At Expectation
6B	14	Well Above Expectation	Above Expectation	Above Expectation
6P	15	Well Above Expectation	Well Above Expectation	Above Expectation
6A	16	Well Above Expectation	Well Above Expectation	Well Above Expectation
>6A	17	Well Above Expectation	Well Above Expectation	Well Above Expectation

Progress in one year:

Academic Progress	No of sub-levels increased
Negative Progress	< 0
No Progress	0
Half a Year's Progress	1
Expected Progress	2
Accelerated Progress	>2

# Year 10 2024 Mid-Year Data + Value Added – e-asTTle

## English (Reading) & Maths - Results By Core Classes

### 10V

Y10 2024 easTTle MOY		10V	ENGLISH EOY 2023		ENGLISH MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	E3: Overall Level	E3: Achievement Status	E4: Overall Level	E4: Achievement Status	E: First Half Year Sub Level Change	E: First Half Year Progress
Student 4	NZ European	10V	4A	At Risk of Not Achieving	5B	At Risk of Not Achieving	1	Expected Progress
Student 5	NZ European	10V	4P	At Risk of Not Achieving	4A	At Risk of Not Achieving	1	Expected Progress
Student 6	NZ European	10V	3B	Not Achieving	3A	Not Achieving	2	Accelerated Progress
Student 8	NZ European	10V	4B	Not Achieving	4A	At Risk of Not Achieving	2	Accelerated Progress
Student 13	NZ European	10V	5P	Above Expectation	5P	At Expectation	0	No Progress
Student 14	Irish	10V	5P	Above Expectation	5B	At Risk of Not Achieving	-1	Negative Progress
Student 15	NZ European	10V	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 22	NZ European	10V	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 23	NZ European	10V	3B	Not Achieving	4B	Not Achieving	3	Accelerated Progress
Student 29	NZ European	10V	5A	Above Expectation	5P	At Expectation	-1	Negative Progress
Student 30	NZ European	10V	5P	Above Expectation	4A	At Risk of Not Achieving	-2	Negative Progress
Student 36	Maori	10V	5P	Above Expectation	6B	Above Expectation	2	Accelerated Progress
Student 37	NZ European	10V	5A	Above Expectation	5P	At Expectation	-1	Negative Progress
Student 38	NZ European	10V	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 45	NZ European	10V	4A	At Risk of Not Achieving	4P	Not Achieving	-1	Negative Progress
Student 46	NZ European	10V	4P	At Risk of Not Achieving	4A	At Risk of Not Achieving	1	Expected Progress
Student 47	NZ European	10V	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 52	NZ European	10V	3B	Not Achieving	0	Not Achieving	-5	Negative Progress
Student 53	Samoan	10V	3B	Not Achieving	4A	At Risk of Not Achieving	5	Accelerated Progress
Student 54	NZ European	10V	5B	At Expectation	5B	At Risk of Not Achieving	0	No Progress
Student 55	NZ European	10V	5B	At Expectation	4A	At Risk of Not Achieving	-1	Negative Progress
Student 60	NZ European	10V	5B	At Expectation	4A	At Risk of Not Achieving	-1	Negative Progress
Student 61	NZ European	10V	5B	At Expectation	5P	At Expectation	1	Expected Progress
Student 62	NZ European	10V	4A	At Risk of Not Achieving	5B	At Risk of Not Achieving	1	Expected Progress
Student 63	NZ European	10V	5A	Above Expectation	5P	At Expectation	-1	Negative Progress

Y10 2024 easTTle MOY		10V	MATHS EOY 2023		MATHS MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	M3: Overall Level	M3: Achievement Status	M4: Overall Level	M4: Achievement Status	M: First Half Year Sub Level Change	M: First Half Year Progress
Student 4	NZ European	10V	4B	Not Achieving	4B	Not Achieving	0	No Progress
Student 5	NZ European	10V	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 6	NZ European	10V	4B	Not Achieving	4P	Not Achieving	1	Expected Progress
Student 8	NZ European	10V	4B	Not Achieving	5B	At Risk of Not Achieving	3	Accelerated Progress
Student 13	NZ European	10V	5A	Above Expectation	6A	Well Above Expectation	3	Accelerated Progress
Student 14	Irish	10V	5A	Above Expectation	5P	At Expectation	-1	Negative Progress
Student 15	NZ European	10V	4P	At Risk of Not Achieving	5P	At Expectation	3	Accelerated Progress
Student 22	NZ European	10V	5B	At Expectation	5P	At Expectation	1	Expected Progress
Student 23	NZ European	10V	3P	Not Achieving	3A	Not Achieving	1	Expected Progress
Student 29	NZ European	10V	6B	Well Above Expectation	6A	Well Above Expectation	2	Accelerated Progress
Student 30	NZ European	10V	5A	Above Expectation	5A	Above Expectation	0	No Progress
Student 36	Maori	10V	5A	Above Expectation	6P	Well Above Expectation	2	Accelerated Progress
Student 37	NZ European	10V	5A	Above Expectation	5A	Above Expectation	0	No Progress
Student 38	NZ European	10V	5B	At Expectation	5B	At Risk of Not Achieving	0	No Progress
Student 45	NZ European	10V	5B	At Expectation	4A	At Risk of Not Achieving	-1	Negative Progress
Student 46	NZ European	10V	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 47	NZ European	10V	5B	At Expectation	5P	At Expectation	1	Expected Progress
Student 52	NZ European	10V	3A	Not Achieving	2P	Not Achieving	-4	Negative Progress
Student 53	Samoan	10V	4A	At Risk of Not Achieving	5A	Above Expectation	3	Accelerated Progress
Student 54	NZ European	10V	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 55	NZ European	10V	5P	Above Expectation	5A	Above Expectation	1	Expected Progress
Student 60	NZ European	10V	6B	Well Above Expectation	5A	Above Expectation	-1	Negative Progress
Student 61	NZ European	10V	5A	Above Expectation	5A	Above Expectation	0	No Progress
Student 62	NZ European	10V	5B	At Expectation	5P	At Expectation	1	Expected Progress
Student 63	NZ European	10V	4P	At Risk of Not Achieving	5B	At Risk of Not Achieving	2	Accelerated Progress

