

NGA TAIATEA WHAREKURA

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	488
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NGA TAIATEA WHAREKURA

ANNUAL REPORT

For the year ended 31 December 2022

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Nga Taiatea Wharekura

Statement of Responsibility For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Haani Huata-Allen

Full Name of Presiding Member

Haani Huata-Allen

Signature of Presiding Member

31/05/2023

Date:

Mideke Ohia

Full Name of Principal

Mideke Ohia

Signature of Principal

31/ May 2023

Date:

Nga Taiatea Wharekura

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	6,353,658	6,188,051	5,826,141
Locally Raised Funds	3	105,187	117,930	106,267
Interest Income		33,832	13,600	13,372
Gain on Sale of Property, Plant and Equipment		508	-	328
Total Revenue		6,493,185	6,319,581	5,946,108
Expenses				
Locally Raised Funds	3	86,779	89,230	69,338
Learning Resources	4	3,339,970	3,470,052	3,431,095
Administration	5	719,899	677,424	442,832
Finance		1,740	2,000	1,860
Property	6	1,638,340	1,618,493	1,537,489
Other Expenses	7	244,360	247,285	205,261
Loss on Disposal of Property, Plant and Equipment		820	-	6,793
		6,031,908	6,104,484	5,694,668
Net Surplus / (Deficit) for the year		461,277	215,097	251,440
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		461,277	215,097	251,440

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



Nga Taiatea Wharekura
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		3,316,460	3,316,460	3,063,145
Total comprehensive revenue and expense for the year		461,277	215,097	251,440
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		28,973	-	1,875
Equity at 31 December		3,806,710	3,531,557	3,316,460
Accumulated comprehensive revenue and expense		3,806,710	3,531,557	3,316,460
Equity at 31 December		3,806,710	3,531,557	3,316,460

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.



Nga Taiatea Wharekura
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,469,735	1,199,152	892,923
Accounts Receivable	9	227,126	223,300	223,310
GST Receivable		28,937	22,000	29,786
Prepayments		5,018	5,000	8,013
Inventories	10	51,970	46,800	46,833
Investments	11	1,200,284	1,200,284	1,200,284
Funds Receivable for Capital Works Projects	17	417	-	417
		<u>2,983,487</u>	<u>2,696,536</u>	<u>2,401,566</u>
Current Liabilities				
Accounts Payable	13	286,014	270,900	280,836
Revenue Received in Advance	14	4,723	4,500	4,005
Provision for Cyclical Maintenance	15	2,790	2,790	14,045
Finance Lease Liability	16	13,186	13,178	23,712
Funds held for Capital Works Projects	17	11,943	-	15,851
		<u>318,656</u>	<u>291,368</u>	<u>338,449</u>
Working Capital Surplus/(Deficit)		<u>2,664,831</u>	<u>2,405,168</u>	<u>2,063,117</u>
Non-current Assets				
Property, Plant and Equipment	12	1,290,717	1,274,589	1,383,628
		<u>1,290,717</u>	<u>1,274,589</u>	<u>1,383,628</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	137,169	137,160	120,177
Finance Lease Liability	16	11,669	11,040	10,108
		<u>148,838</u>	<u>148,200</u>	<u>130,285</u>
Net Assets		<u>3,806,710</u>	<u>3,531,557</u>	<u>3,316,460</u>
Equity		<u>3,806,710</u>	<u>3,531,557</u>	<u>3,316,460</u>

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



Nga Taiatea Wharekura

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,850,994	1,695,488	1,657,606
Locally Raised Funds		95,722	118,425	118,226
Goods and Services Tax (net)		849	7,786	(11,268)
Payments to Employees		(469,265)	(488,677)	(566,864)
Payments to Suppliers		(868,392)	(945,800)	(784,285)
Interest Paid		(923)	(2,000)	(1,070)
Interest Received		30,126	10,218	12,767
Net cash from/(to) Operating Activities		639,111	395,440	425,112
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(70,031)	(64,175)	(550,748)
Net cash from/(to) Investing Activities		(70,031)	(64,175)	(550,748)
Cash flows from Financing Activities				
Furniture and Equipment Grant		28,973	-	1,875
Finance Lease Payments		(17,333)	(9,602)	(19,904)
Funds Administered on Behalf of Third Parties		(3,908)	(15,434)	23,179
Net cash from/(to) Financing Activities		7,732	(25,036)	5,150
Net increase/(decrease) in cash and cash equivalents		576,812	306,229	(120,486)
Cash and cash equivalents at the beginning of the year	8	892,923	892,923	1,013,409
Cash and cash equivalents at the end of the year	8	1,469,735	1,199,152	892,923

