

AUCKLAND SEVENTH DAY ADVENTIST HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	93
Principal:	Mrs Gloria Teulilo
School Address:	119 Mountain Road, Mangere Bridge, Auckland
School Postal Address:	119 Mountain Road, Mangere Bridge, Auckland
School Phone:	(09) 275 9640
School Email:	principal@asdah.school.nz
Accountant / Service Provider:	Edtech Financial Services Ltd

Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Stephen Davies	Presiding Member	Election	2025
Gloria Teulilo	Principal	Ex-officio	
Maika Peehikuru	Proprietor Appointees	Appointed	2025
Chiedza Ndlovu	Proprietor Appointees	Appointed	2025
Toka Bates	Member	Election	2025
Paul Honnor	Member	Election	2025
Eliza Reguerra	Member		2025
Vaihiria Poetai-Kei	Member	Election	2025
Susana Nateba	Student Representative	Election	End of 2024
Vaihaumata Kei	Student Representative	Election	2025
Lorraine Covenden	Staff Representative	Election	2025

AUCKLAND SEVENTH DAY ADVENTIST HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements
	Independent Auditor's Report

Auckland Seventh Day Adventist High School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Stephen Davies
Full Name of Presiding Member


Signature of Presiding Member

30/05/2025
Date:

Gloria Teulito
Full Name of Principal


Signature of Principal

30/05/2025
Date:

Auckland Seventh Day Adventist High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	4,473,554	3,718,966	4,683,269
Locally Raised Funds	3	59,408	27,500	51,969
Use of Proprietor's Land and Buildings		904,500	904,500	904,500
Interest		86,184	60,000	71,034
Gain on Sale of Property, Plant and Equipment		18,229	-	-
Total Revenue		5,541,875	4,710,966	5,710,772
Expense				
Locally Raised Funds	3	39,828	31,720	52,777
Learning Resources	4	3,530,598	3,340,462	3,529,880
Administration	5	833,404	290,577	813,258
Interest		4,596	3,900	1,318
Property	6	1,194,597	1,151,118	1,122,724
Loss on Disposal of Property, Plant and Equipment		-	-	172
Total Expense		5,603,023	4,817,777	5,520,129
Net Surplus / (Deficit) for the year		(61,148)	(106,811)	190,643
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(61,148)	(106,811)	190,643

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

Auckland Seventh Day Adventist High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,914,222	1,914,222	1,650,302
Total comprehensive revenue and expense for the year		(61,148)	(106,811)	190,643
Prior year adjustment		(9,960)	-	-
Contribution - Furniture and Equipment Grant		60,771	-	73,277
Equity at 31 December		1,903,885	1,807,411	1,914,222
Accumulated comprehensive revenue and expense		1,903,885	1,807,411	1,914,222
Equity at 31 December		1,903,885	1,807,411	1,914,222

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.

Auckland Seventh Day Adventist High School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	18,020	242,669	321,447
Accounts Receivable	8	281,812	253,000	376,666
GST Receivable		24,075	15,000	14,937
Prepayments		-	7,000	6,848
Inventories	9	268	577	577
Investments	10	1,470,094	1,000,000	1,206,716
		1,794,269	1,518,246	1,927,191
Current Liabilities				
Accounts Payable	12	338,491	326,500	326,337
Revenue Received in Advance	13	29,934	11,000	10,988
Provision for Cyclical Maintenance	14	17,136	-	-
Finance Lease Liability	15	21,450	27,063	15,149
		407,011	364,563	352,474
Working Capital Surplus/(Deficit)		1,387,258	1,153,683	1,574,717
Non-current Assets				
Property, Plant and Equipment	11	720,933	867,090	498,057
		720,933	867,090	498,057
Non-current Liabilities				
Provision for Cyclical Maintenance	14	143,249	142,948	112,656
Finance Lease Liability	15	61,057	70,414	45,896
		204,306	213,362	158,552
Net Assets		1,903,885	1,807,411	1,914,222
Equity		1,903,885	1,807,411	1,914,222

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

Auckland Seventh Day Adventist High School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,382,753	1,468,361	1,893,716
Locally Raised Funds		76,244	35,512	52,006
Goods and Services Tax (net)		(9,137)	(63)	(4,469)
Payments to Employees		(705,744)	(730,432)	(546,734)
Payments to Suppliers		(545,973)	(586,007)	(1,080,631)
Interest Paid		(4,596)	(3,900)	(1,318)
Interest Received		71,130	59,595	63,359
Net cash from/(to) Operating Activities		264,677	243,066	375,929
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		40,608	32,858	(172)
Purchase of Property Plant & Equipment (and Intangibles)		(388,902)	(546,269)	(145,782)
Purchase of Investments		(263,378)	206,716	(55,730)
Net cash from/(to) Investing Activities		(611,672)	(306,695)	(201,684)
Cash flows from Financing Activities				
Furniture and Equipment Grant		60,771	-	73,277
Finance Lease Payments		(17,203)	(15,149)	(9,920)
Net cash from/(to) Financing Activities		43,568	(15,149)	63,357
Net increase/(decrease) in cash and cash equivalents		(303,427)	(78,778)	237,602
Cash and cash equivalents at the beginning of the year	7	321,447	321,447	83,845
Cash and cash equivalents at the end of the year	7	18,020	242,669	321,447

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.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

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

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 19.

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.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

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 land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and are comprised of stationery, school uniforms and canteen supplies. 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.

h) Investments

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

i) 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 to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

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	5-10 years
Information and Communication Technology	3 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of Property, Plant, and Equipment

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

Non cash generating assets

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

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

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

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

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

k) Accounts Payable

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

n) 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 sites in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, 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.

o) Financial Instruments

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

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

p) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) 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.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,304,977	1,276,875	1,263,402
Teachers' Salaries Grants	2,590,439	2,323,130	2,827,752
Ka Ora, Ka Ako - Healthy School Lunches Programme	482,936	-	486,387
Other Government Grants	95,202	118,961	105,728
	<u>4,473,554</u>	<u>3,718,966</u>	<u>4,683,269</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Revenue	\$	\$	\$
Fees for Extra Curricular Activities	26,582	20,000	28,786
Trading	2,014	1,000	2,660
Fundraising and Community Grants	20,233	4,000	3,083
Other Revenue	10,579	2,500	17,440
	<u>59,408</u>	<u>27,500</u>	<u>51,969</u>
Expense			
Extra Curricular Activities Costs	39,519	29,220	51,253
Trading	309	2,500	1,524
	<u>39,828</u>	<u>31,720</u>	<u>52,777</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>19,580</u>	<u>(4,220)</u>	<u>(808)</u>

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	177,397	241,999	154,281
Information and Communication Technology	55,399	63,000	59,500
Employee Benefits - Salaries	3,105,145	2,825,663	3,137,797
Staff Development	10,352	28,000	17,371
Depreciation	182,305	179,000	160,848
Other Learning Resources	-	2,800	83
	<u>3,530,598</u>	<u>3,340,462</u>	<u>3,529,880</u>

5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	14,125	12,000	11,880
Board Fees and Expenses	3,948	7,400	5,891
Other Administration Expenses	54,836	59,950	51,762
Employee Benefits - Salaries	252,156	193,027	237,558
Insurance	13,251	6,200	8,317
Service Providers, Contractors and Consultancy	12,152	12,000	11,463
Ka Ora, Ka Ako - Healthy School Lunches Programme	482,936	-	486,387
	<u>833,404</u>	<u>290,577</u>	<u>813,258</u>

6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cyclical Maintenance	47,729	22,000	13,225
Heat, Light and Water	33,954	43,000	29,535
Repairs and Maintenance	64,722	45,000	46,094
Use of Land and Buildings	904,500	904,500	904,500
Employee Benefits - Salaries	44,359	35,000	38,503
Other Property Expenses	99,333	101,618	90,867
	<u>1,194,597</u>	<u>1,151,118</u>	<u>1,122,724</u>

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

7. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	18,020	242,669	321,447
Cash and cash equivalents for Statement of Cash Flows	18,020	242,669	321,447

8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	1,150	1,000	1,000
Receivables from the Ministry of Education	5,200	-	7,177
Interest Receivable	36,649	22,000	21,595
Banking Staffing Underuse	-	-	117,296
Teacher Salaries Grant Receivable	238,813	230,000	229,598
	281,812	253,000	376,666
Receivables from Exchange Transactions	37,799	23,000	22,595
Receivables from Non-Exchange Transactions	244,013	230,000	354,071
	281,812	253,000	376,666

9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
School Uniforms	268	577	577
	268	577	577

10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,470,094	1,000,000	1,206,716
Total Investments	1,470,094	1,000,000	1,206,716



Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Furniture and Equipment	224,773	152,311	-	-	(41,687)	335,397
Information and Communication Technology	98,770	86,749	-	-	(65,321)	120,198
Motor Vehicles	95,234	149,135	(22,379)	-	(49,533)	172,457
Leased Assets	60,377	38,665	-	-	(23,314)	75,728
Library Resources	18,903	719	(19)	-	(2,450)	17,153
	<u>498,057</u>	<u>427,579</u>	<u>(22,398)</u>	<u>-</u>	<u>(182,305)</u>	<u>720,933</u>

The net carrying value of furniture and equipment held under a finance lease is \$75,728 (2023: \$60,377)