# Year 10 2024 Mid-Year Data + Value Added – e-asTTle

## English (Reading) & Maths - Results By Core Classes

### 10H

Y10 2024 easTTle MOY		10H	ENGLISH EOY 2023		ENGLISH MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	E3: Overall Level	E3: Achievement Status	E4: Overall Level	E4: Achievement Status	E: First Half Year Sub Level Change	E: First Half Year Progress
Student 7	NZ European	10H	5P	Above Expectation	6B	Above Expectation	2	Accelerated Progress
Student 9	NZ European	10H	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 10	NZ European	10H	4P	At Risk of Not Achieving	3A	Not Achieving	-2	Negative Progress
Student 16	NZ European	10H	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 17	NZ European	10H	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 18	NZ European	10H	5B	At Expectation	5P	At Expectation	1	Expected Progress
Student 19	Maori	10H	5B	At Expectation	6B	Above Expectation	3	Accelerated Progress
Student 24	NZ European	10H	4P	At Risk of Not Achieving	3A	Not Achieving	-2	Negative Progress
Student 25	Maori	10H	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 26	NZ European	10H	4A	At Risk of Not Achieving	4P	Not Achieving	-1	Negative Progress
Student 31	NZ European	10H	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 32	NZ European	10H	4A	At Risk of Not Achieving	4P	Not Achieving	-1	Negative Progress
Student 34	NZ European	10H	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 35	NZ European	10H	5B	At Expectation	3B	Not Achieving	-6	Negative Progress
Student 40	Maori	10H	5A	Above Expectation	5P	At Expectation	-1	Negative Progress
Student 48	NZ European	10H	5P	Above Expectation	4A	At Risk of Not Achieving	-2	Negative Progress
Student 49	Maori	10H	4A	At Risk of Not Achieving	3A	Not Achieving	-3	Negative Progress
Student 50	NZ European	10H	4P	At Risk of Not Achieving	3B	Not Achieving	-4	Negative Progress
Student 56	Maori	10H	4B	Not Achieving	3B	Not Achieving	-3	Negative Progress
Student 57	NZ European	10H	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 58	NZ European	10H	4P	At Risk of Not Achieving	3P	Not Achieving	-3	Negative Progress
Student 64	Maori	10H	4P	At Risk of Not Achieving	4A	At Risk of Not Achieving	1	Expected Progress
Student 65	NZ European	10H	4A	At Risk of Not Achieving	2A	Not Achieving	-6	Negative Progress
Student 66	NZ European	10H	2P	Not Achieving	3B	Not Achieving	2	Accelerated Progress

Y10 2024 easTTle MOY		10H	MATHS EOY 2023		MATHS MOY 204		PROGRESS	
Full Name	Ethnicity	Y10 Class	M3: Overall Level	M3: Achievement Status	M4: Overall Level	M4: Achievement Status	M: First Half Year Sub Level Change	M: First Half Year Progress
Student 7	NZ European	10H	5A	Above Expectation	6P	Well Above Expectation	2	Accelerated Progress
Student 9	NZ European	10H	4A	At Risk of Not Achieving	5B	At Risk of Not Achieving	1	Expected Progress
Student 10	NZ European	10H	4P	At Risk of Not Achieving	3P	Not Achieving	-3	Negative Progress
Student 16	NZ European	10H	4A	At Risk of Not Achieving	4P	Not Achieving	-1	Negative Progress
Student 17	NZ European	10H	5P	Above Expectation	5A	Above Expectation	1	Expected Progress
Student 18	NZ European	10H	5A	Above Expectation	5A	Above Expectation	0	No Progress
Student 19	Maori	10H	5A	Above Expectation	5A	Above Expectation	0	No Progress
Student 24	NZ European	10H	3A	Not Achieving	4P	Not Achieving	2	Accelerated Progress
Student 25	Maori	10H	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 26	NZ European	10H	5B	At Expectation	5B	At Risk of Not Achieving	0	No Progress
Student 31	NZ European	10H	6A	Well Above Expectation	5P	At Expectation	-4	Negative Progress
Student 32	NZ European	10H	5P	Above Expectation	5B	At Risk of Not Achieving	-1	Negative Progress
Student 34	NZ European	10H	4A	At Risk of Not Achieving	5B	At Risk of Not Achieving	1	Expected Progress
Student 35	NZ European	10H	4P	At Risk of Not Achieving	3P	Not Achieving	-3	Negative Progress
Student 40	Maori	10H	5A	Above Expectation	6B	Above Expectation	1	Expected Progress
Student 48	NZ European	10H	5P	Above Expectation	5A	Above Expectation	1	Expected Progress
Student 49	Maori	10H	5B	At Expectation	4P	Not Achieving	-2	Negative Progress
Student 50	NZ European	10H	4B	Not Achieving	3A	Not Achieving	-1	Negative Progress
Student 56	Maori	10H	4P	At Risk of Not Achieving	3A	Not Achieving	-2	Negative Progress
Student 57	NZ European	10H	5P	Above Expectation	5A	Above Expectation	1	Expected Progress
Student 58	NZ European	10H	3P	Not Achieving	3P	Not Achieving	0	No Progress
Student 64	Maori	10H	4A	At Risk of Not Achieving	4B	Not Achieving	-2	Negative Progress
Student 65	NZ European	10H	3A	Not Achieving	3P	Not Achieving	-1	Negative Progress
Student 66	NZ European	10H	2A	Not Achieving	3A	Not Achieving	3	Accelerated Progress

# Year 10 2024 Mid-Year Data + Value Added – e-asTTle

## English (Reading) & Maths - Results By Core Classes

### 10W

Y10 2024 easTTle MOY		10W	ENGLISH EOY 2023		ENGLISH MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	E3: Overall Level	E3: Achievement Status	E4: Overall Level	E4: Achievement Status	E: First Half Year Sub Level Change	E: First Half Year Progress
Student 1	Thai	10W	4A	At Risk of Not Achieving	4P	Not Achieving	-1	Negative Progress
Student 2	NZ European	10W	5P	Above Expectation	5B	At Risk of Not Achieving	-1	Negative Progress
Student 3	NZ European	10W	5B	At Expectation	4A	At Risk of Not Achieving	-1	Negative Progress
Student 11	NZ European	10W	5B	At Expectation	4A	At Risk of Not Achieving	-1	Negative Progress
Student 12	NZ European	10W	3P	Not Achieving	3A	Not Achieving	1	Expected Progress
Student 20	NZ European	10W	4A	At Risk of Not Achieving	5P	At Expectation	2	Accelerated Progress
Student 21	Maori	10W	6B	Well Above Expectation	6P	Well Above Expectation	1	Expected Progress
Student 27	NZ European	10W	5B	At Expectation	4A	At Risk of Not Achieving	-1	Negative Progress
Student 28	Maori	10W	5P	Above Expectation	4A	At Risk of Not Achieving	-2	Negative Progress
Student 33	NZ European	10W	4P	At Risk of Not Achieving	4A	At Risk of Not Achieving	1	Expected Progress
Student 39	Japanese	10W	2A	Not Achieving	3P	Not Achieving	2	Accelerated Progress
Student 41	NZ European	10W	5B	At Expectation	5B	At Risk of Not Achieving	0	No Progress
Student 42	NZ European	10W	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 43	NZ European	10W	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 44	NZ European	10W	4P	At Risk of Not Achieving	4B	Not Achieving	-1	Negative Progress
Student 51	NZ European	10W	5B	At Expectation	4A	At Risk of Not Achieving	-1	Negative Progress
Student 59	NZ European	10W	4A	At Risk of Not Achieving	4P	Not Achieving	-1	Negative Progress
Student 68	Chinese	10W	2A	Not Achieving	3A	Not Achieving	3	Accelerated Progress