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



Nga Taiatea Wharekura

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Nga Taiatea Wharekura (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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

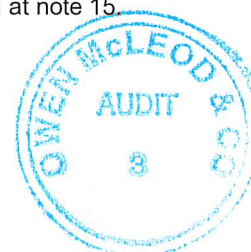
Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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



Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10 – 75 years
Board Owned Buildings	10 – 75 years
Furniture and equipment	5 – 15 years
Information and communication technology	3 – 4 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 and intangible assets

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. The valuation is based on a comparison to recent market transactions.

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

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

k) Accounts Payable

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



l) Employee Entitlements

Short-term employee entitlements

Employee 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, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

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

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



q) Borrowings

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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



2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	2,172,913	2,053,479	1,804,126
Teachers' Salaries Grants	2,727,435	2,727,435	2,695,840
Use of Land and Buildings Grants	1,346,957	1,346,957	1,281,531
Other Government Grants	106,353	60,180	44,644
	<u>6,353,658</u>	<u>6,188,051</u>	<u>5,826,141</u>

The school has opted in to the donations scheme for this year. Total amount received was \$43,650.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	7,500	1,500	1,494
Fees for Extra Curricular Activities	20,436	41,530	18,193
Trading	49,048	48,300	59,602
Fundraising & Community Grants	20,439	20,500	24,578
Other Revenue	7,764	6,100	2,400
	<u>105,187</u>	<u>117,930</u>	<u>106,267</u>
Expenses			
Extra Curricular Activities Costs	43,760	46,830	19,842
Trading	43,004	38,400	45,562
Fundraising and Community Grant Costs	15	4,000	3,934
	<u>86,779</u>	<u>89,230</u>	<u>69,338</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>18,408</u>	<u>28,700</u>	<u>36,929</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	204,675	268,700	168,312
Equipment Repairs	42	2,500	1,791
Information and Communication Technology	27,345	50,700	48,479
Library Resources	912	4,750	1,851
Employee Benefits - Salaries	2,904,403	2,955,388	3,016,629
Staff Development	22,295	14,800	17,469
Depreciation	180,298	173,214	176,564
	<u>3,339,970</u>	<u>3,470,052</u>	<u>3,431,095</u>



5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	5,150	5,150	5,000
Board Fees	4,490	4,400	4,345
Board Expenses	3,948	5,710	2,190
Communication	5,463	6,220	4,398
Consumables	9,317	7,915	6,220
Other	63,872	45,100	35,978
Lunches in Schools	366,221	366,221	184,646
Employee Benefits - Salaries	254,523	230,270	193,746
Insurance	6,915	6,438	6,309
	719,899	677,424	442,832

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	11,743	11,640	10,862
Consultancy and Contract Services	56,389	55,315	52,167
Cyclical Maintenance Provision	19,310	21,341	20,806
Grounds	7,433	9,200	11,540
Heat, Light and Water	99,238	77,130	75,759
Rates	10,981	7,620	7,616
Repairs and Maintenance	17,332	29,380	29,524
Use of Land and Buildings	1,346,957	1,346,957	1,281,531
Security	4,205	2,500	1,919
Employee Benefits - Salaries	64,752	57,410	45,765
	1,638,340	1,618,493	1,537,489

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

7. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Transport	244,360	247,285	205,261
	244,360	247,285	205,261



8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	1,469,735	1,199,152	892,923
Cash and cash equivalents for Statement of Cash Flows	<u>1,469,735</u>	<u>1,199,152</u>	<u>892,923</u>

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

Of the \$1,469,735 Cash and Cash Equivalents, \$11,943 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	3,450	-	-
Receivables from the Ministry of Education	-	-	2,996
Interest Receivable	5,824	5,500	2,118
Teacher Salaries Grant Receivable	217,852	217,800	218,196
	<u>227,126</u>	<u>223,300</u>	<u>223,310</u>
Receivables from Exchange Transactions	9,274	5,500	2,118
Receivables from Non-Exchange Transactions	217,852	217,800	221,192
	<u>227,126</u>	<u>223,300</u>	<u>223,310</u>