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	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	884,529	(549,132)	335,397	732,218	(507,445)	224,773
Information and Communication Technology	740,693	(620,495)	120,198	653,944	(555,174)	98,770
Motor Vehicles	309,285	(136,828)	172,457	200,694	(105,460)	95,234
Leased Assets	106,901	(31,173)	75,728	68,236	(7,859)	60,377
Library Resources	46,873	(29,720)	17,153	46,199	(27,296)	18,903
	<u>2,088,281</u>	<u>(1,367,348)</u>	<u>720,933</u>	<u>1,701,291</u>	<u>(1,203,234)</u>	<u>498,057</u>

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	39,457	15,000	15,314
Accruals	10,577	8,500	8,553
Employee Entitlements - Salaries	240,903	232,000	231,364
Employee Entitlements - Leave Accrual	47,554	71,000	71,106
	<u>338,491</u>	<u>326,500</u>	<u>326,337</u>
Payables for Exchange Transactions	338,491	326,500	326,337
	<u>338,491</u>	<u>326,500</u>	<u>326,337</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	8,000
Other revenue in Advance	29,934	11,000	2,988
	<u>29,934</u>	<u>11,000</u>	<u>10,988</u>

14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	112,656	112,656	139,142
Increase to the Provision During the Year	47,729	22,000	13,225
Use of the Provision During the Year	-	-	(39,711)
Provision at the End of the Year	<u>160,385</u>	<u>134,656</u>	<u>112,656</u>
Cyclical Maintenance - Current	17,136	-	-
Cyclical Maintenance - Non current	143,249	142,948	112,656
	<u>160,385</u>	<u>142,948</u>	<u>112,656</u>

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

15. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	27,165	30,963	18,924
Later than One Year and no Later than Five Years	68,293	70,414	52,318
Future Finance Charges	(12,951)	(3,900)	(10,197)
	<u>82,507</u>	<u>97,477</u>	<u>61,045</u>
Represented by			
Finance lease liability - Current	21,450	27,063	15,149
Finance lease liability - Non current	61,057	70,414	45,896
	<u>82,507</u>	<u>97,477</u>	<u>61,045</u>

16. Related Party Transactions

The Proprietor of the School, The New Zealand Seventh-Day Adventis School's Association Limited, is a related party of the School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School 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 School 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 School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$80,194 (2023: \$85,910). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$590, (2023: \$7,022).

The Proprietor provides hostel services that are used by some of the school's students in accordance with a contract between the Board and Proprietor.

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,880	4,305
<i>Leadership Team</i>		
Remuneration	438,914	429,062
Full-time equivalent members	3	3
Total key management personnel remuneration	442,794	433,367

There are 10 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	0-5	0-5

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	9.00	7.00
110 - 120	2.00	2.00
120 - 130	1.00	2.00
130 - 140	2.00	1.00
140 - 150	1.00	1.00
	15.00	13.00

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



Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

18. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

19. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had not entered into any contract agreements for capital works.

(b) Operating Commitments

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

Auckland Seventh Day Adventist High School

Notes to the Financial Statements

For the year ended 31 December 2024

20. 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	18,020	242,669	321,447
Receivables	281,812	253,000	376,666
Investments - Term Deposits	1,470,094	1,000,000	1,206,716
Total financial assets measured at amortised cost	<u>1,769,926</u>	<u>1,495,669</u>	<u>1,904,829</u>

Financial liabilities measured at amortised cost

Payables	338,491	326,500	326,337
Finance Leases	82,507	97,477	61,045
Total financial liabilities measured at amortised cost	<u>420,998</u>	<u>423,977</u>	<u>387,382</u>

21. Events After Balance Date

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

22. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF AUCKLAND SEVENTH-DAY ADVENTIST HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Auckland Seventh-Day Adventist High School (the School). The Auditor-General has appointed me, Paul Walker, using the staff and resources of Crowe New Zealand Audit Partnership, 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 21, 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:

- a) 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
- b) 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 03 June 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

© 2025 Findex (Aust) Pty Ltd

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of variance: progress against targets, Evaluation and analysis of school's student's progress and achievement, How we have given effect to Te Tiriti o Waitangi, Statement of Compliance with Good Employer Assurance, and KiwiSport Funding, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A blue ink signature, appearing to read "Paul Walker", written in a cursive style.

Paul Walker
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Hastings, New Zealand



AUCKLAND SEVENTH-DAY ADVENTIST HIGH SCHOOL

Analysis of Variance 2024

Building a nation through quality Adventist Christian Education

Values:

Commitment, Excellence, Respect

Adopted: 17th February, 2025

ASDAH School Evaluative Indicators

Annual Plan 2024

	Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
S T E W A R D S H I P D1,P5 D2,D4, D5,O2, O3,P3 P4,P6	Godliness is the GROWTH vision for 2024. This will be evident in all Special Character aspects of the school	<ul style="list-style-type: none"> All classrooms will have a special character area All curriculum areas will have a special character focus The SDA Discipleship framework will be implemented in the school Assemblies and chapels will have a special character focus Term 3 PLD will have a special character focus 					Explanation of any variance All areas tracking well. Evaluation (where to next) planning for next year. To continue to implement the 2025 special character focus.	Termly	SLT
	The school acknowledges the Treaty of Waitangi principles, our nations bicultural foundations and enables students to acquire knowledge of te re Maori and tikanga Maori	The school will normalise tikanga and te reo Māori by: <ul style="list-style-type: none"> Meaningfully incorporating simple te reo Māori phrases in everyday school activities Encouraging the correct pronunciation of local Māori place names and landmarks Incorporating tikanga Māori into special character school events Engaging with the local Māori community 					Explanation of any variance The school has been on track in implementing the first 3 bullet points but there is still more work to be done with engaging with our local Maori community. We engage with our SDA Maori community but have not made much progress with connecting with local Iwi. Evaluation (where to next) planning for next year. With guidance from our SDA Maori community look to engage with our local Iwi.	Termly	SLT/Principal
	The Board will ensure that all it's policies and procedures are aimed at getting the best student outcomes. They will do this by regularly reviewing data on progress in all areas of the school.	<ul style="list-style-type: none"> Monthly policy review cycle The BOT will review student progress and achievement data monthly Monthly BOT finance and property meeting The school reserves are set at a minimum of \$100K with planned growth in reserves each year. 					Explanation of any variance The board and school has been on track in this section Evaluation (where to next) planning for next year. Continue to meet the requirements in the new year.	Monthly	Principal

		<ul style="list-style-type: none"> The school will hold regular emergency drills termly 							
	Strategic Aim	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
T E A C H I N G & L E A R N I N G D2,D4	Quality Teaching/Leadership The leadership will actively promote a culture of equity and academic excellence through the school by the use of data and tracking (ERO Focus 1 – success at school for seniors)	<ul style="list-style-type: none"> Gathering of literacy/numeracy diagnostic data in junior school, twice a year Collection of monthly student progress for years 11 – 13. Running regular co-construction meetings as part of the staff meeting cycle HOD's having regular weekly meetings with the DP Teaching and Learning 					Explanation of any variance On track in most areas Evaluation (where to next) planning for next year. Focus on back mapping and being intentional about across school literacy and numeracy approaches. Invest in reading and writing tools that will be utilised across all departments of the school.	Termly	DP Teaching and Learning
	Barrier Free access for all learners ASDAH will use innovative learning pedagogy, culturally responsive and relational pedagogy for all students (ERO Focus 2)	<ul style="list-style-type: none"> The school will ensure that all learners have the opportunity to develop key capabilities to operate confidently in all areas of society Weekly staff PLD sessions to grow in quality teaching and learning – 2024 focus Planning, Achievement & Engagement, Review and Reflection Continue to work with Jan Hill in PLD on Assessment for Learning Join the Mangere Kahui Ako for PLD – Teaching to the North East 					Explanation of any variance The school is on track with the first 3 bullet points. However the variance is in the engagement with the Kahui Ako PLD. Evaluation (where to next) planning for next year. ASDAH runs it's own PLD programme and needs to find a way to be able to fit into the PLD model that the Kahui Ako is running.		
	Student Progress and Achievement The school will use data to address the learning needs of all students (ERO Focus – Literacy & Numeracy – junior school)	<ul style="list-style-type: none"> All teachers will use diagnostic, formative and summative data to address student learning needs Teachers will review the monthly tracking data for senior students produced by DP Teaching and Learning Individualized learning programmes will be developed for students who need them. 					Explanation of any variance Most areas are on target Evaluation (where to next) planning for next year. The school is very supportive of the Kahui Ako direction, however it is the PLD model that has not worked for us. We will need to find a way to work with the Kahui Ako PLD		

D5,O2, O3,P3 P4,P6		<ul style="list-style-type: none"> The school will continue to support the direction of the Mangere Kahui Ako 					model. ASDAH runs its own weekly PLD so that is why it doesn't fit into the PLD model currently on offer through the Kahui Ako		
	Curriculum The school will plan for the successful implementation of the refreshed national curriculum and the NCEA refresh	<ul style="list-style-type: none"> Staff will attend cluster meetings to support the implementation of the NCEA refresh The school will continue to build it's capacity to implement the new refreshed curriculum by having regular PLD sessions where applicable Continue to hold teacher only days and to send staff for PLD around the implementation of both the NZC and NCEA refresh. 					Explanation of any variance All areas were met. Evaluation (where to next) planning for next year. To continue to work on a smooth transition into the new NCEA and curriculum requirements.		
		<ul style="list-style-type: none"> 80% of Year 11 students will gain NCEA Level 1 					Explanation of any variance See commentary below.		
		<ul style="list-style-type: none"> 80% of Year 12 students will gain NCEA Level 2 					Evaluation (where to next) planning for next year. Intentional focus on literacy and numeracy in year 9 and 10.		
		<ul style="list-style-type: none"> 80% of Year 12 students will gain NCEA Level 3 					Intentional focus on achieving both NCEA and UE at level 2 and 3 Slogan: Year 13 results begin in year 9.		
		<ul style="list-style-type: none"> 50% of Year 13 students will gain UE 							
		<ul style="list-style-type: none"> 80% of Year 9 student will be at or above level 4 in Reading and Writing 							
		<ul style="list-style-type: none"> 80% of Year 9 students will be at or above level 4 in Mathematics 							
		<ul style="list-style-type: none"> 80% of Year 10 students will be at or above level 5 in Reading and Writing 							
		<ul style="list-style-type: none"> 80% of Year 10 students will be at or above in Mathematics 							

	Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
W E L L B E I N G D3,01,02	The school will meet the pastoral needs of its learners	<ul style="list-style-type: none"> The school will monitor attendance data both weekly and monthly The pastoral team will also monitor pastoral data to identify at risk students and put together a programme to support them. Implement Healthy Choices programme through the school Continue to run the STARS transition programme Continue to run the senior camps and year 10 outdoor programmes Continue to have a robust extra-curricular programme Skills period will be used for the running of pastoral care programmes that are specific to year levels. 					Explanation of any variance Most areas are on target. Evaluation (where to next) planning for next year. To continue to implement the pastoral focus for 2025	Termly	DP Pastoral Care
	The school will use the principles of Positive Behaviour 4 Learning and restorative practices to ensure that all members of the community are physically and emotionally safe.	<ul style="list-style-type: none"> Use the PB4L reward system Student of the month recognition 					Explanation of any variance All areas are on target Evaluation (where to next) planning for next year. To continue to implement the pastoral focus for 2025		
	Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
C O M M U N I	The school will engage with whanau by providing meaningful information to help empower them to support their child's progress and achievement. (ERO – 3 – Strengthening connections)	<ul style="list-style-type: none"> Run NCEA information evening for parents Run new parent evening programmes Parent/teacher interviews Regular student pathway interviews 					Explanation of any variance Area on target Evaluation (where to next) planning for next year. To continue to work with the community in getting information to parents in a timely manner.	Termly	DP Pastoral Care and DP Teaching and Learning
	The school will continue to work with the Mangere Kahui Ako to achieve the CoL achievement targets	<ul style="list-style-type: none"> Continue to work with across school Kahui Ako facilitators with the Teaching and Leading to the North East focus 					Explanation of any variance This is the area that continued work needs to happen because of our differing PLD models.		

T Y P1,P2,P7		<ul style="list-style-type: none"> Continue to support by attending the PLD meetings organized by the Kahui Ako 					Evaluation (where to next) planning for next year. Find a way to merge our two PLD models so that it works for both the Kahui Ako and ASDAH.		
	The school will collaborate with tertiary providers/industry and employers to strengthen pathways for our students	<ul style="list-style-type: none"> The Careers coordinator will work with students and tertiary providers to line up pathways for students The Careers coordinator will also involve whanau in the pathway discussions for students To continue to have tertiary providers visit the school to talk about the pathway options available to our students 					Explanation of any variance All areas on target Evaluation (where to next) planning for next year. To continue to strengthen pathways for our students and begin the conversations early in year 9.		
	The school will continue to engage with the local churches and feeder schools	<ul style="list-style-type: none"> Regular promotion of ASDAH at feeder schools and local churches Run open day for feeder schools. 	NA	NA			Explanation of any variance All areas on target Evaluation (where to next) planning for next year. To continue to engage with our local feeder schools in 2025.		
	Key Goals	Key Goals	T1	T2	T3	T4	Notes	Time	Responsibility
R E V I E W D6,P6	To grow a school wide community that will self-review, evaluate and use inquiry as a means of improving outcomes for all students	<ul style="list-style-type: none"> The BOT will do a monthly review of the schools educational outcomes, polices and financial performance The SLT will report termly on the schools progress towards achieving the outcomes of the strategic plan 					Explanation of any variance All areas on target Evaluation (where to next) planning for next year. Continue as planned in the 2025 goals.		Principal
	To promote reflective, evidence based teaching practice through regular evaluation of teaching practice	<ul style="list-style-type: none"> All HOD's and TIC's will report to the BOT bi-annually on how their departments are tracking towards meeting the school targets All departments will carry out regular review of their progress in their monthly department meetings All teachers will carry out regular review of their teaching to evaluate if they are meeting the school goals and targets. The 					Explanation of any variance All areas on target Evaluation (where to next) planning for next year. Intentional focus on using data in reflective and forward practice.		

		review will be in line with their department review. – monthly •						
--	--	--	--	--	--	--	--	--

Notes:**D – Refers to the ERO School Improvement Framework****O – National Educational and Learning Objectives (NELP)****P – National Educational and Learning Priorities(NELP)****ASDAH Results 2025**

Year Level	Number of students in cohort	Number of students attaining NCEA pre-exams
Y11 – Level 1	75	25/75 (33.3%)
Y12 – Level 2	54	13/54 (25%)
Y13 – Level 3	56	25/56 (45%)
UE	2 (11 need one more UE subject) (21 need two more UE subjects)	

ACHIEVEMENT 2020-2024

	2024	2023	2022	2021	2020
UE	28% (16)	38% (20)	30% (12)	48.6% (18)	38%(17) (34.7)
LEVEL 3	82.4% (47) (Participation and number of students)	81% (43)	60% (24)	75.6% (28)	86% (37) (71.4)
LEVEL 2	71.4% (40)	81% (51)	84% (59)	85.7% (42)	86% (36) (73.5)
LEVEL 1	50% (38)	73% (43)	91% (63)	78.6% (59)	77% (37) (70)

Number of students attaining NCEA pre-exams:

Year Level	Number of students in cohort	Number of students attaining NCEA pre-exams
Y11 – Level 1	75	25/75 (33.3%)
Y12 – Level 2	54	13/54 (25%)
Y13 – Level 3	56	25/56 (45%)
UE	2 (11 need one more UE subject) (21 need two more UE subjects)	