Y10 2024 easTTle MOY		10W	MATHS EOY 2023		MATHS MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	M3: Overall Level	M3: Achievement Status	M4: Overall Level	M4: Achievement Status	M: First Half Year Sub Level Change	M: First Half Year Progress
Student 1	Thai	10W	3A	Not Achieving	4P	Not Achieving	2	Accelerated Progress
Student 2	NZ European	10W	5P	Above Expectation	5P	At Expectation	0	No Progress
Student 3	NZ European	10W	5P	Above Expectation	5P	At Expectation	0	No Progress
Student 11	NZ European	10W	5A	Above Expectation	6B	Above Expectation	1	Expected Progress
Student 12	NZ European	10W	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 20	NZ European	10W	5A	Above Expectation	5B	At Risk of Not Achieving	-2	Negative Progress
Student 21	Maori	10W	5A	Above Expectation	6B	Above Expectation	1	Expected Progress
Student 27	NZ European	10W	5P	Above Expectation	5P	At Expectation	0	No Progress
Student 28	Maori	10W	5B	At Expectation	5A	Above Expectation	2	Accelerated Progress
Student 33	NZ European	10W	4P	At Risk of Not Achieving	5B	At Risk of Not Achieving	2	Accelerated Progress
Student 39	Japanese	10W	5P	Above Expectation	5P	At Expectation	0	No Progress
Student 41	NZ European	10W	4P	At Risk of Not Achieving	5P	At Expectation	3	Accelerated Progress
Student 42	NZ European	10W	5B	At Expectation	5B	At Risk of Not Achieving	0	No Progress
Student 43	NZ European	10W	5B	At Expectation	5B	At Risk of Not Achieving	0	No Progress
Student 44	NZ European	10W	4B	Not Achieving	4A	At Risk of Not Achieving	2	Accelerated Progress
Student 51	NZ European	10W	5B	At Expectation	5P	At Expectation	1	Expected Progress
Student 59	NZ European	10W	4P	At Risk of Not Achieving	4A	At Risk of Not Achieving	1	Expected Progress
Student 68	Chinese	10W	3P	Not Achieving	4B	Not Achieving	2	Accelerated Progress



# Year 10 2024 Mid-Year Data + Value Added – e-asTTle

## English (Reading) & Maths – Priority Learners

Y10 2024 easTTle MOY: Māori			ENGLISH EOY 2023		ENGLISH MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	E3: Overall Level	E3: Achievement Status	E4: Overall Level	E4: Achievement Status	E: First Half Year Sub Level Change	E: First Half Year Progress
Student 19	Maori	10H	5B	At Expectation	6B	Above Expectation	3	Accelerated Progress
Student 21	Maori	10W	6B	Well Above Expectation	6P	Well Above Expectation	1	Expected Progress
Student 25	Maori	10H	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 28	Maori	10W	5P	Above Expectation	4A	At Risk of Not Achieving	-2	Negative Progress
Student 36	Maori	10V	5P	Above Expectation	6B	Above Expectation	2	Accelerated Progress
Student 40	Maori	10H	5A	Above Expectation	5P	At Expectation	-1	Negative Progress
Student 49	Maori	10H	4A	At Risk of Not Achieving	3A	Not Achieving	-3	Negative Progress
Student 56	Maori	10H	4B	Not Achieving	3B	Not Achieving	-3	Negative Progress
Student 64	Maori	10H	4P	At Risk of Not Achieving	4A	At Risk of Not Achieving	1	Expected Progress

Y10 2024 easTTle MOY: Māori			MATHS EOY 2023		MATHS MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	M3: Overall Level	M3: Achievement Status	M4: Overall Level	M4: Achievement Status	M: First Half Year Sub Level Change	M: First Half Year Progress
Student 19	Maori	10H	5A	Above Expectation	5A	Above Expectation	0	No Progress
Student 21	Maori	10W	5A	Above Expectation	6B	Above Expectation	1	Expected Progress
Student 25	Maori	10H	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 28	Maori	10W	5B	At Expectation	5A	Above Expectation	2	Accelerated Progress
Student 36	Maori	10V	5A	Above Expectation	6P	Well Above Expectation	2	Accelerated Progress
Student 40	Maori	10H	5A	Above Expectation	6B	Above Expectation	1	Expected Progress
Student 49	Maori	10H	5B	At Expectation	4P	Not Achieving	-2	Negative Progress
Student 56	Maori	10H	4P	At Risk of Not Achieving	3A	Not Achieving	-2	Negative Progress
Student 64	Maori	10H	4A	At Risk of Not Achieving	4B	Not Achieving	-2	Negative Progress

Y10 2024 easTTle MOY: Pasifika			ENGLISH EOY 2023		ENGLISH MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	E3: Overall Level	E3: Achievement Status	E4: Overall Level	E4: Achievement Status	E: First Half Year Sub Level Change	E: First Half Year Progress
Student 53	Samoan	10V	3B	Not Achieving	4A	At Risk of Not Achieving	5	Accelerated Progress

Y10 2024 easTTle MOY: Pasifika			MATHS EOY 2023		MATHS MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	M3: Overall Level	M3: Achievement Status	M4: Overall Level	M4: Achievement Status	M: First Half Year Sub Level Change	M: First Half Year Progress
Student 53	Samoan	10V	4A	At Risk of Not Achieving	5A	Above Expectation	3	Accelerated Progress

Year 10 2024 Mid-Year Data + Value Added – e-asTTle  
English (Reading) & Maths – Priority Learners (FDS)