10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	-	-	8
School Uniforms	51,970	46,800	46,825
	<u>51,970</u>	<u>46,800</u>	<u>46,833</u>

11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	1,200,284	1,200,284	1,200,284
Total Investments	<u>1,200,284</u>	<u>1,200,284</u>	<u>1,200,284</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	934,813	-	-	-	(25,790)	909,023
Furniture and Equipment	246,343	45,612	-	-	(67,226)	224,729
Information and Communication Technology	119,651	24,140	-	-	(46,346)	97,445
Motor Vehicles	19,668	-	-	-	(11,820)	7,848
Leased Assets	32,776	17,126	(820)	-	(25,152)	23,930
Library Resources	30,377	1,329	-	-	(3,964)	27,742
Balance at 31 December 2022	1,383,628	88,207	(820)	-	(180,298)	1,290,717

The net carrying value of equipment held under a finance lease is **\$1,933 (2021: \$14,761)**

The net carrying value of computers under a finance lease is **\$21,997 (2021: \$18,005)**

Restrictions

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.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,031,608	(122,585)	909,023	1,031,608	(96,795)	934,813
Furniture and Equipment	1,089,178	(864,449)	224,729	1,043,565	(797,222)	246,343
Information and Communication Technology	270,650	(173,205)	97,445	246,510	(126,859)	119,651
Motor Vehicles	257,247	(249,399)	7,848	257,247	(237,579)	19,668
Leased Assets	142,081	(118,151)	23,930	126,360	(93,584)	32,776
Library Resources	155,242	(127,500)	27,742	153,914	(123,537)	30,377
Balance at 31 December	2,946,006	(1,655,289)	1,290,717	2,859,204	(1,475,576)	1,383,628

13. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	44,540	29,500	14,863
Employee Entitlements - Salaries	235,682	235,600	245,054
Employee Entitlements - Leave Accrual	5,792	5,800	20,919
	286,014	270,900	280,836
Payables for Exchange Transactions	286,014	270,900	280,836
	286,014	270,900	280,836

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other revenue in Advance	4,723	4,500	4,005
	4,723	4,500	4,005
	4,723	4,500	4,005

15. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	134,222	134,222	126,989
Increase to the Provision During the Year	19,310	21,341	20,806
Use of the Provision During the Year	(13,573)	(15,613)	(13,573)
Provision at the End of the Year	139,959	139,950	134,222
Cyclical Maintenance - Current	2,790	2,790	14,045
Cyclical Maintenance - Non current	137,169	137,160	120,177
	139,959	139,950	134,222
	139,959	139,950	134,222

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

16. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	14,724	14,716	24,944
Later than One Year and no Later than Five Years	12,566	11,040	10,621
Future Finance Charges	(2,435)	(1,538)	(1,745)
	24,855	24,218	33,820
Represented by			
Finance lease liability - Current	13,186	13,178	23,712
Finance lease liability - Non current	11,669	11,040	10,108
	24,855	24,218	33,820
	24,855	24,218	33,820



17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Joinery Replacement Exterior - Project 220580	(417)	-	-	-	(417)
Upgrade Toilet Blocks - Project 224657	15,851	129,852	(133,760)	-	11,943
Totals	15,434	129,852	(133,760)	-	11,526

Represented by:

Funds Held on Behalf of the Ministry of Education	11,943
Funds Receivable from the Ministry of Education	(417)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
LSC Office Space - Project 218600	(5,230)	5,230	-	-	-
Joinery Replacement Exterior - Project 220580	(417)	-	-	-	(417)
Upgrade Toilet Blocks - Project 224657	(2,098)	17,949	-	-	15,851
Totals	(7,745)	23,179	-	-	15,434

Represented by:

Funds Held on Behalf of the Ministry of Education	15,851
Funds Receivable from the Ministry of Education	(417)

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

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



19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
Board Members Remuneration	4,490	4,345
Leadership Team Remuneration	468,919	472,722
Full-time equivalent members	4	4
Total key management personnel remuneration	473,409	477,067

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

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	4	7
110 - 120	6	5
120 - 130	2	-
	12	12

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

20. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: nil).