Level 1 Achievement

	First Name	Last Name	Year	Level	Literacy	Lit Transition	32403	32405	Numeracy	Num Trans	32406	L1 Total	L2 Total	L3 Total	L123 TOTAL	Internal	External	Attendance	Subject 1	Credits	Subject 2	Credits	Subject 3	Credits	Subject 4	Credits	Subject 5	Credits	Subject 6	Credits	Subject 7	Credits
			11	Yes	25	5	5	Yes	10	10	133	24	0	133	82	20	86	L1PE3	13	L1BIB2	10	L1VART	0	L1MTEC	9	L1MAT1	10	L1ENG1	10	L1SCI1	10	
			11	Yes	25	5	5	Yes	15	10	104	24	0	128	84	20	92	L1PE1	0	L1MUS	10	L1COMM	10	L1MUS	10	L1MAT1	10	L1ENG2	10	L1SCI1	10	
			11	Yes	35	5	5	Yes	10	10	102	24	0	126	82	20	85	L1PE1	0	L1BIB2	10	L1HIST	10	L1GEOG	5	L1MAT1	10	L1ENG1	10	L1SCI1	10	
			11	Yes	35	5	5	Yes	10	10	99	24	0	123	79	20	97	L1PE1	0	L1BIB3	10	L1HIST	10	L1GEOG	5	L1MAT1	10	L1ENG1	10	L1SCI1	10	
			11	Yes	20	5	5	Yes	10	10	95	24	0	119	75	20	92	L1PE3	3	L1BIB2	0	L1HIST	10	L1HECO	5	L1MAT1	10	L1ENG1	10	L1SCI1	10	
			11	Yes	30	0	5	Yes	10	10	92	24	0	116	77	15	96	L1PE1	0	L1BIB3	10	L1HIST	10	L1GEOG	0	L1MAT1	10	L1ENG3	10	L1SCI1	10	
			11	Yes	15	5	5	Yes	5	10	80	20	4	104	55	20	63	L1PE1	0	L1BIB2	5	L1COMM	5	L1MTEC	7	L1MAT2	5	L1ENG2	5	L1SCI1	10	
			11	Yes	20	5	5	No	5	0	80	24	0	104	70	10	92	L1PE3	3	L1BIB3	5	L1DIGT	3	L1HECO	10	L1MAT3	5	L1ENG3	10	L1SCI3	10	
			11	Yes	15	5	5	No	5	0	69	24	0	93	59	10	88	L1PE1	0	L1BIB3	5	L1PEDU	10	L1GEOG	0	L1MAT2	5	L1ENG2	10	L1SCI2	5	
			11	Yes	20	0	0	Yes	10	0	67	24	0	91	67	0	92	L1PE3	3	L1BIB2	0	L1HIST	10	L1GEOG	0	L1MAT3	10	L1ENG3	10	L1SCI3	10	
			11	No	0	5	0	Yes	10	10	59	24	0	83	44	15	88	L1PE1	0	L1BIB2	0	L1HIST	5	L1GEOG	0	L1MAT1	10	L1ENG2	0	L1SCI1	5	
			11	Yes	5	5	5	No	0	0	58	24	0	82	48	10	73	L1PE3	3	L1BIB3	0	L1DIGT	3	L1HECO	10	L1MAT2	0	L1ENG3	10	L1SCI2	0	
			11	Yes	25	0	5	Yes	15	10	75	0	0	75	60	15	99	L1PE2	0	L1BIB3	10	L1COMM	10	L1MUS	10	L1MAT1	10	L1ENG3	10	L1SCI1	10	
			11	Yes	25	0	5	Yes	10	10	72	0	0	72	52	15	96	L1PE2	0	L1BIB2	10	L1PEDU	10	L1MTEC	7	L1MAT1	10	L1ENG2	10	L1SCI1	10	
			11	Yes	20	5	5	Yes	10	10	71	0	0	71	51	20	75	L1PE3	3	L1BIB2	5	L1VART	0	L1HECO	10	L1MAT3	10	L1ENG1	10	L1SCI3	10	
			11	No	5	0	5	No	5	0	47	24	0	71	42	5	86	L1PE3	3	L1BIB3	0	L1VART	0	L1HECO	5	L1MAT3	5	L1ENG1	5	L1SCI3	0	
			11	Yes	20	5	5	Yes	10	10	71	0	0	71	51	20	91	L1PE2	0	L1BIB2	5	L1DIGT	3	L1MUS	10	L1MAT1	0	L1ENG1	10	L1SCI3	10	
			11	Yes	15	5	5	Yes	15	10	70	0	0	70	50	20	93	L1PE2	0	L1BIB2	5	L1COMM	10	L1MUS	10	L1MAT1	0	L1ENG2	10	L1SCI2	5	
			11	Yes	25	0	5	Yes	10	10	67	0	0	67	45	15	68	L1PE1	0	L1BIB3	10	L1DIGT	3	L1MTEC	9	L1MAT1	10	L1ENG2	10	L1SCI1	10	
			11	Yes	25	0	0	Yes	10	0	66	0	0	66	66	0	91	L1PE3	13	L1BIB2	10	L1DIGT	3	L1MUS	10	L1MAT3	10	L1ENG2	10	L1SCI3	10	
			11	Yes	20	5	5	Yes	15	10	65	0	0	65	45	20	95	L1PE1	0	L1BIB3	10	L1COMM	10	L1GEOG	0	L1MAT1	10	L1ENG1	5	L1SCI1	10	
			11	Yes	15	0	0	No	5	0	60	5	0	65	55	0	81	L1PE2	0	L1BIB1	5	L1PEDU	5	L1MTEC	7	L1MAT3	5	L1ENG2	5	L1SCI3	5	
			11	Yes	20	5	5	Yes	10	10	65	0	0	65	45	20	89	L1PE2	0	L1BIB3	10	L1VART	0	L1HECO	10	L1MAT1	10	L1ENG1	10	L1SCI2	5	
			11	Yes	20	5	5	Yes	10	10	64	0	0	64	37	20	85	L1PE1	0	L1BIB3	5	L1DIGT	0	L1MTEC	9	L1MAT2	0	L1ENG2	10	L1SCI1	10	
			11	Yes	25	5	5	Yes	10	10	63	0	0	63	43	20	97	L1VART	0	L1PE1	0	L1BIB3	10	L1DIGT	3	L1MAT1	10	L1ENG3	10	L1SCI1	10	
			11	Yes	20	5	5	Yes	10	10	62	0	0	62	42	20	75	L1PE2	0	L1BIB2	0	L1HIST	10	L1MTEC	2	L1MAT2	0	L1ENG1	10	L1SCI1	10	
			11	Yes	20	0	5	Yes	10	10	62	0	0	62	40	15	94	L1PE1	0	L1BIB3	5	L1DIGT	0	L1MTEC	9	L1MAT1	10	L1ENG1	10	L1SCI1	10	
			11	Yes	20	5	5	Yes	10	10	61	0	0	61	41	20	97	L1PE2	0	L1BIB3	5	L1DIGT	3	L1GEOG	0	L1MAT1	10	L1ENG2	10	L1SCI1	10	
			11	Yes	15	5	5	Yes	10	10	60	0	0	60	40	20	73	L1PE1	0	L1BIB2	0	L1DIGT	0	L1HECO	10	L1MAT2	5	L1ENG3	15	L1SCI1	10	
			11	Yes	25	5	5	Yes	10	10	60	0	0	60	40	20	92	L1PE1	0	L1BIB3	10	L1DIGT	0	L1GEOG	0	L1MAT1	10	L1ENG3	10	L1SCI1	10	
			11	Yes	25	5	5	Yes	10	0	60	0	0	60	50	10	73	L1PE1	0	L1BIB3	10	L1PEDU	10	L1GEOG	0	L1MAT1	0	L1ENG3	10	L1SCI3	10	
			11	Yes	25	5	5	No	5	0	60	0	0	60	50	10	42	L1PE3	10	L1BIB1	5	L1HIST	10	L1GEOG	0	L1MAT2	5	L1ENG3	10	L1SCI3	10	
			11	No	5	0	0	No	0	0	42	17	0	59	42	0	68	L1PE1	0	L1BIB2	0	L1PEDU	0	L1MTEC	0	L1MAT3	0	L1ENG2	5	L1SCI2	0	

		11	Yes	10	5	5	Yes	5	10	57	0	0	57	32	20	94	L1PE1	0	L1B1B1	10	L1PEDU	10	L1MTEC	7	L1MAT2	0	L1ENG3	0	L1SC1	5
		11	Yes	20	5	5	Yes	10	0	55	0	0	55	45	10	90	L1PE1	0	L1B1B3	5	L1VART	0	L1MUS	10	L1MAT1	5	L1ENG3	10	L1SC13	10
		11	Yes	20	5	0	No	5	0	55	0	0	55	50	5	86	L1PE2	0	L1B1B2	10	L1PEDU	10	L1HECO	10	L1MAT2	5	L1ENG1	10	L1SC12	5
		11	Yes	10	5	5	Yes	10	10	55	0	0	55	35	20	78	L1PE1	0	L1B1B1	0	L1HIST	5	L1MUS	10	L1MAT1	10	L1ENG1	0	L1SC1	10
		11	Yes	5	0	5	Yes	0	0	55	0	0	55	46	9	30	L1PE3	0	L1B1B2	5	L1DIGT	0	L1HECO	5	L1MAT2	0	L1ENG3	0	L1SC12	0
		11	Yes	20	5	0	No	5	0	54	0	0	54	42	5	87	L1PE2	0	L1B1B2	5	L1PEDU	10	L1MTEC	9	L1MAT2	5	L1ENG2	10	L1SC13	10
		11	Yes	15	5	0	Yes	10	10	54	0	0	54	32	15	83	L1PE1	0	L1B1B3	0	L1VART	0	L1MTEC	9	L1MAT1	10	L1ENG1	10	L1SC1	10
		11	Yes	20	5	0	No	5	0	54	0	0	54	49	5	89	L1PE3	13	L1B1B3	10	L1DIGT	3	L1GEOG	0	L1MAT2	5	L1ENG2	10	L1SC12	5
		11	Yes	10	5	5	Yes	5	10	53	0	0	53	33	20	64	L1PE2	0	L1B1B2	0	L1COMM	0	L1HECO	10	L1MAT2	5	L1ENG1	10	L1SC12	5
		11	Yes	10	5	0	Yes	10	10	50	0	0	50	35	15	89	L1PE2	0	L1B1B3	0	L1PEDU	10	L1GEOG	0	L1MAT1	10	L1ENG1	10	L1SC13	5
		11	No	5	0	0	No	5	0	49	0	0	49	42	0	94	L1PE1	0	L1B1B2	0	L1PEDU	5	L1MTEC	44	L1MAT2	5	L1ENG1	0	L1SC1	10
		11	Yes	15	0	5	No	5	0	48	0	0	48	43	5	82	L1PE3	8	L1B1B1	5	L1HIST	10	L1HECO	10	L1MAT2	5	L1ENG3	5	L1SC12	5
		11	Yes	20	0	0	Yes	5	0	47	0	0	47	47	0	85	L1PE2	0	L1B1B1	10	L1VART	0	L1MUS	0	L1MAT3	5	L1ENG1	5	L1SC12	5
		11	Yes	30	0	0	No	5	0	45	0	0	45	45	0	92	L1PE1	0	L1B1B3	10	L1PEDU	5	L1GEOG	5	L1MAT1	5	L1ENG3	10	L1SC1	10
		11	Yes	15	5	5	Yes	5	10	45	0	0	45	25	20	77	L1PE1	0	L1B1B2	5	L1DIGT	0	L1GEOG	0	L1MAT1	5	L1ENG2	10	L1SC1	5
		11	Yes	15	0	5	No	5	0	45	0	0	45	40	5	74	L1PE2	0	L1B1B1	5	L1PEDU	10	L1HECO	5	L1MAT2	5	L1ENG3	10	L1SC12	5
		11	Yes	15	0	0	No	5	0	45	0	0	45	45	0	76	L1PE2	0	L1B1B3	5	L1PEDU	10	L1MUS	10	L1MAT3	5	L1ENG2	10	L1SC12	5
		11	Yes	20	0	0	No	5	0	44	0	0	44	44	0	86	L1PE3	8	L1B1B1	10	L1COMM	0	L1MUS	6	L1MAT3	5	L1ENG2	5	L1SC13	10
		11	Yes	20	0	0	Yes	10	0	40	0	0	40	40	0	93	L1PE1	0	L1B1B2	5	L1PEDU	5	L1GEOG	0	L1MAT3	10	L1ENG2	10	L1SC13	10
		11	Yes	15	0	0	Yes	10	0	40	0	0	40	40	0	78	L1PE3	0	L1B1B1	5	L1VART	0	L1MUS	10	L1MAT2	10	L1ENG3	10	L1SC12	0
		11	Yes	15	0	0	No	5	0	40	0	0	40	40	0	69	L1PE2	0	L1B1B1	5	L1PEDU	10	L1HECO	5	L1MAT3	5	L1ENG3	10	L1SC13	5
		11	Yes	15	0	0	No	5	0	40	0	0	40	40	0	79	L1PE2	0	L1B1B1	5	L1PEDU	5	L1HECO	5	L1MAT2	5	L1ENG3	10	L1SC12	5
		11	Yes	20	5	0	Yes	10	0	40	0	0	40	35	5	95	L1PE2	0	L1B1B3	10	L1VART	0	L1GEOG	0	L1MAT1	0	L1ENG2	10	L1SC12	5
		11	Yes	15	0	5	No	5	0	38	0	0	38	33	5	56	L1PE3	3	L1B1B2	5	L1VART	0	L1HECO	5	L1MAT3	5	L1ENG1	10	L1SC13	5
		11	Yes	15	0	0	No	5	0	38	0	0	38	38	0	88	L1PE1	0	L1B1B2	0	L1DIGT	3	L1MUS	10	L1MAT3	5	L1ENG3	10	L1SC13	5
		11	Yes	15	0	0	No	5	0	35	0	0	35	35	0	92	L1PE2	0	L1B1B1	5	L1VART	0	L1MUS	10	L1MAT1	0	L1ENG1	10	L1SC12	5
		11	Yes	20	0	5	No	5	0	35	0	0	35	30	5	74	L1PE2	0	L1B1B1	5	L1VART	0	L1GEOG	5	L1MAT2	10	L1ENG3	15	L1SC12	5
		11	Yes	15	0	0	Yes	10	0	35	0	0	35	32	0	80	L1PE2	0	L1B1B1	5	L1DIGT	3	L1MTEC	2	L1MAT1	0	L1ENG2	10	L1SC12	5
		11	Yes	10	0	5	No	5	0	33	0	0	33	28	5	74	L1PE2	0	L1B1B1	0	L1PEDU	10	L1GEOG	0	L1MAT3	5	L1ENG1	15	L1SC12	0
		11	No	5	0	0	No	0	0	29	0	0	29	22	0	91	L1PE3	5	L1B1B2	0	L1PEDU	10	L1MTEC	9	L1MAT2	0	L1ENG2	0	L1SC13	5
		11	Yes	10	0	0	No	0	0	27	0	0	27	22	0	79	L1PE2	0	L1B1B1	0	L1HIST	10	L1MTEC	7	L1MAT2	0	L1ENG3	5	L1SC12	5
		11	Yes	10	0	0	No	0	0	25	0	0	25	25	0	91	L1PE2	0	L1B1B2	0	L1PEDU	5	L1GEOG	0	L1MAT3	0	L1ENG3	10	L1SC13	5
		11	Yes	10	0	0	No	5	0	25	0	0	25	25	0	85	L1PE2	0	L1B1B3	0	L1HIST	5	L1MUS	10	L1MAT3	5	L1ENG2	5	L1SC13	0
		11	No	0	0	0	No	5	0	24	0	0	24	24	0	91	L1PE3	8	L1B1B1	0	L1DIGT	0	L1MUS	6	L1MAT2	5	L1ENG1	0	L1SC12	5
		11	No	5	0	0	No	5	0	21	0	0	21	16	0	85	L1PE3	0	L1B1B1	5	L1VART	0	L1MTEC	5	L1MAT3	5	L1ENG2	0	L1SC13	0
		11	Yes	15	0	0	No	5	0	20	0	0	20	20	0	68	L1PE2	0	L1B1B1	5	L1HIST	5	L1GEOG	0	L1MAT2	5	L1ENG3	5	L1SC13	0
		11	No	0	0	0	No	5	0	20	0	0	20	20	0	54	L1PE3	5	L1B1B1	0	L1COMM	0	L1GEOG	0	L1MAT3	5	L1ENG1	0	L1SC13	5
		11	No	5	0	0	No	0	0	18	0	0	18	18	0	91	L1PE2	0	L1B1B1	0	L1DIGT	0	L1HECO	10	L1MAT1	0	L1ENG2	5	L1SC12	0
		11	No	0	0	5	No	0	0	13	0	0	13	8	5	63	L1PE3	5	L1B1B1	0	L1COMM	0	L1HECO	5	L1MAT3	0	L1ENG2	0	L1SC13	0
		11	No	0	0	0	No	0	0	10	0	0	10	10	0	84	L1PE1	0	L1B1B1	0	L1PEDU	5	L1HECO	5	L1MAT3	0	L1ENG2	0	L1SC12	0
		11	No	0	5	0	No	0	0	9	0	0	9	2	5	74	L1PE2	0	L1B1B1	0	L1VART	0	L1MTEC	4	L1MAT2	0	L1ENG1	0	L1SC12	0
		11	No	0	0	0	No	5	0	5	0	0	5	5	0	71	L1PE3	0	L1B1B1	0	L1VART	0	L1GEOG	0	L1MAT2	5	L1ENG3	0	L1SC12	0