Y10 2024 easTTle MOY: FDS			ENGLISH EOY 2023		ENGLISH MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	E3: Overall Level	E3: Achievement Status	E4: Overall Level	E4: Achievement Status	E: First Half Year Sub Level Change	E: First Half Year Progress
Student 9	NZ European	10H	4A	At Risk of Not Achieving	4A	At Risk of Not Achieving	0	No Progress
Student 23	NZ European	10V	3B	Not Achieving	4B	Not Achieving	3	Accelerated Progress
Student 25	Maori	10H	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 50	NZ European	10H	4P	At Risk of Not Achieving	3B	Not Achieving	-4	Negative Progress
Student 52	NZ European	10V	3B	Not Achieving	0	Not Achieving	-5	Negative Progress
Student 56	Maori	10H	4B	Not Achieving	3B	Not Achieving	-3	Negative Progress
Student 59	NZ European	10W	4A	At Risk of Not Achieving	4P	Not Achieving	-1	Negative Progress
Student 66	NZ European	10H	2P	Not Achieving	3B	Not Achieving	2	Accelerated Progress

Y10 2024 easTTle MOY: FDS			MATHS EOY 2023		MATHS MOY 2024		PROGRESS	
Full Name	Ethnicity	Y10 Class	M3: Overall Level	M3: Achievement Status	M4: Overall Level	M4: Achievement Status	M: First Half Year Sub Level Change	M: First Half Year Progress
Student 9	NZ European	10H	4A	At Risk of Not Achieving	5B	At Risk of Not Achieving	1	Expected Progress
Student 23	NZ European	10V	3P	Not Achieving	3A	Not Achieving	1	Expected Progress
Student 25	Maori	10H	4P	At Risk of Not Achieving	4P	Not Achieving	0	No Progress
Student 50	NZ European	10H	4B	Not Achieving	3A	Not Achieving	-1	Negative Progress
Student 52	NZ European	10V	3A	Not Achieving	2P	Not Achieving	-4	Negative Progress
Student 56	Maori	10H	4P	At Risk of Not Achieving	3A	Not Achieving	-2	Negative Progress
Student 59	NZ European	10W	4P	At Risk of Not Achieving	4A	At Risk of Not Achieving	1	Expected Progress
Student 66	NZ European	10H	2A	Not Achieving	3A	Not Achieving	3	Accelerated Progress

Year 10 2024 Mid-Year Data  
Year 10 2024 Achievement Levels – June e-asTTle  
English (Reading) & Maths

		MATHS					
		Not Achieving	At Risk of Not Achieving	At Expectation	Above Expectation	Well Above Expectation	
ENGLISH	Not Achieving	student 1	student 34	student 39	student 60		25
		student 2	student 35				
	student 3	student 36					
	student 4	student 37					
	student 5	student 38					
	student 6						
	student 7						
	student 8						
	student 9						
	student 10						
student 11							
student 12							
student 13							
student 14							
student 15							
student 16							
student 17							
student 18							
At Risk of Not Achieving	student 21	student 40	student 48	student 64	#CALC!	35	
	student 22	student 41	student 49	student 65			
At Expectation	student 23	student 42	student 50	student 66			
	student 24	student 43	student 51	student 67			
Above Expectation	student 25	student 44	student 52	student 68			
	student 26	student 45	student 53	student 69			
Well Above Expectation	student 27	student 46	student 54	student 70			
		student 47	student 55	student 71			
At Expectation		student 61	#CALC!	student 28	student 32	9	
		student 62		student 29	student 33		
Above Expectation		student 63		student 30			
				student 31			
Above Expectation			#CALC!	student 19	student 72	3	
					student 73		
Well Above Expectation				student 20	#CALC!	1	
						1%	
		25	16	12	16	4	73
		34%	22%	16%	22%	5%	

Year 10 2024 Mid-Year Data Value Added  
English (Reading)

Year 10 2024 Mid-Year Data: English (Reading)							
		MID-YEAR					
		Not Achieving	At Risk of Not Achieving	At Expectation	Above Expectation		Well Above Expectation
START OF YEAR	Not Achieving	Student 6	Student 8	0	0	0	10
		Student 12	Student 53				
		Student 23					
		Student 39					
		Student 52					
		Student 56					
		Student 66					
		Student 68					
	At Risk of Not Achieving	Student 1	Student 4	Student 20	0	0	32
		Student 10	Student 5				
		Student 24	Student 9				
		Student 25	Student 15				
		Student 26	Student 16				
		Student 32	Student 17				
		Student 44	Student 22				
		Student 45	Student 31				
		Student 49	Student 33				
		Student 50	Student 34				
		Student 58	Student 38				
		Student 59	Student 42				
		Student 65	Student 43				
			Student 46				
			Student 47				
			Student 57				
		Student 62					
		Student 64					
	At Expectation	Student 35	Student 3	Student 18	Student 19	0	12
			Student 11	Student 61			
		Student 27					
		Student 41					
		Student 51				18%	
		Student 54					
		Student 55					
		Student 60					
Above Expectation		0 Student 2	Student 13	Student 7	0	12	
		Student 14	Student 29	Student 36			
		Student 28	Student 37				
		Student 30	Student 40				
		Student 48	Student 63			18%	
Well Above Expectation	0	0	0	0	Student 21	1	
						1%	
	22	33	8	3	1	67	
	33%	49%	12%	4%	1%		

# Year 10 2024 Mid-Year Data Value Added

## Mathematics

Year 10 2024 Mid-Year Data: Mathematics						
	MID-YEAR					
	Not Achieving	At Risk of Not Achieving	At Expectation	Above Expectation	Well Above Expectation	
START OF YEAR	Not Achieving	Student 1	Student 8	0	0	14
		Student 4	Student 44			
		Student 6				
		Student 23				
		Student 24				
		Student 50				
		Student 52				
		Student 58				
		Student 65				
		Student 66				
		Student 67				
		Student 68				21%
	At Risk of Not Achieving	Student 5	Student 9	Student 15	Student 53	18
		Student 10	Student 33	Student 41		
		Student 12	Student 34			
		Student 16	Student 59			
		Student 25	Student 63			
		Student 35				
		Student 46				
		Student 54				
		Student 56				
		Student 64				
	At Expectation	Student 49	Student 26	Student 22	Student 28	11
			Student 38	Student 47		
			Student 42	Student 51		
			Student 43	Student 62		
			Student 45			
						16%
	Above Expectation	0	Student 20	Student 2	Student 11	22
			Student 32	Student 3	Student 17	
				Student 14	Student 18	
				Student 27	Student 19	
				Student 39	Student 21	
					Student 30	
					Student 37	
					Student 40	
					Student 48	
					Student 55	
	Well Above Expectation	0	0	Student 31	Student 60	3
						4%
	23	14	12	15	4	68
	34%	21%	18%	22%	6%	

# Year 10 2024 Mid-Year Data

## First Half-Year Progress

### English (Reading)

Year 10 2024 First Half-Year Progress - English (Reading)			
Negative Progress	No Progress	Expected Progress	Accelerated Progress
<b>30</b> <b>45%</b>	<b>16</b> <b>24%</b>	<b>10</b> <b>15%</b>	<b>11</b> <b>16%</b>
Student 1	Student 9	Student 4	Student 6
Student 2	Student 13	Student 5	Student 7
Student 3	Student 15	Student 12	Student 8
Student 10	Student 16	Student 18	Student 19
Student 11	Student 17	Student 21	Student 20
Student 14	Student 22	Student 33	Student 23
Student 24	Student 25	Student 46	Student 36
Student 26	Student 31	Student 61	Student 39
Student 27	Student 34	Student 62	Student 53
Student 28	Student 38	Student 64	Student 66
Student 29	Student 41		Student 68
Student 30	Student 42		
Student 32	Student 43		
Student 35	Student 47		
Student 37	Student 54		
Student 40	Student 57		
Student 44			
Student 45			
Student 48			
Student 49			
Student 50			
Student 51			
Student 52			
Student 55			
Student 56			
Student 58			
Student 59			
Student 60			
Student 63			
Student 65			

**Year 10 2024 Mid-Year Data**  
**First Half-Year Progress**  
**Maths**

Year 10 2024 First Half-Year Progress - Mathematics			
Negative Progress	No Progress	Expected Progress	Accelerated Progress
15 22%	20 29%	16 24%	17 25%
Student 10	Student 2	Student 6	Student 1
Student 14	Student 3	Student 9	Student 7
Student 16	Student 4	Student 11	Student 8
Student 20	Student 5	Student 17	Student 13
Student 31	Student 12	Student 21	Student 15
Student 32	Student 18	Student 22	Student 24
Student 35	Student 19	Student 23	Student 28
Student 45	Student 25	Student 34	Student 29
Student 49	Student 26	Student 40	Student 33
Student 50	Student 27	Student 47	Student 36
Student 52	Student 30	Student 48	Student 41
Student 56	Student 37	Student 51	Student 44
Student 60	Student 38	Student 55	Student 53
Student 64	Student 39	Student 57	Student 63
Student 65	Student 42	Student 59	Student 66
	Student 43	Student 62	Student 67
	Student 46		Student 68
	Student 54		
	Student 58		
	Student 61		

# Year 10 2024 Mid-Year Data

## Y10 Mid-Year Priority Learners:

### Māori Students

Year 10 2024 Māori First Half-Year Progress - English (Reading)			
Negative Progress	No Progress	Expected Progress	Accelerated Progress
4 6%	1 1%	2 3%	2 3%
Student 28 Student 40 Student 49 Student 56	Student 25	Student 21 Student 64	Student 19 Student 36

Year 10 2024 Māori First Half-Year Progress - Mathematics			
Negative Progress	No Progress	Expected Progress	Accelerated Progress
3 33%	2 22%	2 22%	2 22%
Student 49 Student 56 Student 64	Student 19 Student 25	Student 21 Student 40	Student 28 Student 36

### Students with Special Education Needs (FDS – Foundation Studies)

Year 10 2024 FDS First Half-Year Progress - English (Reading)			
Negative Progress	No Progress	Expected Progress	Accelerated Progress
4 50%	2 25%	0 0%	2 25%
Student 50 Student 52 Student 56 Student 59	Student 9 Student 25	0	Student 23 Student 66

Year 10 2024 FDS First Half-Year Progress - Mathematics			
Negative Progress	No Progress	Expected Progress	Accelerated Progress
3 43%	2 29%	0 0%	2 29%
Student 50 Student 52 Student 56	Student 9 Student 25	0	Student 23 Student 66



# Year 10 2024 Mid-Year Data

## Y10 Mid-Year Target Students:

Target Students MOY Students who made no progress in English MOY Y10 2024	Target Students MOY Students who made no progress in Maths MOY Y10 2024	Target Students MOY 2024 Students who made no progress in English and Maths MOY Y10 2024	Accelerated Students MOY Students who made accelerated progress in English and Maths MOY Y10 2024
63%	51%	37%	9%
Student 1	Student 2	Student 2	Student 7
Student 2	Student 3	Student 3	Student 8
Student 3	Student 4	Student 10	Student 36
Student 9	Student 5	Student 14	Student 53
Student 10	Student 10	Student 16	Student 66
Student 11	Student 12	Student 25	Student 68
Student 13	Student 14	Student 26	
Student 14	Student 16	Student 27	
Student 15	Student 18	Student 30	
Student 16	Student 19	Student 31	
Student 17	Student 20	Student 32	
Student 22	Student 25	Student 35	
Student 24	Student 26	Student 37	
Student 25	Student 27	Student 38	
Student 26	Student 30	Student 42	
Student 27	Student 31	Student 43	
Student 28	Student 32	Student 45	
Student 29	Student 35	Student 49	
Student 30	Student 37	Student 50	
Student 31	Student 38	Student 52	
Student 32	Student 39	Student 54	
Student 34	Student 42	Student 56	
Student 35	Student 43	Student 58	
Student 37	Student 45	Student 60	
Student 38	Student 46	Student 65	
Student 40	Student 49		
Student 41	Student 50		
Student 42	Student 52		
Student 43	Student 54		
Student 44	Student 56		
Student 45	Student 58		
Student 47	Student 60		
Student 48	Student 61		
Student 49	Student 64		
Student 50	Student 65		
Student 51			
Student 52			
Student 54			
Student 55			
Student 56			
Student 57			
Student 58			
Student 59			
Student 60			
Student 63			
Student 65			