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. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$179,487 contract to upgrade toilet blocks as an agent for the Ministry of Education. The project is fully funded by the Ministry and \$147,801 has been received of which \$135,858 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) A project has been proposed to replace exterior joinery as an agent for the Ministry of Education. The project has had \$417 spent on the project to balance date. This project is awaiting approval from the Ministry.

(Capital commitments at 31 December 2021: \$15,434)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	1,469,735	1,199,152	892,923
Receivables	227,126	223,300	223,310
Investments - Term Deposits	1,200,284	1,200,284	1,200,284
Total Financial assets measured at amortised cost	<u>2,897,145</u>	<u>2,622,736</u>	<u>2,316,517</u>

Financial liabilities measured at amortised cost

Payables	286,014	270,900	280,836
Finance Leases	24,855	24,218	33,820
Total Financial Liabilities Measured at Amortised Cost	<u>310,869</u>	<u>295,118</u>	<u>314,656</u>

24. Events After Balance Date

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

25. Comparatives

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



Nga Taiatea Wharekura

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022 the school received total Kiwisport funding of \$7,122 (excluding GST), 2021: \$6,933. The funding was spent on equipment and coaching for basketball and netball, and contributed to students participation in the national Ki-o-rahi tournament.

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Haani Huata	Presiding Member	Elected June 2022	Jun 2025
Michelle Treadaway-Ohia	Principal	Ex Officio	
Riiki Te Awarutu Samuels	Parent Rep	Elected June 2022	Jun 2025
Renee Jackson-Paekau	Parent Rep	Elected June 2022	Jun 2025
Tahau Thompson	Parent Rep	Elected June 2022	Jun 2025
Lloyd Whiu	Parent Rep	Elected June 2022	Jun 2025
Tania Wharakura	Staff Rep	Elected June 2022	Jun 2025
Te Awhi Allen	Student Rep	Elected Oct 2021	Sep 2022
Te Paea Ma'u	Student Rep	Elected Oct 2022	Sep 2023

Statement of Compliance with Employment Policy

For the year ended 31 December 2022 Nga Taiatea Wharekura School Board:

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

Analysis of Variance

For the year ended 31 December 2022



School Name:	Ngā Taiātea Wharekura	School Number:	488
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Strategic Aim:	Student Learning - To improve student achievement. Student Engagement - To improve student attendance.									
Annual Aim:	All students achieve at least Level 2 NCEA before leaving school.									
Targets:	<ul style="list-style-type: none"> • 95% Level 1 Literacy credit attainment. • 100% Level 2 attainment overall. • 100% Level 3 attainment overall. <p>*Please note that not all students aim to gain UE (those that do have identified this in their Rautaki Ako)</p>									
Baseline Data:		2016	2017	2018	2019	2020	2021	2022	Target 2023	
	L1	76.7%	74.2%	50.0%	70.0%	67.2%	49.2%	56.4%	80%	
	Merit	n/a	45.7%	34.8%	42.9%	26.8%	37.9%	43.2%	50%	
	Excellence	n/a	6.5%	13.0%	17.9%	17.1%	17.2%	18.2%	30%	
	L2	93.0%	89.6%	82.8%	79.1%	94.9%	80.0%	91.7%	100%	
	Merit	n/a	45.8%	34.7%	20.6%	13.5%	20.5%	31.8%	50%	
	Excellence	n/a	25.0%	14.3%	17.6%	10.8%	13.6%	20.5%	25%	
	L3	85.0%	94.1%	92.0%	83.3%	94.1%	85.7%	88.9%	100%	
	Merit	n/a	28.6%	39.1%	32.5%	25.0%	33.3%	17.5%	50%	
	Excellence	n/a	22.9%	19.6%	10.0%	21.9%	3.3%	17.5%	25%	
	UE	50.0%	43.9%	56.0 %	39.6%	61.8%	37.1%	40%	80%	