Overall Explanation of any variance:

- Overall results for Level 1:
 - 50% of Year 11 achieved NCEA Level 1 in 2024. This has been a significant drop of 23% from 2024. This is still 5% higher than national statistics for Year 11.
- Level 1 Numeracy:

- Numeracy results dropped by 23% since 2024. This has been a significant drop and is below the School Equity Index Band and National statistics for Year 11.
- Level 1 Literacy:
 - 92.1% of Year 11 students achieved their literacy requirements which is 16% higher than the literacy results achieved nationally in 2024 and 15% higher than School Equity Index Band statistics.
 - Literacy achievement has been steady since 2022.
- Course endorsement:
 - Overall course endorsement is trending higher in 2024. 18.4% students achieved NCEA Level 1 with Merit.
 - Overall subject endorsement we had 123 Achieved endorsements, 18 Merit endorsements and 3 Excellence endorsements.
- Ethnicity Statistics:
 - Pasifika achievement for level 1 continues to trend higher than national statistics by 15% and consistent with the School Equity Index Band.
- Gender Statistics
 - Girls' achievement is trending lower since 2022 and continues to trend significantly higher by 15% compared to national statistics and similar to School Equity Index Band.
 - 42.2% boys achieved NCEA Level 1 at ASDAH in 2024 which is lower by 14% than in 2023 and is consistent with the achievement nationally but lower than the School Equity Index Band.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Changes in the new assessment standards.
 - Introduction of the numeracy corequisites.
 - There are more literacy standards offered than numeracy standards.

Where to next?

- To support students as they move into year 12:
 - Teachers to continue ensuring AT RISK students' individual needs to be addressed through the shared learner profile, course review and standards appropriate to meet the needs of the students.

- Robust monitoring of student completion of assessments using checklists and checkpoints throughout the progress of the assessment.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.
- Identify boys' interests and apply to content to make learning relevant. Offer opportunities for individual tutoring and mentor support in the classroom and in the homework centre.

Level 2 Achievement

																					</					

12	Tongan	M	Yes	Yes	157	38	0	38	95	L2MAT1	12	L2PEDU	7	L2ENG3	0	L2GEOG	6	L2PHYS	7	L2BIB2	6		
12	Cook Islands Māori	M	Yes	Yes	114	55	0	55	94	L2MAT2	3	L2MTEC	23	L2ENG3	0	L2GEOG	0	L2HIST	9	L2BIB3	0		
12	Samoan	M	Yes	Yes	129	35	0	35	88	L2MAT1	8	L2PEDU	7	L2ENG1	0	L2ACCT	7	L2PHYS	7	L2BIB3	6		
12	Cook Islands Māori	M	Yes	Yes	148	34	0	34	88	L2MAT1	6	L2PEDU	7	L2ENG1	6	L2GEOG	3	L2PHYS	7	L2BIB3	0		
12	Tongan	F	No	No	49	34	0	34	89	L2MAT3	3	L2PEDU	3	L2ENG2	0	L2BIOL	10	L23DIGT	0	L2BIB1	12		
12	Samoan	F	Yes	Yes	150	32	0	32	86	L2VART	0	L2MAT1	12	L2ENG1	4	L2GEOG	0	L2PHYS	4	L2BIB2	12		
12	Tongan	M	Yes	Yes	132	32	0	32	73	L2MAT3	11	L2HECO	5	L2ENG2	0	L2GEOG	0	L2HIST	4	L2BIB1	12		
12	Cook Islands Māori	M	Yes	Yes	91	32	0	32	67	L2MAT2	3	L2MTEC	5	L2ENG2	0	L2ACCT	0	L23ECON	0	L2BIB1	0		
12	Tongan	M	Yes	Yes	41	31	0	31	85	L2MAT2	7	L2PEDU	7	L2ENG2	4	L2GEOG	0	L2PHYS	7	L2BIB3	6		
12	Cook Islands Māori	F	Yes	Yes	100	30	0	30	57	L2MAT1	12	L2HECO	10	L2ENG1	0	L2ACCT	4	L23ECON	4	L2BIB3	0		
12	Samoan	M	Yes	No	87	30	0	30	83	L2MAT3	3	L2PEDU	0	L2ENG3	0	L2BIOL	3	L2HIST	0	L2BIB1	0		
12	Tokelauan	M	Yes	Yes	104	29	0	29	68	L2MAT3	0	L2MAT2	0	L2PEDU	0	L2ENG3	0	L2BIOL	3	L2VART	0	L2BIB1	6
12	Cook Islands Māori	M	Yes	No	110	26	0	26	64	L2MAT1	6	L2PEDU	4	L2ENG2	0	L2GEOG	0	L23DIGT	0	L2BIB3	6		
12	Tongan	M	Yes	No	84	19	5	24	57	L2MUS	4	L2MAT3	0	L2PEDU	0	L2ENG3	0	L2HIST	0	L2BIB1	0		
12	Samoan	F	Yes	Yes	134	23	0	23	63	L2MAT1	12	L2PEDU	7	L2ENG2	4	L2ACCT	0	L23ECON	0	L2BIB3	0		
12	Tongan	F	Yes	Yes	106	23	0	23	74	L2MAT2	4	L2CHEM	3	L2ENG1	0	L2BIOL	7	L2PHYS	4	L2BIB3	0		
12	Tongan	M	Yes	Yes	100	21	0	21	71	L2MUS	4	L2MAT2	0	L2MAT3	0	L2MAT2	0	L2PEDU	4	L2ENG3	4	L2PHYS	4
12	Tongan	M	Yes	Yes	104	20	0	20	74	L2MAT3	7	L2PEDU	3	L2ENG3	0	L2GEOG	0	L2VART	0	L2BIB3	0		
12	Tongan	M	Yes	No	65	20	0	20	55	L2MUS	0	L2MAT3	3	L2PEDU	0	L2ENG2	0	L2PHYS	0	L2BIB1	0		
12	Cook Islands Māori	M	Yes	Yes	89	19	0	19	63	L2MAT3	3	L2PEDU	3	L2ENG1	0	L2BIOL	3	L2VART	0	L2BIB3	0		
12	Tongan	M	No	Yes	59	15	0	15	83	L2MAT2	0	L2PEDU	0	L2ENG1	0	L2GEOG	0	L23DIGT	0	L2BIB1	0		
12	Tongan	M	No	No	6	6	0	6	52	L2MAT3	0	L2MAT2	0	L2MTEC	0	L2ENG2	0	L2ACCT	0	L23ECON	0	L2BIB1	6