# Year 10 2024 Mid-Year Data

## National Comparisons

### English (Reading) – NZ Performance

Console Report for Test: 4.ENGLISH Y10 MoY 24

Group: All Test Candidates

Date Tested: 20 June 2024

#### Comparison Information


Ethnicity: All

Year: 10

Gender: All


Language: All

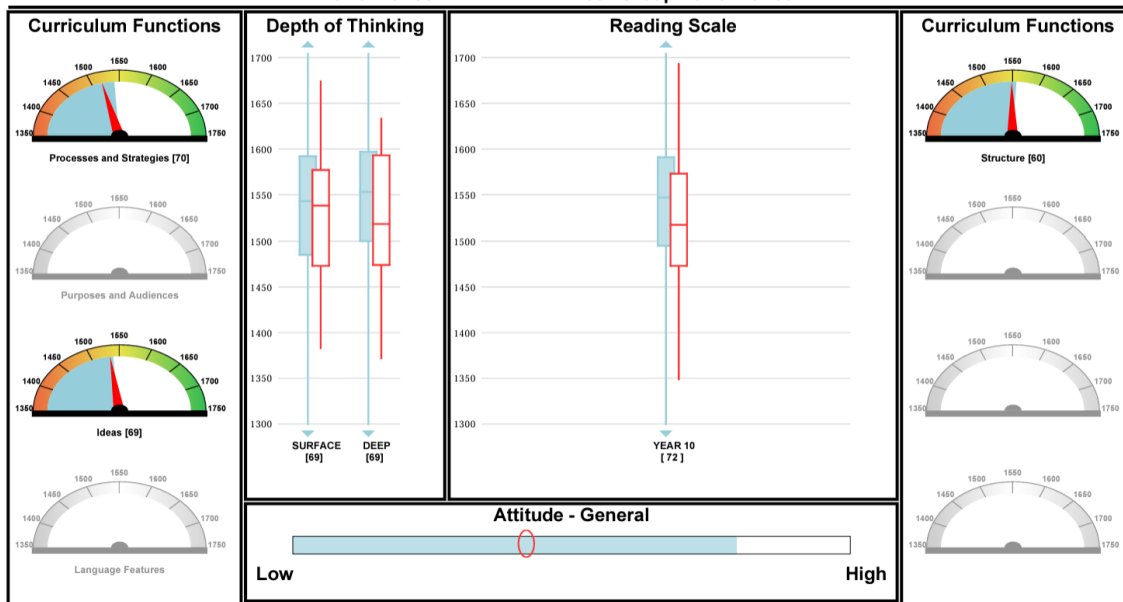
Cluster: All Clusters

NZ Performance: 

Location: All Schools

No. of Students: 72

Your Group Performance:  No. of Results: [ n ]



### English (Reading) – Ethnicity

Console Report for Test: 4.ENGLISH Y10 MoY 24

Group: All Test Candidates

Date Tested: 20 June 2024

#### Comparison Information


Ethnicity: Māori

Year: 10

Gender: All

Language: All

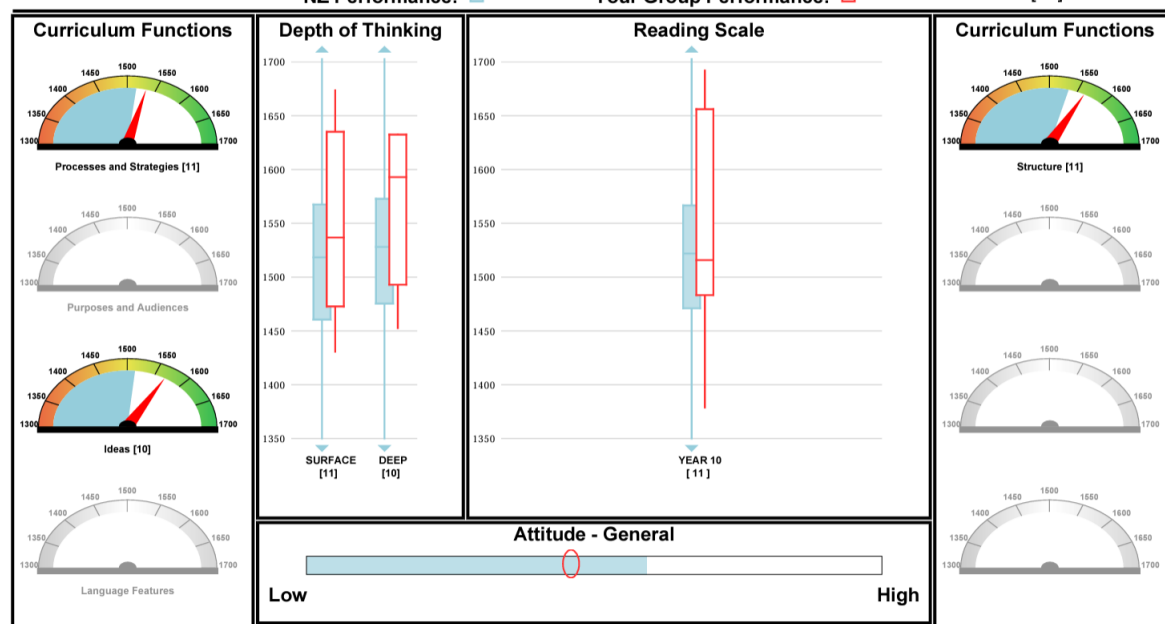
Cluster: All Clusters

NZ Performance: 

Location: All Schools

No. of Students: 11

Your Group Performance:  No. of Results: [ n ]



## Mathematics – NZ Performance

Console Report for Test: 4.MATHS Y10 MoY 24

Group: All Test Candidates

Date Tested: 20 June 2024

Comparison Information

Ethnicity: All

Year: 10

Gender: All

Language: All

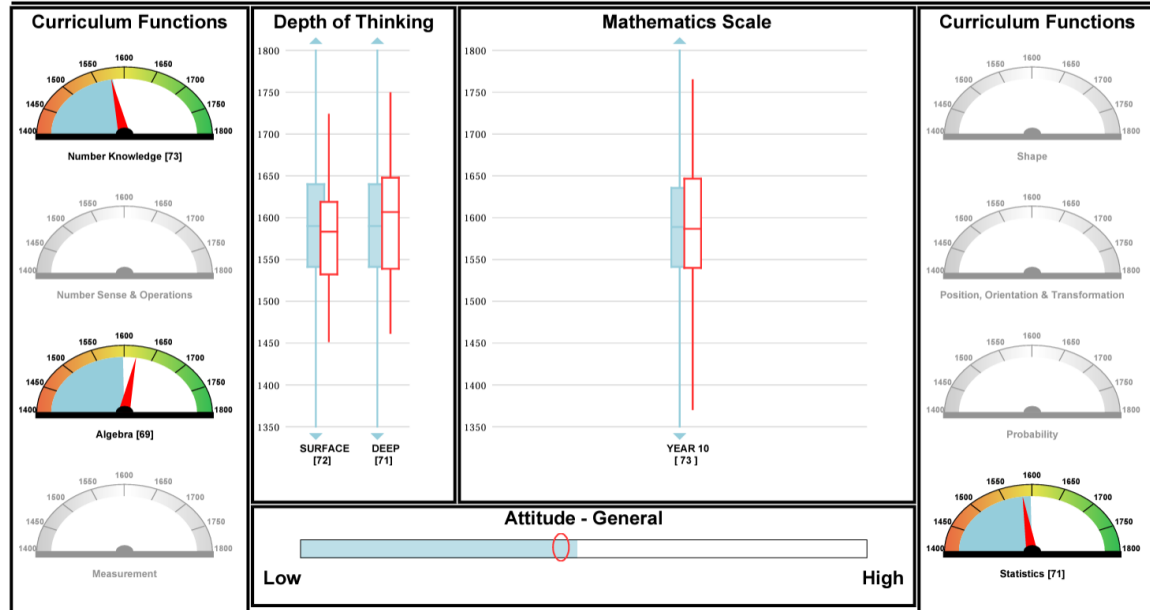
Cluster: All Clusters

NZ Performance: 

Location: All Schools

No. of Students: 73

Your Group Performance:  No. of Results: [ n ]



## Mathematics – Ethnicity

Console Report for Test: 4.MATHS Y10 MoY 24

Group: All Test Candidates

Date Tested: 20 June 2024

Comparison Information


Ethnicity: Māori

Year: 10

Gender: All


Language: All

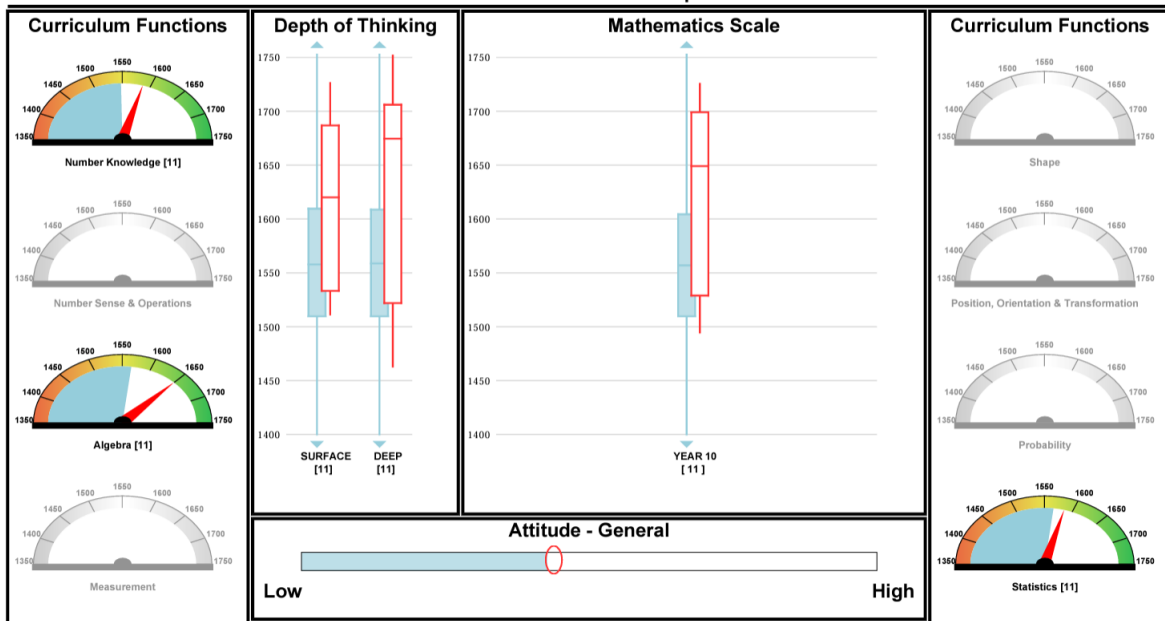
Cluster: All Clusters

NZ Performance: 

Location: All Schools

No. of Students: 11

Your Group Performance:  No. of Results: [ n ]



# Year 10 2024 Mid-Year Data

## Literacy and Numeracy NCEA Readiness

Literacy (Reading)			Numeracy		
Not Ready	Nearly Ready	Ready	Not Ready	Nearly Ready	Ready
3A or below	4B - 4P	At least 4A	3A or below	4B - 4P	At least 4A
16	9	48	9	16	46
22%	12%	66%	13%	23%	65%
Student 6	Student 1	student 2	Student 10	Student 1	student 2
Student 10	Student 23	Student 3	Student 23	Student 4	Student 3
Student 12	Student 25	Student 4	Student 37	Student 5	Student 7
Student 24	Student 26	Student 5	Student 53	Student 6	Student 8
Student 33	Student 32	Student 7	Student 56	Student 12	Student 9
Student 37	Student 46	Student 8	Student 61	Student 16	Student 11
Student 41	Student 47	Student 9	Student 63	Student 24	Student 14
Student 52	Student 48	Student 11	Student 70	Student 25	Student 15
Student 53	Student 64	Student 13	Student 71	Student 33	Student 17
Student 56		Student 14		Student 49	Student 18
Student 61		Student 15		Student 52	Student 19
Student 63		Student 16		Student 54	Student 20
Student 70		Student 17		Student 59	Student 21
Student 71		Student 18		Student 69	Student 22
Student 72		Student 19		Student 72	Student 26
Student 73		Student 20		Student 73	Student 27
		Student 21			Student 28
		Student 22			Student 30
		Student 27			Student 31
		Student 28			Student 32
		Student 29			Student 34
		Student 30			Student 35
		Student 31			Student 36
		Student 34			Student 38
		Student 35			Student 39
		Student 36			Student 40
		Student 38			Student 41
		Student 39			Student 42
		Student 40			Student 43
		Student 42			Student 44
		Student 43			Student 45
		Student 44			Student 46
		Student 45			Student 47
		Student 49			Student 48
		Student 50			Student 50
		Student 51			Student 51
		Student 54			Student 55
		Student 55			Student 57
		Student 57			Student 58
		Student 58			Student 60
		Student 59			Student 62
		Student 60			Student 64
		Student 62			Student 65
		Student 65			Student 66
		Student 66			Student 67
		Student 67			Student 68
		Student 68			
		Student 69			

# Rathkeale College Summary Document 2024

## Giving Practical Effect to Te Tiriti o Waitangi in our Kura

	Beliefs & Attitudes	Governance	Tumuaki/SLT	Curriculum	Kaiako	Hapū & Whānau	Ākonga	Physical	Other
<p><b>What have we done to give practical effect to te tiriti in our kura?</b></p>	<ul style="list-style-type: none"> <li>• Calling out deficit thinking / narrative</li> <li>• BOT led review on how we are giving effect to Te Tiriti.</li> <li>• Being very clear that this is how we do things here. Non-negotiables for adults/staff especially.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with Te Ao Māori Strategic Ohu.</li> <li>• Deliberately recruited Māori.</li> <li>• Provided personal induction kanohi ki te kanohi</li> <li>• Involve iwi/hapu in the vision of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve Iwi in the planning of work, they can give support of viewing schemes of work from a Māori lens.</li> <li>• Begin and end hui with whānau with karakia</li> <li>• Consulting with mana Whenua</li> <li>• Payment of our Kaumatua to recognise the significance of their position within our school and the work they do and our value of this work</li> <li>• Provided additional resourcing for leadership in Te Reo in Auraki English medium</li> <li>• Used the function in KAMAR so students record themselves saying their name. All kaiako can listen</li> <li>• Staff meeting one day a week devoted to staff learning waiata.</li> </ul>	<ul style="list-style-type: none"> <li>• Te Reo Māori is compulsory in Year 9.</li> <li>• Te Reo Māori now provided at Year 10 &amp; 11 for students.</li> <li>• House Haka competition compulsory for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Employment of Te Ao Haka tutor working alongside Te Reo kaiako</li> <li>• Whole staff Te Tiriti course.</li> <li>• Staff PLD - waiata, karakia, haka, history of the local area.</li> <li>• Whole staff ongoing PLD focus on building cultural relationships for responsive pedagogy.</li> <li>• Introduced Waiata Thursday - kaimahi to learn waiata, kapa haka, etc.</li> <li>• Acknowledgement of Māori achievement in a Māori context during assembly on Matariki week.</li> <li>• Funding of PLD opportunities for staff who wish to Te Reo Maori.</li> </ul>	<ul style="list-style-type: none"> <li>• Brought Hapu and IWI into the board.</li> <li>• Listening and responding - iwi driven decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Year 11 Art Classes visit local Marae to work within that context.</li> <li>• Student leadership group - teach the school haka to the school, support events and input into strategic plan</li> <li>• Appointed two student leaders (Prefects) to lead kaupapa Māori</li> <li>• Wide range of activities in class and during breaks to celebrate Te Wiki o te Reo Māori Week.</li> <li>• Student led dawn Hautapu service to mark Matariki.</li> <li>• The vision of the Hauora programme is underpinned by the Te Whare Tapa Wha model.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing plans to build a Whare as part of improvements to the college.</li> <li>• All new signage around the school is bi-lingual.</li> <li>• Provided kai from Hangi regularly throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school Haka and Waiata “wars” as a house competition</li> <li>• New staff bus tour of local sites significant to mana whenua.</li> </ul>

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

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

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<ul style="list-style-type: none"> <li>• The Health and Safety Register is freely available to all staff via every laptop.</li> <li>• Health and Safety is a standing item for each meeting with issues identified and acted on</li> <li>• Staff are trained in appropriate first-aid.</li> <li>• The Hauroa of staff is considered in applications for leave and flexibility of working arrangements.</li> <li>• At Rathkeale College, everyone is responsible for health and safety.</li> <li>• All people should: <ul style="list-style-type: none"> <li>• take reasonable care for their own health and safety.</li> <li>• take reasonable care that their behaviour does not adversely affect the health and safety of others.</li> <li>• comply with any reasonable instruction from the principal, or delegated other, to allow the college to comply with the Health and Safety at Work Act.</li> </ul> </li> </ul>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> <li>• The person most suited to the position in terms of skills, experience, qualifications, and aptitude will be offered employment.</li> <li>• The value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) is recognised and forms part of the consideration of who is most suited to a role.</li> <li>• Every endeavour is made regarding employment and personnel practices to be fair and free of any bias.</li> <li>• The principal (or delegated to other SLT or HOFs) takes responsibility, during all aspects of employment including recruitment, training, promotion, conditions of service, and career development</li> </ul>
How do you practise impartial selection of suitably qualified persons for appointment?	<ul style="list-style-type: none"> <li>• In making an appointment, the following is considered: <ul style="list-style-type: none"> <li>• who is the best person for the position according to all criteria EEO principles</li> <li>• the candidate's eligibility for appointment.</li> <li>• The appointment committee or delegated person completes the referee and background checks.</li> </ul> </li> <li>• The appointment committee selects a candidate and seeks board approval, if required for the position.</li> <li>• No candidate is appointed without being interviewed.</li> </ul>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	<ul style="list-style-type: none"> <li>• The PPTA Collective agreement is the guide to ensure Maori are recognised, treated fairly, and provided with the resources that are needed for their success</li> </ul>

How have you enhanced the abilities of individual employees?	<ul style="list-style-type: none"> <li>• A generous Professional Learning and Development budget allows staff to complete their annual Professional Growth Cycle / Appraisal process</li> <li>• Many leadership roles are on fixed terms to increase the capability of a wider number of staff e.g. Deans roles are fixed for 2 years.</li> </ul>
How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> <li>• The PPTA Collective agreement is the guide to ensure women are recognised, treated fairly, and provided with the resources that are needed for their success.</li> <li>• All staff (in particular, mothers) are treated fair and reasonably in terms of their need to support and care for dependents</li> </ul>
How are you recognising the employment requirements of persons with disabilities?	<ul style="list-style-type: none"> <li>• The PPTA Collective agreement is the guide to ensure that those with disabilities are recognised, treated fairly, and provided with the resources that are needed for their success. This includes allowing for those with mobility issues such as rooming close to the middle of the school.</li> </ul>

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

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

## **Rathkeale College**

### **Statement of Kiwisport Funding**

#### **For the year ended 31 December 2024**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024 the School received total Kiwisport funding of \$8,421 plus GST, as part of the Operational grant. All students at Rathkeale are required to take part in organised sport, both summer and winter, during the year. While much of the provision of sporting opportunities is through the voluntary contributions of staff and parents, Kiwisport funding was used to support the provision of an extensive range of opportunities for Rathkeale teams and individuals. Specifically, the funding has subsidised the employment of a full-time Sports Coordinator.



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF RATHKEALE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Rathkeale College's (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 21<sup>st</sup> May 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the School Directory, Statement of Responsibility, Analysis of Variance, Kiwisport Statement, Statement of Compliance with Employment Policy, Evaluation of the School's Student Progress and Achievement and Report on how the School has given effect to Te Tiriti o Waitangi, but does not include the financial statements and our auditor's report thereon.

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

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

### Independence

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

Auditlink is appointed by the Trinity Schools Trust Board to provide assurance services and perform the audit of the financial statements of St Matthew's Collegiate, Hadlow Preparatory School and Hadlow Preschool, the Trustees who work in co-operation with the Trinity Schools Trust Board as integrated Schools, for the year ended 31 December 2024. Other than the latter, we have no relationship with or interests in the School



**Melanie Strydom**  
**Auditlink Limited**

On behalf of the Auditor-General  
Palmerston North, New Zealand