	Numeracy								
	L1	75.8%	81.3%	63%	92.5%	95%	54.2%	65.4%	100%
	L2	97.8%	96.4%	87.9%	93.0%	100%	94.5%	95.8%	100%
	L3	89.3%	97.5%	100%	100%	100%	100%	97.8%	100%
	Literacy								
	L1	96.8%	95.3%	89.1%	95.0%	83%	95%	94.9%	100%
	L2	100%	100%	98.3%	97.7%	100%	100%	100%	100%
	L3	96.4%	100%	100%	100%	100%	100%	100%	100%
	UE Lit	n/a	n/a	90%	93.8%	85.3%	91.4%	68.9%	100%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reason for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We continued to focus on the well-being of students and staff, trying to alleviate pressures and making the most of in-class time, face to face with our uri. The beginning of the year was challenging with the rostering of different year levels home, adjusting to red and orange covid levels. We operated face to face, hybrid online hui, recorded lessons as well as other creative ways to engage our uri.</p>	<p>Our kaiako adjusted well to uri being rostered at home and catering to those learning both at kura and at home. We still have some uri who bring learning challenges with them and we continue to work hard to ensure we set them up for success. The effects of covid are evident. However, the importance of taking a long-term view on this cannot be overstated.</p> <p>The google classroom is an excellent platform to support the teaching and learning in our kura. Despite this, some of our uri are still not utilising or maximising this opportunity.</p>	<p>The impacts and challenges of covid is still evident. Kaiako did well to prepare for online, recorded and face to face lessons.</p> <p>Google classrooms worked well. The only challenge with this platform is internet accessibility and device accessibility for some of our uri.</p>	<p>Much of what we do as a kura will remain the same for next year. We have some shifts of pedagogical focus in our kura:</p> <p>Belief in the potential of our students, "Taiātea Taupoki Kore" and wellbeing of staff and students. We will continue to develop ourselves as teachers in order to develop the type of learning dispositions within our students that will provide them with the skills required to achieve in NCEA and beyond.</p> <p>Every class is on Google Classrooms now. Every student has a single login. We need to ensure all kaiako are keeping up to date with utilising this platform to the best of our ability. We need to find support for whānau around connectivity and purchasing devices.</p>

Our strategic direction was clear, our annual plans had clear and achievable goals and our Ohu leaders worked hard to meet the goals.	Ohu leaders continued to work hard throughout the year to lead their Ohu and focus on achieving our annual plan goals.	Ohu leaders were covering gaps as we had one kaitiaki on study leave and one kaitiaki who was sick and worked part-time during the year.	Ohu kaitiaki - we look forward to all kaitiaki being fully on board next year.
We employed two kaiāwhina to support our uri who needed extra support in our core subject areas.	Having 2 Kaiāwhina proved to be a successful strategy. We were able to support groups of students in the classrooms to help lift the achievement levels.	We were able to source funding for the two kaiāwhina. We were able to secure a new Learning Support Coordinator during the year which was amazing, as she was able to build and strengthen our learning support programme.	Our LSC will put a proposal forward to the board requesting at least 4 additional kaiāwhina.
As a staff we continued to discuss Level 2 NCEA as a 2-year learning journey hence the focus on this for our students. Literacy and Numeracy was still a challenge for some of our uri.	Literacy, Numeracy, and meeting the NCEA level 1, 2 and 3 requirements was a challenge for some of our uri.	We continue to have some students who satisfy the requirements for NCEA in terms of credits but for some achieving literacy and numeracy continues to be a significant challenge. There was a slight increase in L1 numeracy rates. Some of the reasons that contribute to this is; -covid gaps -attendance -lack of engagement	We will undertake research/work to develop a localised curriculum to increase the relevance of student learning. Literacy and numeracy will continue to be a key focus. We advertised for a new Learning Support Coordinator and employed one during the year. Improve staff ability to teach literacy and numeracy in other marau to reinforce key skills.
Rautaki Ako continued to provide the platform for student achievement in that it is co-constructed with students to ensure that the marau they choose aligns with the pathway they have chosen. It also ensures that elements of values-driven, reo and tikanga-focused learning are also addressed and present.	We still have some students and possibly staff who struggle to see the relevance in Rautaki Ako.	I wholeheartedly see the value in Rautaki Ako - that is, of each student forming their own goals and understanding what is required for them to achieve it. Those who strive to meet the UE requirements have stipulated this in their Rautaki Ako.	Rautaki Ako will remain as the cornerstone of student achievement - Tuakiritanga, Pūmanawa, PUTA, Growth mindset.
We have focused on a range of pathways in our senior school to ensure that those students who may not be targeting University can succeed in their chosen pathways.	Our Kaihautū Takere Hapori continues to investigate pathways, courses and options to ensure our uri have self	We build relationships and partnerships with organisations and providers to offer as much as we can.	We will continue to investigate all opportunities. We will survey our students and whānau to ensure we cater to the needs of our people.