Year 12 NCEA Achievement

Overall Explanation of any variance:

- In Level 2 the trend was lower by 11% from 2023 achievement. 6% lower than national statistics and 22% and similar to School Equity Index Band statistics.
- Literacy and Numeracy achievement continues to be consistently high with 93.2% in literacy and 89.8% in numeracy.
- There was a significant increase in NCEA Certificate endorsements with a 9% increase in Achievement with Merit.
- Overall subject endorsement we had 52 Achieved endorsements, 14 Merit endorsements and 1 Excellence endorsement.
- Boys' achievement has dropped significantly by 25% in 2024 however statistics for and has remained consistent with achievement in 2023, 4% higher than national statistics and similar to the School Equity Index Band statistics.
- Ethnicity achievement:
 - Pasifika students' achievement continues to trend higher than the national statistics 7% lower than School Equity Index Band statistics.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Students taking subjects for the first time, without the foundation knowledge in level 1.
 - Lack of completion of assessment tasks.
 - Poor attendance.

Where to next?

- Support students with knowledge and understanding of taking subjects aligned to their career pathways from Year 9.
- Opportunities for students to reinforce learning in the homework centre.
- To ensure students meet their deadlines.
- Support their understanding of career pathways by discussions with the Careers Teacher.
- Teachers to ensure students' individual needs to be addressed through continuing the shared learner profile, course review and standards appropriate to meet the needs of the girls.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.

Level 3 Achievement

First Name	Last Name	Year Level	Ethnicity 1	Gender	Literacy	Numeracy	L1 Total	L2 Total	L3 Total	Attendance	Subject 1	Credits	Subject 2	Credits	Subject 3	Credits	Subject 4	Credits	Subject 5	Credits	Subject 6	Credits	Subject 7	Credits	
		13	Samoan	F	Yes	Yes	253	186	113	43	L3GEOG	0	L3ENG3	0	L3MAT2	0	L3BIB3	12	L3HECO	15	L3HIST	15			
		13	Filipino	F	Yes	Yes	210	186	101	68	L3VART	0	L3BIOL	3	L3ENG1	6	L3MAT2	3	L3BIB2	12	L3CHEM	9	L3HIST	5	
		13	Filipino	F	Yes	Yes	157	157	99	82	L3BIOL	10	L3ENG2	0	L3MAT3	9	L3BIB2	18	L3CHEM	9	L3PHYS	3			
		13	Fijian	F	Yes	Yes	277	177	95	87	L3GEOG	3	L3ENG1	6	L3MAT2	14	L3BIB2	12	L3PEDU	8	L3HIST	10			
		13	Other South African	M	Yes	Yes	256	153	86	85	L3MTEC	8	L3ENG3	10	L3MAT2	10	L3BIB3	18	L23ECON	0	L3HIST	15			
		13	Cook Islands Māori	M	Yes	Yes	211	131	74	85	L3GEOG	3	L3ENG3	14	L3MAT2	10	L3BIB3	12	L3PEDU	7	L3PHYS	3			
		13	Filipino	M	Yes	Yes	276	161	73	98	L3GEOG	9	L3ENG1	14	L3MAT1	12	L3BIB2	18	L23DIGT	3	L3HIST	15			
		13	Māori	F	Yes	Yes	232	137	71	47	L3BIOL	6	L3ENG1	0	L3MAT2	6	L3BIB2	0	L3HECO	15	L3PHYS	0			
		13	Tongan	F	Yes	Yes	202	133	70	92	L3BIOL	6	L3ENG1	0	L3MAT3	8	L3BIB1	0	L3HECO	15	L3HIST	0			
		13	Filipino	F	Yes	Yes	213	104	70	81	L3GEOG	3	L3ENG3	10	L3MAT2	11	L3BIB1	6	L23DIGT	0	L3VART	0			
		13	NZ European	M	Yes	Yes	265	146	69	84	L3ACCT	13	L3ENG1	14	L3MAT1	12	L3BIB3	18	L23ECON	9	L3PHYS	7			
		13	Cook Islands Māori	M	Yes	Yes	297	173	68	88	L3BIOL	10	L3ENG2	4	L3MAT1	12	L3BIB2	18	L3CHEM	9	L3HIST	15			
		13	Not Stated	F	Yes	Yes	263	154	68	90	L3GEOG	6	L3ENG3	10	L3MAT1	10	L3BIB2	12	L3HECO	15	L3HIST	10			
		13	Samoan	M	Yes	Yes	236	135	67	97	L3ACCT	9	L3ENG1	10	L3MAT1	5	L3BIB2	18	L23ECON	5	L3MUS	8			
		13	Samoan	F	Yes	Yes	207	105	66	69	L3ACCT	5	L3ENG2	0	L3MAT1	6	L3BIB1	6	L23ECON	9	L3MUS	4			
		13	Tongan	F	Yes	Yes	204	135	65	91	L3BIOL	6	L3ENG2	0	L3MAT3	8	L3BIB1	0	L3HECO	15	L3VART	0			
		13	Cook Islands Māori	M	Yes	Yes	190	118	63	84	L3ACCT	9	L3ENG1	0	L3MAT1	8	L3BIB3	6	L3PEDU	8	L3PHYS	7			
		13	Tongan	M	Yes	Yes	72	72	62	68	L3MTEC	8	L3ENG3	6	L3MAT3	12	L3BIB1	6	L3HECO	10	L3VART	0			
		13	Tongan	F	Yes	Yes	252	148	62	70	L3BIOL	10	L3ENG3	10	L3MAT1	8	L3BIB2	18	L3CHEM	9	L3PHYS	7			
		13	Samoan	M	Yes	Yes	219	128	61	87	L3MTEC	4	L3ENG2	0	L3MAT1	12	L3BIB3	6	L3PEDU	7	L3PHYS	7			
		13	Tongan	F	Yes	Yes	232	139	61	94	L3BIOL	10	L3ENG3	10	L3MAT2	14	L3BIB2	12	L3HECO	15	L3VART	0			
		13	Māori	M	Yes	Yes	280	171	60	91	L3MTEC	8	L3ENG2	4	L3MAT1	12	L3BIB3	18	L3PEDU	11	L3PHYS	7			
		13	Samoan	M	Yes	Yes	211	124	60	98	L3ACCT	9	L3ENG3	10	L3MAT2	14	L3BIB3	18	L23ECON	5	L3MUS	4			
		13	Kiribati	M	Yes	Yes	158	66	60	75	L3BIB2	12	L3MTEC	4	L3ENG3	10	L3MAT1	12	L3BIB1	6	L3CHEM	9	L3PHYS	7	
		13	Tongan	F	Yes	Yes	196	122	59	98	L3BIOL	6	L3ENG1	0	L3MAT3	8	L3BIB3	0	L3PEDU	4	L3HIST	0			
		13	Samoan	M	Yes	Yes	252	159	59	86	L3MTEC	8	L3ENG1	0	L3MAT1	12	L3BIB3	12	L23DIGT	0	L3PHYS	7			
		13	Tongan	F	Yes	Yes	232	137	58	93	L3GEOG	3	L3ENG1	6	L3MAT2	7	L3BIB2	12	L3HECO	15	L3HIST	15			
		13	Other Southeast Asian	M	No	Yes	78	78	58	84	L3BIOL	10	L3ENG1	0	L3MAT3	12	L3BIB1	6	L23DIGT	0	L3PHYS	3			
		13	Māori	F	Yes	Yes	260	147	58	80	L3BIOL	10	L3ENG1	6	L3MAT1	8	L3BIB2	12	L3HECO	15	L3PHYS	7			
		13	Cook Islands Māori	F	Yes	Yes	289	161	58	93	L3VART	0	L3GEOG	9	L3ENG2	4	L3MAT1	12	L3BIB2	18	L3HIST	15			
		13	Tongan	F	Yes	Yes	249	143	58	76	L3BIOL	6	L3ENG2	0	L3MAT2	14	L3BIB3	18	L23DIGT	0	L3VART	0			
		13	Samoan	F	Yes	Yes	144	118	57	79	L3BIOL	10	L3ENG3	0	L3MAT3	12	L3BIB3	6	L3CHEM	9	L3MUS	4			
		13	Niuean	F	Yes	Yes	196	107	56	78	L3ACCT	0	L3ENG2	0	L3MAT1	12	L3BIB1	6	L23ECON	5	L3HIST	10			