	determined and meaningful pathways.		
We tried to build our relief pool to minimise the amount of internal cover we as a staff had to provide.	We had very few relievers to draw on. We put advertisements in our school notices and on our school facebook page.	Most of the time the few relievers we had were not available as they were also relieving for other kura Māori.	Advertise for relievers to build our relieving pool. Consider our kura paying for LATs so we can have relievers available. Put a request to the board for a full time reliever dedicated to this position.
Our Kaihautū Te Aukaha Takere Aronui (Tuākana) was on study leave this year. Our Kaihautū Te Aukaha Takere Aronui (Tēina) was on sick leave for a large part of the year and working part-time hours.	Gaps were covered by other members of our ohu kaitiaki.	We were short of staff who were under allocated, therefore we shared the load across our ohu kaitiaki.	To have all fully onboard.

Planning for next year:

In short, we can be proud of what we achieved in 2022. We had huge disruptions that we dealt with as best we could and finished the year in good spirits. Staff were often overloaded covering those on leave.

We revised our strategic direction and adjusted our annual plan to cater to the needs and aspirations of our uri and their whānau. We are fortunate that we have a dedicated staff who are prepared to go above and beyond to ensure the success of every uri in our Wharekura.

We will continue to work with whānau, students and as colleagues to ensure we have a shared understanding of the goals and targets of our kura. Clear roles for Te Aukaha Takere Aronui Tuākana/Tēina and clear roles for all ohu kaitiaki members.

Continue to set and pursue aspirational goals - kaiako, uri - to raise our kaupapa to the pinnacle of excellence, that is, to the tihi of Angitu.

65 min periods next year, moving from 225 mins per core/senior subject each week to 260 mins. Junior options moving from 150 mins per week to 195 mins. Whānau time to increase as well.

Increased focus on Te Reo Māori, Tikanga Māori in our kura. Te Reo Māori only zones in our kura (Horouta/Ngā Kākaho/Hui hei ngā ata, pānui to the kura in hui ā kura).

Increased focus on Oranga Tinana and Oranga Wairua throughout the whānau spaces.

PLD

- guiding kaiārahi around how to use whānau time - foci e.g mindset, relationships, developing the limbic brain before engaging the frontal cortex
- Hybrid teaching model
- Collaboration and integration

- Mātauranga Māori
- Toka ā nuku - consistent and regular
- NTW Pedagogy
- Differentiation and inquiry into student learning
- Upskill staff to deliver engaging, relevant teaching and learning programmes.

NCEA

- Departments to set clear goals and targets
- Regular tracking and monitoring
- Increase data for NCEA levels 1, 2 and 3, numeracy and literacy
- Increase achievement rate of levels 1,2 and 3 endorsed with merit and excellence.
- Familiarising our staff with the upcoming NCEA changes.