13 Tongan	F	Yes	Yes	202	124	55	90	L3ACCT	0	L3ENG2	0	L3MAT2	10	L3BIB3	12	L23ECON	4	L3HIST	10			
13 Samoan	M	Yes	Yes	198	117	54	87	L3GEOG	3	L3ENG3	14	L3MAT2	7	L3BIB1	12	L3PEDU	11	L3PHYS	7			
13 Samoan	M	Yes	Yes	216	130	54	94	L3MTEC	8	L3ENG2	4	L3MAT1	12	L3BIB1	12	L3PEDU	11	L3PHYS	3			
13 NZ European	M	Yes	Yes	223	123	53	95	L3ACCT	9	L3ENG3	4	L3MAT1	8	L3BIB2	12	L23ECON	9	L3HIST	15			
13 Tongan	F	Yes	Yes	230	139	52	89	L3VART	0	L3MTEC	8	L3ENG3	0	L3MAT1	6	L3BIB1	6	L3PHYS	7			
13 Tongan	F	Yes	Yes	207	128	51	92	L3BIOL	6	L3ENG2	0	L3MAT3	9	L3BIB1	6	L3HECO	15	L3HIST	15			
13 Tongan	M	Yes	Yes	209	116	51	74	L3GEOG	3	L3ENG3	10	L3MAT1	8	L3BIB2	12	L3PEDU	11	L3PHYS	7			
13 Fijian	F	Yes	Yes	251	141	50	74	L3GEOG	3	L3ENG2	0	L3MAT1	9	L3BIB3	12	L3PEDU	8	L3HIST	15			
13 Filipino	F	Yes	Yes	125	120	50	80	L3BIOL	6	L3ENG2	4	L3MAT3	12	L3BIB2	12	L3CHEM	9	L3PHYS	7			
13 Samoan	M	Yes	Yes	208	107	49	94	L3DIGT	0	L3ENG1	4	L3MAT2	11	L3BIB3	18	L3CHEM	9	L3PHYS	3			
13 Tongan	M	Yes	Yes	226	135	49	86	L3MTEC	8	L3ENG1	6	L3MAT1	8	L3BIB3	0	L23DIGT	0	L3PHYS	7			
13 Tongan	F	Yes	Yes	227	128	49	87	L3MTEC	8	L3ENG3	0	L3MAT2	14	L3BIB1	12	L3PEDU	7	L3MUS	8			
13 Filipino	F	Yes	Yes	282	155	46	88	L3DIGT	0	L3ACCT	13	L3ENG2	4	L3MAT1	12	L3BIB2	12	L23ECON	9			
13 Samoan	M	Yes	Yes	209	120	45	74	L3MTEC	0	L3ENG2	0	L3MAT2	6	L3BIB1	6	L3PEDU	4	L3PHYS	7			
13 Filipino	F	Yes	No	109	99	44	71	L3BIOL	6	L3ENG2	4	L3MAT2	6	L3BIB2	12	L3CHEM	9	L3PHYS	7			
13 Cook Islands Māori	M	Yes	Yes	202	111	44	67	L3GEOG	3	L3ENG3	4	L3MAT2	7	L3BIB3	18	L3PEDU	8	L3MUS	4			
13 Māori	F	Yes	Yes	206	103	42	46	L3MTEC	4	L3ENG3	0	L3MAT2	0	L3BIB3	0	L3HECO	15	L3VART	0			
13 Māori	M	Yes	Yes	226	116	37	89	L3MTEC	0	L3ENG1	0	L3MAT1	8	L3BIB2	12	L3PEDU	8	L3PHYS	7			
13 Tongan	M	Yes	Yes	228	136	36	92	L3MTEC	4	L3ENG1	0	L3MAT3	8	L3BIB1	0	L3PEDU	4	L3MUS	4			
13 Tokelauan	F	Yes	Yes	204	110	36	74	L3MTEC	0	L3ENG3	0	L3MAT2	3	L3BIB3	0	L3HECO	10	L3VART	0			
13 Filipino	M	No	Yes	49	49	34	87	L3GEOG	3	L3ENG2	4	L3MAT2	14	L3BIB1	6	L23DIGT	0	L3PHYS	7			
13 Samoan	M	Yes	Yes	188	103	33	89	L3MTEC	0	L3ENG1	0	L3MAT1	9	L3BIB1	0	L3PEDU	4	L3PHYS	0			
13 Māori	F	Yes	No	89	63	6	66	L3MUS	0	L3BIOL	3	L3ENG3	0	L3MAT3	0	L3BIB1	0	L3HIST	0			

Key:

	UE Subject/2 science subjects can be combined as 1 UE subject/Attained UE
	2UE Subjects – 1 more needed to attain UE
	1UE Subject – 2 more needed to attain UE

Year 13 Achievement:

Overall Explanation of any variance:

- Significant rise in achievement by 7% in Year 13 achievement based on participation statistics.
- At Level 3 there was an upward trend in the quality of results with 2.2% achieving with Excellence and 13.3% up by 4% from 2024.
- Overall subject endorsement we had 50 Achieved endorsements, 8 Merit endorsements and 2 Excellence endorsements.
- Level 3 Ethnicity achievement:
 - Pasifika achievement was higher by 20% than national statistics and higher by 10% than School Equity Index Band Statistics.
- Level 3 gender statistics:
 - Girls achievement remained consistent with 79.4% and boys achievement trended higher by 18% (male) from 2024.
- University Entrance Achievement:

- ASDAH's participation statistics dropped by 5% in 2024. In 2024 there was a significant increase in boys achieving UE by 14% than in 2023 and a drop by 20% of girls achieving UE.
- Factors affecting achievement:
 - Impact of Covid has reduced, which has increased motivation for students to get back to normal routine.
 - Teachers scaffolded assessments using checklists.
 - This cohort has performed well from Level 1.
 - Attendance was good in the first three terms.

Where to next?

- To be intentional about a focus on a minimum of 14 credits per subject. This is to be reinforced daily in homerooms and subjects. SLT will follow up on how this is tracking
- Teachers to intentionally focusing on the relevance of the subjects to the pathway of the students.
- Strengthening the use Learning Intentions and Success Criteria. HOD's to keep track of how this is happening in their departments
- Prompt feedback after regular and immediate monitoring. Also aiming to have results to students 2 weeks after the due date.
- Improve involvement with parents as early in the year as needed.
- Continue career education through Career advisor, Homeroom Teachers, Subject Teachers to continue academic conversations around career pathways
- We will continue with the mentoring programme for AT RISK students.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency
- Build relationships with students.

Year 9 Literacy Achievement – review of progress for 2024

	Midyear TOTAL: 74	End of year TOTAL: 71	Comment on progress
5-ABOVE	7 (9.4%)	13 (18.3%)	Slight shift from Level 5 to Level 6 of the curriculum is evident at the end of the year. Other curriculum levels remained the same.
4-AT	42 (59.7%)	48 (67.6%)	
3-BELOW	17 (22.94%)	9 (12.6%)	
2-WAY BELOW	8 (10.8%)	1 (0.1%)	

Year 9 Numeracy Achievement – review of progress for 2024

	Midyear TOTAL: 73	End of year TOTAL: 70	Comment on progress
5-ABOVE	10 (13.6%)	15 (21.4%)	There has been an increase in the number of students who achieved Level 5 of the curriculum in preparation for Year 10. Increase in the number that were in the orange zone. No students achieved Way Below the curriculum Level.
4-AT	23 (31.5%)	33 (47.1%)	
3-BELOW	26 (35.6%)	21 (30%)	
2-WAY BELOW	14 (19.1%)	1 (0.1%)	

Year 10 Literacy Achievement – review of progress in 2024

	Midyear TOTAL: 73	End of year TOTAL: 71	Comments on progress
6-ABOVE	8 (10.8%)	12 (16.9%)	Slight upward trend in Level 5 of the curriculum with a few students who were at Level 6 of the curriculum. Significant number increased noted in achieving WAY BELOW the curriculum Level.
5-AT	36 (49.3%)	41 (57.7%)	
4-BELOW	22 (30.1%)	15 (21.1%)	
3-WAY BELOW	7 (9.5%)	3 (4.2%)	

Year 10 Numeracy Achievement – review of progress in 2024

	Beginning of year TOTAL: 77	End of year TOTAL: 71	Comments on progress
6-ABOVE	10 (13.6%)	8 (11.2%)	Slight decrease in the number of students achieving WAY BELOW the curriculum Level.
5-AT	23 (31.5%)	25 (35.2%)	
4-BELOW	26 (35.6%)	24 (33.8%)	
3-WAY BELOW	14 (19.1%)	14 (19.7%)	



Auckland Seventh-day Adventist High School

Commitment, Excellence and Respect

Senior Leadership Report to Board of Trustees

17 February 2025

This report is comprised of reports from Principal, Gloria Teulilo; Deputy Principal Pastoral Care, Jessie Fuamatu and Deputy Principal Curriculum and Assessment, Lorraine Covenden.

Goal 2: Teaching and Learning:

Priorities:

- Quality Teaching/Leadership
- Barrier Free access for all learners
- Student Progress and Achievement
- Curriculum

Student Progress and Achievement: DP Teaching and Learning

ACHIEVEMENT 2020-2024

	2024	2023	2022	2021	2020
UE	28% (16)	38% (20)	30% (12)	48.6% (18)	38%(17) (34.7)
LEVEL 3	82.4% (47) (Participation and number of students)	81% (43)	60% (24)	75.6% (28)	86% (37) (71.4)
LEVEL 2	71.4% (40)	81% (51)	84% (59)	85.7% (42)	86% (36) (73.5)
LEVEL 1	50% (38)	73% (43)	91% (63)	78.6% (59)	77% (37) (70)

Year 9 Literacy Achievement – review of progress for 2024

	Midyear TOTAL: 74	End of year TOTAL: 71	Comment on progress
5-ABOVE	7 (9.4%)	13 (18.3%)	Slight shift from Level 5 to Level 6 of the curriculum is evident at the end of the year. Other curriculum levels remained the same.
4-AT	42 (59.7%)	48 (67.6%)	
3-BELOW	17 (22.94%)	9 (12.6%)	
2-WAY BELOW	8 (10.8%)	1 (0.1%)	

Year 9 Numeracy Achievement – review of progress for 2024

	Midyear TOTAL: 73	End of year TOTAL: 70	Comment on progress
5-ABOVE	10 (13.6%)	15 (21.4%)	There has been an increase in the number of students who achieved Level 5 of the curriculum in preparation for Year 10. Increase in the number that were in the orange zone. No students achieved Way Below the curriculum Level.
4-AT	23 (31.5%)	33 (47.1%)	
3-BELOW	26 (35.6%)	21 (30%)	
2-WAY BELOW	14 (19.1%)	1 (0.1%)	

Year 10 Literacy Achievement – review of progress in 2024

	Midyear TOTAL: 73	End of year TOTAL: 71	Comments on progress
6-ABOVE	8 (10.8%)	12 (16.9%)	Slight upward trend in Level 5 of the curriculum with a few students who were at Level 6 of the curriculum. Significant number increased noted in achieving WAY BELOW the curriculum Level.
5-AT	36 (49.3%)	41 (57.7%)	
4-BELOW	22 (30.1%)	15 (21.1%)	
3-WAY BELOW	7 (9.5%)	3 (4.2%)	

Year 10 Numeracy Achievement – review of progress in 2024

	Beginning of year TOTAL: 77	End of year TOTAL: 71	Comments on progress
6-ABOVE	10 (13.6%)	8 (11.2%)	Slight decrease in the number of students achieving WAY BELOW the curriculum Level.
5-AT	23 (31.5%)	25 (35.2%)	
4-BELOW	26 (35.6%)	24 (33.8%)	
3-WAY BELOW	14 (19.1%)	14 (19.7%)	

Overall Explanation of any variance:

- Overall results for Level 1:

- 50% of Year 11 achieved NCEA Level 1 in 2024. This has been a significant drop of 23% from 2024. This is still 5% higher than national statistics for Year 11.
- Level 1 Numeracy:
 - Numeracy results dropped by 23% since 2024. This has been a significant drop and is below the School Equity Index Band and National statistics for Year 11.
- Level 1 Literacy:
 - 92.1% of Year 11 students achieved their literacy requirements which is 16% higher than the literacy results achieved nationally in 2024 and 15% higher than School Equity Index Band statistics.
 - Literacy achievement has been steady since 2022.
- Course endorsement:
 - Overall course endorsement is trending higher in 2024. 18.4% students achieved NCEA Level 1 with Merit.
 - Overall subject endorsement we had 123 Achieved endorsements, 18 Merit endorsements and 3 Excellence endorsements.
- Ethnicity Statistics:
 - Pasifika achievement for level 1 continues to trend higher than national statistics by 15% and consistent with the School Equity Index Band.
- Gender Statistics
 - Girls' achievement is trending lower since 2022 and continues to trend significantly higher by 15% compared to national statistics and similar to School Equity Index Band.
 - 42.2% boys achieved NCEA Level 1 at ASDAH in 2024 which is lower by 14% than in 2023 and is consistent with the achievement nationally but lower than the School Equity Index Band.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Changes in the new assessment standards.
 - Introduction of the numeracy corequisites.
 - There are more literacy standards offered than numeracy standards.

Where to next?

- To support students as they move into year 12:
 - Teachers to continue ensuring AT RISK students' individual needs to be addressed through the shared learner profile, course review and standards appropriate to meet the needs of the students.

- Robust monitoring of student completion of assessments using checklists and checkpoints throughout the progress of the assessment.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.
- Identify boys' interests and apply to content to make learning relevant. Offer opportunities for individual tutoring and mentor support in the classroom and in the homework centre.

Year 12 NCEA Achievement

Overall Explanation of any variance:

- In Level 2 the trend was lower by 11% from 2023 achievement. 6% lower than national statistics and 22% and similar to School Equity Index Band statistics.
- Literacy and Numeracy achievement continues to be consistently high with 93.2% in literacy and 89.8% in numeracy.
- There was a significant increase in NCEA Certificate endorsements with a 9% increase in Achievement with Merit.
- Overall subject endorsement we had 52 Achieved endorsements, 14 Merit endorsements and 1 Excellence endorsement.
- Boys' achievement has dropped significantly by 25% in 2024 however statistics for and has remained consistent with achievement in 2023, 4% higher than national statistics and similar to the School Equity Index Band statistics.
- Ethnicity achievement:
 - Pasifika students' achievement continues to trend higher than the national statistics 7% lower than School Equity Index Band statistics.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Students taking subjects for the first time, without the foundation knowledge in level 1.
 - Lack of completion of assessment tasks.
 - Poor attendance.

Where to next?

- Support students with knowledge and understanding of taking subjects aligned to their career pathways from Year 9.
- Opportunities for students to reinforce learning in the homework centre.
- To ensure students meet their deadlines.
- Support their understanding of career pathways by discussions with the Careers Teacher.
- Teachers to ensure students' individual needs to be addressed through continuing the shared learner profile, course review and standards appropriate to meet the needs of the girls.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.

Year 13 Achievement:

Overall Explanation of any variance:

- Significant rise in achievement by 7% in Year 13 achievement based on participation statistics.
- At Level 3 there was an upward trend in the quality of results with 2.2% achieving with Excellence and 13.3% up by 4% from 2024.
- Overall subject endorsement we had 50 Achieved endorsements, 8 Merit endorsements and 2 Excellence endorsements.
- Level 3 Ethnicity achievement:
 - Pasifika achievement was higher by 20% than national statistics and higher by 10% than School Equity Index Band Statistics.
- Level 3 gender statistics:
 - Girls achievement remained consistent with 79.4% and boys achievement trended higher by 18% (male) from 2024.
- University Entrance Achievement:
 - ASDAH's participation statistics dropped by 5% in 2024. In 2024 there was a significant increase in boys achieving UE by 14% than in 2023 and a drop by 20% of girls achieving UE.
- Factors affecting achievement:

- Impact of Covid has reduced, which has increased motivation for students to get back to normal routine.
- Teachers scaffolded assessments using checklists.
- This cohort has performed well from Level 1.
- Attendance was good in the first three terms.

Where to next?

- To be intentional about a focus on a minimum of 14 credits per subject. This is to be reinforced daily in homerooms and subjects. SLT will follow up on how this is tracking
- Teachers to intentionally focusing on the relevance of the subjects to the pathway of the students.
- Strengthening the use Learning Intentions and Success Criteria. HOD's to keep track of how this is happening in their departments
- Prompt feedback after regular and immediate monitoring. Also aiming to have results to students 2 weeks after the due date.
- Improve involvement with parents as early in the year as needed.
- Continue career education through Career advisor, Homeroom Teachers, Subject Teachers to continue academic conversations around career pathways
- We will continue with the mentoring programme for AT RISK students.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency
- Build relationships with students.

School and Treaty of Waitangi

The statements below are the Auckland Seventh-day Adventist High School's Treaty of Waitangi statement. This statement is part of the schools strategic and annual plan and is found in the governance section of the strategic plan.

Key Goal	Measure	Time	Responsibility	Notes – including variance in 2024
The school acknowledges the Treaty of Waitangi principles, our nations bicultural foundations and enables students to acquire knowledge of te re Maori and tikanga Maori	The school will normalise tikanga and te reo Māori by: <ul style="list-style-type: none"> • Meaningfully incorporating simple te reo Māori phrases in everyday school activities • Encouraging the correct pronunciation of local Māori place names and landmarks • Incorporating tikanga Māori into special character school events • Engaging with the local Māori community 	Termly	Principal/SLT	<p>Explanation of any variance The school has been on track in implementing the first 3 bullet points but there is still more work to be done with engaging with our local Maori community. We engage with our SDA Maori community but have not made much progress with connecting with local Iwi.</p> <p>Evaluation (where to next) planning for next year. With guidance from our SDA Maori community look to engage with our local Iwi.</p>

In addition, the school also

1. Teaches te reo Maori to all year 9 students. It is also an option at year 10
2. Hold powhiri's for all new staff and students and any special visitors to the school
3. Have a Maori representative on the Board of Trustees

Kiwi Sport Report

In 2024, Kiwi Sport money was used mainly to pay for the transportation of sports teams to and from games. Sports codes that used this were:

1. Basket Ball - junior and senior teams
2. Volley Ball – junior and senior teams
3. Tag – junior team
4. Rugby League 9 aside and Senior 13 team.
5. Netball – junior and senior teams

Some money was also used to help pay for team uniforms. This is year, similar to 2023. The school also sent the senior volleyball team to the nationals in Wellington for the first time. Kiwi sport money also helped with the payment of transportation to the tournament.