Strategic Aim:	To improve student attendance.									
Annual Aim:	Lift overall attendance across all year levels									
Target:	<ul style="list-style-type: none"> • 90% attendance for all year levels. 									
Baseline Data:		Attendance Data*							* includes 'Justified' absences for kaupapa like Koroneihana; tangihanga; Poukai ** as at December 2022	
		2016	2017	2018	2019	2020	2021	2022		2023 Target
	Tau 9	91.6%	92.0%	87.3%	84.1%	86.4%	84.1%	83.2%		90%
	Tau 10	92.7%	89.0%	86.7%	83.1%	84.0%	81.6%	75.1%		90%
	Tau 11	89.2%	91.1%	87.5%	89.1%	89.9%	80.2%	76.6%		90%
	Tau 12	92.6%	90.0%	85.6%	87.0%	87.2%	77.6%	77.6%		90%
	Tau 13	86.8%	89.0%	82.1%	86.7%	87.5%	78.7%	76.3%	90%	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reason for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
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<p>Provided explicit staff PLD on PoUtuWhaKaAro (our schools value system).</p> <p>Explicitly taught PoUtuWhaKaAro on a regular basis throughout the year specifically via whānau classes, via hui ā reanga and in subject areas.</p> <p>Staff learning to articulate PoUtuWhaKaAro, uri learning how to articulate PoUtuWhaKaAro. What does PoUtuWhaKaAro look like in everyday life?</p> <p>Kaimahi and uri learning the tongi attached to each uara and the relevance of the tongi.</p> <p>Provided regular PLD for staff on attendance processes, procedures, and responsibilities.</p> <p>Provided more time for all kaiārahi to follow up on attendance issues.</p> <p>Have set-up a tracking and monitoring system for Kaiārahi (sheets given out to Kaiārahi weekly, Kaiārahi to follow up on all other codes that don't show the uri is present*)</p> <p>Have identified and monitored those students who are at risk of not achieving based on attendance data (by discussing attendance data and adding attendance rates each Tuesday morning - hui ā reanga).</p> <p>Provided PLD for staff on our BMS and rewards systems.</p> <p>Staff have followed the BMS and have consistently entered incidents into Kamar.</p>	<p>Staff understanding of our behaviour management system (BMS), reward system and how to use our student management system (Kamar) has improved.</p> <p>A slight decrease in attendance data across all levels, especially in the senior school.</p> <p>85- 90% of Kaiārahi strictly followed the attendance process we had in place.</p> <p>Attendance data reported monthly to our board of trustees.</p> <p>SET Evaluation did not occur this year.</p>	<p>We focused on at risk uri to ensure that they had clarity and realised that there was every reason for them to continue attending kura. Our key focus areas were on student wellbeing, students feeling safe at kura, and re-engagement after a couple of years of serious disruption.</p> <p>Our focus areas for staff PLD sessions has been on regular short bursts to help staff practise and retain key messages (BMS, SMS and Toka ā nuku). This is a key reason for improvement in staff becoming more familiar with our systems and expectations.</p>	<p>The approach we have taken will continue through 2023 and beyond, however reviewing and making the adjustments.</p> <p>We are wanting to continue with an integrated, thematic approach in the junior school whereby Mātauranga Māori is a key focus. It is also encouraged, particularly in the junior school, to connect with other subject areas. Our hunch is that this will help provide teina with a wider range of learning experiences but also add relevance to traditional subject areas like Pāngarau and reo Pākehā by connecting with kaupapa like Whakairo and Tū Taua.</p> <p>Attendance officer, in conjunction with Taura Here, to focus on communication with whānau to ascertain where students are. This will be a focus that relies on the approach from kaiako, kaiārahi as well to track our students. We will also strengthen our relationship with Te Kōhao Health Services, to ensure we gain knowledge and support around truancy challenges.</p>
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<p>Use SET (School Evaluation Tool) to assess this.</p> <p>Utilising outside support agencies to assist us.</p> <p>PLD for our Tumuaki Tuarua and our Attendance Officer</p>			
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<p>Planning for next year:</p>			
<ul style="list-style-type: none"> ● Be more consistent in supporting staff around Toka ā Nuku, BMS, SMS and how to use this. This includes clear communication to staff, whānau and students. ● Continue to use attendance, retention, engagement and achievement data to inform us (Everyday Matters). ● In 2023, we will put more time and energy into finding out why students are arriving late, absent and or truanting, and communicating with whānau to support them in eliminating lateness and/or non-attendance. ● Our Attendance officer and our Ohu Uaratanga team will continue to strengthen our relationship with truancy services (Te Kōhao Health) so we can work together to address issues of absenteeism, truancy and lateness. ● Enhance our attendance tracking and monitoring system for all Kaiārahi (Monday-Friday monitoring and follow-up system) to ensure we have a collective approach to lift attendance. ● Resource the Toka ā Nuku (PB4L) programme – Te Toka ā Nuku team (Ohu Uaratanga) and resources for the positive rewards programme. Provide release time for them. ● Review the student reward system to ensure we reward those with excellent attendance. 			

INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF NGA TAIATEA WHAREKURA'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Nga Taiatea Wharekura (the School). The Auditor-General has appointed me, L Yao, using the staff and resources of Owen McLeod & Co Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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 Novopay 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 Statement of Responsibility, page 19 Members of the Board schedule, Kiwisport note and statement of Compliance with Employment Policy, Analysis of Variance report on pages 20 to 26, cover page and index page, 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* issued by the New Zealand Auditing and Assurance Standards Board.

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



L Yao
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand