

INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF NGA TAWA DIOCESAN SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Nga Tawa Diocesan School (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of Cotton Kelly Smit Limited (CKS Audit), 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 17, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities, 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 in the Analysis of Variance, the Kiwisport Statement, the list of Trustees and the Statement of Responsibility, 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.

In addition to the audit, we are responsible for the audit of the Proprietor, the Nga Tawa Diocesan Trust Board. This audit is compatible with independence requirements. Other than this audit and the audit of the Proprietor, we have no relationship with, or interests in the School.



Vivien Cotton
CKS Audit
On behalf of the Auditor-General
Palmerston North, New Zealand

NGA TAWA DIOCESAN SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 196

Principal: Lesley Carter

School Address: 164 Calico Line, Marton

School Postal Address: Private Bag 1101, Marton 4741, New Zealand

School Phone: +64 6 327 6429

School Email: info@ngatawa.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
David Wilson	Chair Person	Elected	May 2020
David Green	Chair Person	Elected	November 2020
Lesley Carter	Principal	ex Officio	
Mark Chamberlain	Proprietors Rep	Appointed	May 2021
Alison Watters	Proprietors Rep	Appointed	May 2021
Roger Dalrymple	Proprietors Rep	Appointed	May 2021
Chris Bone	Proprietors Rep	Appointed	May 2021
Peter Thomas	Parent Rep	Elected	May 2022
Annie Whitfield	Parent Rep	Elected	May 2022
Damien Rowe	Parent Rep	Elected	November 2023
Craig Taylor	Parent Rep	Elected	November 2023
Ashley Holland	Staff Rep	Elected	May 2022
Margie Menzies	Student Rep	Elected	September 2020
Lydia Harrison	Student Rep	Elected	September 2021

Accountant / Service Provider: Patricia Gee CA
GT Business Solutions Limited

NGA TAWA DIOCESAN SCHOOL

Annual Report - For the year ended 31 December 2020

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Nga Tawa Diocesan School

Statement of Responsibility

For the year ended 31 December 2020

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

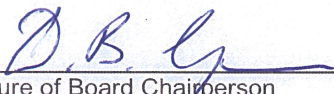
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

David Green

Full Name of Board Chairperson



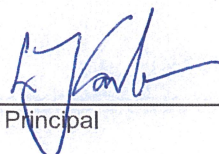
Signature of Board Chairperson

28/6/2021

Date:

Lesley Carter

Full Name of Principal



Signature of Principal

28/6/2021

Date:

Nga Tawa Diocesan School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	2,132,839	2,091,589	1,962,911
Locally Raised Funds	3	284,211	408,507	535,746
Use of Proprietor's Land and Buildings		254,361	254,361	254,361
Interest income		448	1,500	1,493
International Students	4	284,066	338,579	260,212
		<u>2,955,925</u>	<u>3,094,536</u>	<u>3,014,723</u>
Expenses				
Locally Raised Funds	3	-	100,000	74,246
International Students	4	29,288	27,000	23,263
Learning Resources	5	2,283,803	2,351,445	2,208,918
Administration	6	132,517	131,341	123,231
Finance		1,126	1,200	1,977
Property	7	479,651	465,756	467,736
Depreciation	8	28,708	31,947	36,345
		<u>2,955,093</u>	<u>3,108,689</u>	<u>2,935,716</u>
Net Surplus / (Deficit) for the year		832	(14,153)	79,007
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>832</u>	<u>(14,153)</u>	<u>79,007</u>

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 Tawa Diocesan School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		87,866	88,344	2,941
Total comprehensive revenue and expense for the year		832	(14,153)	79,007
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		5,478	5,000	5,918
Equity at 31 December	21	94,176	79,191	87,866
Retained Earnings		94,176	79,191	87,866
Equity at 31 December		94,176	79,191	87,866

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 Tawa Diocesan School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	9	252,563	106,097	286,642
Accounts Receivable	10	166,363	196,421	229,106
GST Receivable		14,142	13,000	5,620
Prepayments		13,394	12,000	9,959
		<u>446,462</u>	<u>327,518</u>	<u>531,327</u>
Current Liabilities				
Accounts Payable	12	268,959	165,000	219,974
Revenue Received in Advance	13	142,439	142,439	299,982
Finance Lease Liability - Current Portion	15	6,521	6,521	7,467
		<u>417,919</u>	<u>313,960</u>	<u>527,423</u>
Working Capital Surplus/(Deficit)		28,543	13,558	3,904
Non-current Assets				
Property, Plant and Equipment	11	115,899	115,899	128,113
		<u>115,899</u>	<u>115,899</u>	<u>128,113</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	45,981	45,981	38,093
Finance Lease Liability	15	4,285	4,285	6,058
		<u>50,266</u>	<u>50,266</u>	<u>44,151</u>
Net Assets		<u>94,176</u>	<u>79,191</u>	<u>87,866</u>
Equity				
	21	<u>94,176</u>	<u>79,191</u>	<u>87,866</u>

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



Nga Tawa Diocesan School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		510,581	480,480	462,224
Locally Raised Funds		388,221	514,844	547,058
International Students		126,523	181,036	303,396
Goods and Services Tax (net)		(8,522)	(7,380)	2,606
Funds Administered on Behalf of Third Parties		8,961	(22,755)	50,838
Payments to Employees		(688,382)	(837,409)	(733,774)
Payments to Suppliers		(362,917)	(472,209)	(424,167)
Interest Paid		(1,126)	(1,200)	(910)
Interest Received		448	1,500	1,493
Net cash from/(to) Operating Activities		(26,213)	(163,093)	208,764
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(10,912)	(14,151)	(31,075)
Net cash from/(to) Investing Activities		(10,912)	(14,151)	(31,075)
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,478	5,000	5,918
Finance Lease Payments		(2,432)	(8,301)	(3,062)
Net cash from/(to) Financing Activities		3,046	(3,301)	2,856
Net increase/(decrease) in cash and cash equivalents		<u>(34,079)</u>	<u>(180,545)</u>	<u>180,545</u>
Cash and cash equivalents at the beginning of the year	9	286,642	286,642	106,097
Cash and cash equivalents at the end of the year	9	<u>252,563</u>	<u>106,097</u>	<u>286,642</u>

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 Tawa Diocesan School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Nga Tawa Diocesan 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 of Trustees (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 reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

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 Grants

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) 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.

g) 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.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of 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.

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.

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:

Property Improvements	50 years
Furniture and equipment	5-20 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Over the term of the Lease
Library resources	2-8 years

j) Intangible Assets

Software costs

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

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

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

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

k) 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. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received in Advance

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

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

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP). The Proprietor has undertaken to take full responsibility for the interior painting.

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings and finance lease liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	482,583	482,998	467,007
Teachers' Salaries Grants	1,608,489	1,602,591	1,487,169
Other MoE Grants	41,767	6,000	8,735
	2,132,839	2,091,589	1,962,911

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

Other MOE Grants total includes additional COVID-19 funding totalling \$29,572 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	30,180	33,507	54,684
Bequests & Grants	196,000	275,000	402,000
Activities	58,031	100,000	79,062
	284,211	408,507	535,746
Expenses			
Activities	-	100,000	74,246
	-	100,000	74,246
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	284,211	308,507	461,500

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	19	22	18
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	284,066	338,579	260,212
Expenses			
Commissions	23,505	18,000	18,224
International Student Levy	5,783	9,000	5,039
	29,288	27,000	23,263
<i>Surplus/ (Deficit) for the year International Students</i>	254,778	311,579	236,949



5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	111,016	101,406	83,407
Information and Communication Technology	13,912	25,000	25,737
Library Resources	-	3,600	-
Employee Benefits - Salaries	2,156,994	2,211,439	2,089,376
Staff Development	1,881	10,000	10,398
	<u>2,283,803</u>	<u>2,351,445</u>	<u>2,208,918</u>

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	5,961	5,961	5,787
Board of Trustees Fees	4,010	3,500	3,695
Board of Trustees Expenses	-	1,500	1,676
Communication	5,000	5,000	5,000
Consumables	12,019	12,000	12,000
Legal Fees	-	1,000	-
Other	12,601	13,850	12,483
Employee Benefits - Salaries	74,926	70,530	64,590
Insurance	8,000	8,000	8,000
Service Providers, Contractors and Consultancy	10,000	10,000	10,000
	<u>132,517</u>	<u>131,341</u>	<u>123,231</u>

7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	2,000	2,000	2,000
Consultancy and Contract Services	95,812	93,000	90,049
Cyclical Maintenance Provision	7,888	7,888	7,888
Grounds	3,000	3,000	3,000
Heat, Light and Water	48,919	45,357	53,120
Repairs and Maintenance	3,500	3,500	4,290
Use of Land and Buildings	254,361	254,361	254,361
Employee Benefits - Salaries	64,171	56,650	53,028
	<u>479,651</u>	<u>465,756</u>	<u>467,736</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



8. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings - School	658	233	339
Furniture and Equipment	13,201	15,208	18,636
Information and Communication Technology	4,178	3,213	4,700
Motor Vehicles	-	-	-
Leased Assets	6,033	8,504	7,694
Library Resources	4,638	4,789	4,976
	<u>28,708</u>	<u>31,947</u>	<u>36,345</u>

9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	252,563	106,097	286,642
Cash and cash equivalents for Statement of Cash Flows	<u>252,563</u>	<u>106,097</u>	<u>286,642</u>

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

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	-	-	1,337
Receivables - Diocesan Trust Board (Grant)	20,000	20,000	125,000
Receivables from the Ministry of Education	9,107	9,000	-
Teacher Salaries Grant Receivable	137,256	167,421	102,769
	<u>166,363</u>	<u>196,421</u>	<u>229,106</u>
Receivables from Exchange Transactions	-	-	1,337
Receivables from Non-Exchange Transactions	166,363	196,421	227,769
	<u>166,363</u>	<u>196,421</u>	<u>229,106</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	31,286				(658)	30,628
Furniture and Equipment	55,005	7,329			(13,201)	49,133
Information and Communication Technology	11,453				(4,178)	7,275
Motor Vehicles	-				-	-
Leased Assets	12,928	5,582			(6,033)	12,477
Library Resources	17,441	3,583			(4,638)	16,386
Balance at 31 December 2020	128,113	16,494	-	-	(28,708)	115,899

The net carrying value of equipment held under a finance lease is \$12,477 (2019: \$12,928)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	32,918	(2,290)	30,628
Furniture and Equipment	558,059	(508,926)	49,133
Information and Communication Technology	210,338	(203,063)	7,275
Motor Vehicles	19,556	(19,556)	-
Leased Assets	97,613	(85,136)	12,477
Library Resources	57,895	(41,509)	16,386
Balance at 31 December 2020	976,379	(860,480)	115,899

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	10,395	21,230			(339)	31,286
Furniture and Equipment	72,061	1,580			(18,636)	55,005
Information and Communication Technology	11,328	4,825			(4,700)	11,453
Motor Vehicles	-				-	-
Leased Assets	13,487	7,135			(7,694)	12,928
Library Resources	18,977	3,440			(4,976)	17,441
Balance at 31 December 2019	126,248	38,210	-	-	(36,345)	128,113

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	32,918	(1,632)	31,286
Furniture and Equipment	550,730	(495,725)	55,005
Information and Communication Technology	210,338	(198,885)	11,453
Motor Vehicles	19,556	(19,556)	-
Leased Assets	92,031	(79,103)	12,928
Library Resources	54,312	(36,871)	17,441
Balance at 31 December 2019	959,885	(831,772)	128,113



12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	3,740	5,000	1,420
Accruals	11,070	8,000	7,070
Diocesan Trust Board	64,716	33,000	55,755
Employee Entitlements - Salaries	169,897	100,000	145,055
Employee Entitlements - Leave Accrual	19,539	19,000	10,674
	<u>268,962</u>	<u>165,000</u>	<u>219,974</u>

Payables for Exchange Transactions	268,962	165,000	219,974
	<u>268,962</u>	<u>165,000</u>	<u>219,974</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	142,439	142,439	299,982
	<u>142,439</u>	<u>142,439</u>	<u>299,982</u>

14. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	38,093	38,093	30,205
Increase/ (decrease) to the Provision During the Year	7,888	7,888	7,888
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>45,981</u>	<u>45,981</u>	<u>38,093</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	45,981	45,981	38,093
	<u>45,981</u>	<u>45,981</u>	<u>38,093</u>



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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	7,186	7,186	8,316
Later than One Year and no Later than Five Years	4,550	4,550	6,337
Later than Five Years	-	-	-
	<u>11,736</u>	<u>11,736</u>	<u>14,653</u>

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor and vice versa. The amounts collected in total were \$703,901 (2019: \$775,086). The amounts paid in total were \$983,939 (2019 \$1,217,876). These do not represent revenue or expenses in the financial statements of the school. Any balance not transferred at the year end is treated as a liability or asset. The total funds held by the school on behalf of the proprietor are \$64,717, (2019: \$55,755).

In addition the school has entered into a Service Level Agreement with the Proprietor for the provision of services, including administration and payroll, for the amount of \$63,825 (2019 \$71,619).

During the year the five House Deans, who are teachers employed by the BoT received a small allowance from the proprietor to cover Dean duties from a boarding perspective.

The Principal and International Dean were also employed by the proprietor as Boarding Managers.



17. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,010	3,695
Full-time equivalent members	0.01	0.10
<i>Leadership Team</i>		
Remuneration	358,045	326,145
Full-time equivalent members	3	3
Total key management personnel remuneration	362,055	329,840
Total full-time equivalent personnel	3.01	3.10

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	120 - 130
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
110 - 120	2.00	0.00
100 - 110	2.00	0.00
	4.00	0.00

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2020 Actual \$0	2019 Actual \$0
Total	0	0
Number of People	0	0



19. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: \$Nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

There were no capital commitments as at 31 December 2020. (2019 \$Nil).

(b) Operating Commitments

There were no operating commitments as at 31 December 2020. (2019 \$Nil).

21. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

22. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	252,563	106,097	286,642
Receivables	166,363	196,421	229,106
Total Financial assets measured at amortised cost	418,926	302,518	515,748

Financial liabilities measured at amortised cost

Payables	268,962	165,000	219,974
Finance Leases	10,806	10,806	13,525
Total Financial Liabilities Measured at Amortised Cost	279,768	175,806	233,499

23. Events After Balance Date

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



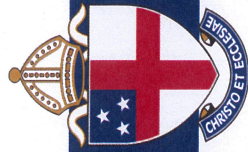
Nga Tawa Diocesan School

Statement of KiwiSport Funding

For the year ended 31 December 2020

Kiwisport

Kiwisport is a Government Funding initiative to support student's participation in organised sport. In 2020, the School received total Kiwisport funding of \$3,515.08 (excluding GST). The funding was paid to the Sports Co-Ordinator to assist in her role as Sports Co-Ordinator.



Nga Tawa 2020 – 2023 Strategic Goals:

1. We are authentic and passionate about the special character, traditions and culture of our school
2. We acknowledge, nurture and challenge every young woman at Nga Tawa; to embody our values, to be aspirational and resilient.
3. We provide a safe and inclusive living and learning environment that promotes holistic wellbeing.
4. We develop a viable, innovative and sustainable business, to achieve the growth and longevity of Nga Tawa Diocesan School.

Nga Tawa 2020 Annual Objectives:

1. We continue to embrace the unique partnership of Māori and Pākehā as enshrined in the Treaty of Waitangi.
2. Educating young women for the future by outworking the New Zealand Curriculum Vision, Principles, Values and Key Competencies
3. Develop a school wide strategy for the implementation of Wellbeing in Education which is grounded in our Special Character.

Strategic Goals:

- Goal 2:** We acknowledge, develop and nurture every student at Nga Tawa as an individual; to extend their character, their academic achievement and their co-curricular.
- Goal 3:** We provide a unique living, learning and recreational rural environment that is practical, safe and nurturing; to enhance all living and learning experiences for the Nga Tawa family.

Annual Objective 1: We continue to embrace the unique partnership of Māori and Pākehā enshrined in the Treaty of Waitangi		Annual Target: To embed best practice as defined by the Effective Teacher Profile to support student achievement			
Baseline Data					
Student Achievement in 2019 (not including International Students)	No# of Senior Students at Nga Tawa in 2019	% of Students at Nga Tawa attaining NCEA in 2019	% of Students at All Girls Nationally (Decile 8-10) attaining NCEA in 2019	% of Students at Nga Tawa with attaining Merit and Excellence Endorsement in 2019	
Level 1	36	100	85	70.6	
Level 2	24	100	87.3	81.0	
Level 3	42	92.1	82.1	82.3	
University Entrance	42	81.6	71.3		
Māori/Pasifika Achievement in 2019	No# of Senior Māori Students at Nga Tawa in 2019	% of Māori Students at Nga Tawa attaining NCEA in 2019	% of Māori Nationally (Decile 8-10) attaining NCEA in 2019	% of Māori Students at Nga Tawa with attaining Merit and Excellence Endorsement in 2019	
Level 1	5	100	69.9	60	
Level 2	1	100	79.6	100	
Level 3	5	66.7	69.6	60	
University Entrance	5	66.7	50.8	Total % Endorsements = 63.6	
International Achievement in 2019	No# of Senior International Students at Nga Tawa in 2019	% of International Students at Nga Tawa attaining NCEA in 2019	International Students Data for other schools not published by NZQA (to date)	% of International Students at Nga Tawa with attaining Merit and Excellence in 2019	
Level 1	3	100		66.6	
Level 2	4	100		75	
Level 3	4	100		75	
University Entrance	4	100		Total % Endorsements = 72.7	
Action	When	Who	Indicators of progress		Variance
Focus on 3 aspects of the Nga Tawa Effective Teacher Profile to promote student achievement with an additional focus on Māori and Pasifika achievement	Continue from Term 1	VP, HODs, Academic staff	3 aspects for focus in 2020 1. Ako – co-construction of learning 2. Metacognition – thinking about learning 3. Connectedness - prior learning & place based learning		Evidence from ETP walkthrough observations on 10th August by Dr Mike Paki and Alana Madgwick of Cognition Education Identified Positives: • Dedicated and curriculum experienced teaching staff • High expectations of all students evident

			<ul style="list-style-type: none"> Professional Learning Groups inquiring into aspects of the ETP for Professional Development linked to appraisal - Term 4 PLGs present to whole staff. ETP working group (VP, SJS, AH and other interested staff) PLD with Cognition Education and Dr. Mike Paki to embed ETP strategies and best practice. Pedagogy actions ETP, with effective practice evident in walk-throughs, lesson observations, student voice and reflective journaling as linked to performance criteria – linked to appraisal Commitment to professional learning. PLD with Cognition Education. 	<ul style="list-style-type: none"> Yr 9 Integrated curriculum – contextualised learning and real world applications with high student engagement Learner's confidence ETP integration positive gains in one year <p>Comparison of strengths and weaknesses to ETP observation data from 2019, shows a positive shift in Ako, Metacognition & Connectedness. Opportunities for Growth noted:</p> <ul style="list-style-type: none"> Further Integration of te reo Māori Growing student's cultural identity Further gains can be made particularly in ETP dimensions Ako and Connectedness <p>10/09/20</p>	
Active partnership in He Kahukura project	Continue Term 1	VP, HODs, Academic staff, SMT	<p>Active partnership with subject based Whanganui cluster PLD for HODS with Cognitive Ed and Dr. Mike Paki, curriculum documents and units of learning reflect bicultural heritage of Aotearoa/Tikanga Māori, other measured outcomes as determined by project direction, including cultural responsiveness.</p>	<ul style="list-style-type: none"> Successful progression through and completion of He Kahukura project aims. Mutual support and PDL opportunities with cluster work with Lead Teachers and collaboration with other schools <p>(10/9/20)</p>	
Place based learning with Ngāti Apa translated into units of learning	Beginning Term 1	HODs, Academic staff	Builds on participation in Rangitikei Hikoi lead by Dr. Mike Paki and reflected in place based learning content in curriculum documents and units of learning.	<p>Integration of place based learning in units of learning</p> <p>Aims to make and utilise new community contacts to build capacity in place based learning.</p> <p>Use Māori ākonga prior knowledge to teach peers and co-construct content and understanding.</p> <p>Opportunity for PBL in Term 4 when cluster workshops occur. (10/9/20)</p>	

Delivery of tikanga and te reo Māori to develop te ao Māori	Beginning Term 1	SMT	<ul style="list-style-type: none"> Establishing our whānau group. Establishing supportive/mutually beneficial relationship with Marton Junction School. Outsourcing te reo and tikanga classes/workshops by identifying opportunities through Ngāti Apa, whānau and community links. 	<ul style="list-style-type: none"> MC, YK, DT met with Māori students to listen to what their needs are. They told us that they would benefit from regular meetings to share their perspectives and to ask questions. (4/9/20) YK meets regularly with the whānau group in the library. (4/9/20) SS and MC invited Māori students and caregivers/parents to kai and korero in the library to share how they celebrate Matariki. (4/9/20) MC met with Boarding Managers to celebrate Te Wiki o te Reo Māori in Week 9, Term 3 with a focus on whakatauki on wellbeing boards. (4/9/20) VP has requested addition of Te Reo to Year 9 Language Perfect suite and Language Dept to set a weekly task for Term 4 (10/9/20) Week 9 meeting (LC, VP) with Vanessa Te Ua Principal of Marton Junction School regarding partnership (10/9/20)
Tracking academic outcomes with an additional focus on Māori and Pasifika achievement	Beginning Term 1 for 2019 cohort	VP, HODs, Mentors	<ul style="list-style-type: none"> Identification of priority learners. Māori and Pasifika identified as priority learners. Regular academic tracking and support for academic goals. 	<ul style="list-style-type: none"> Māori and Pasifika students identified with iwi to all staff. Student tracking document identifies Māori and Pasifika students as priority learners for every subject to track progress. Academic tracking at Department, Curriculum and Staff meetings – recorded on central document. Mentors work with students and communicate with whānau. (10/9/20) NCEA achievement 2020 100% Levels 1-3 32.2% 16.6% 28.3 % higher respectively 1-3 than Decile 8-10 Girls' Schools 100% UE 46.5% than Decile 8-10 Girls' Schools
Encouraging Māori and Pasifika students within leadership positions and with co-curricular involvement	Identification in Term 1	MC and Mentors	<ul style="list-style-type: none"> Students accepting leadership and mentoring as leaders occurs. Evidence of sustained involvement. 	<ul style="list-style-type: none"> 4 Māori students serve on the Wellbeing Council (4/9/20) 1 Māori student was included in a group of 6 Year 12 and 13 students who attended an online workshop training as White Ribbon Youth Ambassador Leaders. (4/9/20)

Active career planning for future education	Beginning Term 1	SJS, Swivel Careers, Student & Whānau	<ul style="list-style-type: none"> Swivel career providers' cohort specific career education plan. Evolving career plan documented with clear planning for tertiary pathways. Māori and Pasifika students conference with Careers Coordinator. 	<ul style="list-style-type: none"> 1 Māori student was included in a group of 4 Year 11 students who trained as peer mediators. (4/9/20) <p>Term 1 – Psychometric testing for senior students Term 2 - Starting 16/06/20 – 1:1 coaching for Yr 12 Term 3 - 21/08/20 - Yr 10 Swivel Careers Workshops: • Defining Careers & Broadening Aspirations • My Learning Style Term 3 - 21/08/20 - Yr 11 Swivel Careers Workshops: • Building Boundaries • Feel the Fear and Do It Anyway 31/08/20 – Yr 9 to 12 Subject & Careers Information Session</p>
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Strategic Goals:

Goal 1: We are authentic and passionate about the special character, traditions and culture of our school

Goal 2: We acknowledge, nurture and challenge every young woman at Nga Tawa; to embody our values, to be aspirational and resilient.

Goal 3: We provide a safe and inclusive living and learning environment that promotes holistic wellbeing.

Goal 4: We develop a viable, innovative and sustainable business, to achieve the growth and longevity of Nga Tawa Diocesan School.

Annual Objective 2: Educating young women for the future by outworking the NZ Curriculum Vision, Principles, Values and KCs

Annual Target: Measure the development of key competencies within the student body

Baseline –

Action	When	Who	Indicators of progress	Variance
Develop and implement a tool to measure and report on the development of future focussed skills	Beginning Term 2	Reporting Committee	<ul style="list-style-type: none"> Communication of Key Competency development. Reporting to stakeholders. 	T2 & 3 Reporting Working Group met to discuss integration of KCs into Progress Reports and Written Reports. Format now created ready to roll out to staff (10/9/20)
Embedding a programme of interdisciplinary study, identified future focussed skill, in Year 9 and 10	Beginning Term 1	LC, VP, HODs	<ul style="list-style-type: none"> Measure student outcomes. Working productively (creative, critical and collaborative). 	2020 INEST course now also fully integrated for English and Social Sciences. (2019 integration of 9INEST) INMSC junior course – combined collaborative projects and common context for learning. (10/9/20)
Continue to develop student's digital literacy skills as digital citizens	Beginning Term 1	VP, CH, HODs	<ul style="list-style-type: none"> Appropriate use of Digital Technology for all junior students across the curriculum. 	Continued development of student's digital literacy skills and digital citizens – Digital Technology classes for Year 9 and Digital Technology/Citizenship built into Year 10 INED course.

			<ul style="list-style-type: none"> • Ensure balance of access to electronic devices for Yr 9 & 10 to support development of social skills. • Development of proficient and confident digital skills by junior students incl. touch typing, programming, coding, word and excel. 	Continued structure, monitoring and revision of access to electronic devices for Yr 9 & 10 to support development of social skills. T3 & 4 new Digital Technology half year course added, "New Media", due to demand and identified gap in delivery in continued development of programming and coding (10/9/20)
Tracking Year 9/10 student progress with junior programmes	Term 1 - 4	VP, HODs	<ul style="list-style-type: none"> • Data to show value added from e-asTTle diagnostic testing (reading, writing and mathematics) end of Year 8 and end of Year 9. • Data to show value added from e-asTTle diagnostic testing (reading, writing and mathematics) end of Year 9 and end of Year 10. • Qualitative observations. • Student self-reflections. 	<p>Term 4 2019 testing of all Juniors and analysis of progress. Term 1 testing of all new Juniors. E-asTTle data added to the Student Tracking documents used by Departments. Throughout the year e-asTTle used for student assessment and student reflection on Literacy and Numeracy strategies and progress. (10/9/20)</p> <p>Term 4 Junior exams will incorporate e-asTTle testing and value added will be determined for Yr 9 & 10.</p>

Strategic Goals:

Goal 1: We are authentic and passionate about the special character, traditions and culture of our school

Goal 2: We acknowledge, nurture and challenge every young woman at Nga Tawa; to embody our values, to be aspirational and resilient.

Goal 3: We provide a safe and inclusive living and learning environment that promotes holistic wellbeing.

Annual Objective 3: Develop a school wide strategy for the implementation of Wellbeing in Education which is grounded in our Special Character

Annual Target: To work with our consultant NZIWR to develop holistic and integrated wellbeing strategy for the whole school

Baseline – Analysis of data from student voice and outcome of our Term 1 audit by consultant NZIWR.

Action	When	Who	Indicators of progress	Variance
Review of 2019 student voice data	Beginning Term 1	MC, KW/KN, Wellbeing leads team	<ul style="list-style-type: none"> • Review and analysis of student voice • Evaluation of wellbeing student trends at each year level • 	<ul style="list-style-type: none"> • All students completed a Wellbeing Survey. From the data, we have identified the following areas for improvement: (1) helping students to reflect on the positive outcomes that are created in restorative practices; (2) improving staff expertise

				<p>in facilitating restorative conversations through support from experienced practitioners on staff; inviting more students to use mindfulness techniques to reduce anxious thoughts; (3) intentionally teaching relational skills to ensure more students feel included by their peers; (4) support Mentor Teachers to use the excellent wellbeing resources in the Wellbeing Student Planner.</p> <ul style="list-style-type: none">• Data from the Wellbeing Survey affirmed: (1) caring and supportive teachers help students to manage their time more effectively; (2) teachers listen to students’ perceptions (embedded in restorative conversations); (3) teachers know students’ strengths and (4) have high expectations of students; teachers provide safe learning environments; (5) teachers excellent feedback help students to improve; (6) All Year Level Deans and almost all Boarding Managers are understanding and supportive. (8/9/20)
Audit of wellbeing practices by NZWIR	Term 1	MC, KW/KN, NZIWR	<ul style="list-style-type: none">• Review data• Establishing priorities for the first year and implementing change as required• Action strategies informed by data and audit	Deferred until 2021
Professional development on wellbeing of whole staff	11 th & 12 th Feb - Term 1	MC, KW/KN, SMT, Deans, Staff, Boarding Managers, Parents	<ul style="list-style-type: none">• Completion by Wellbeing leads team• SMT identify further professional development needs• Working with families to encourage their understanding of wellbeing practices	<ul style="list-style-type: none">• Boarding Managers and Deans met after Lockdown to look at how staff can facilitate mindful self-compassion to improve resilience and cultivate a growth mindset. (10/9/20)
Targeted professional development	Term 1 onwards	MC, KW/KN, Deans, Mentors, Boarding Staff	<ul style="list-style-type: none">• Build staff capacity in understanding of delivery of wellbeing strategies	<ul style="list-style-type: none">• After Lockdown, Deans, Boarding Managers and MC identified promoting mindful self-compassion

			<ul style="list-style-type: none"> Supporting staff to enable delivery 	as an important wellbeing strategy to help students cope with stress. (8/9/20)
Develop wellbeing practices in the student body	Term 1 onwards	MC, KW/KN, Deans, Mentors Boarding Managers	<ul style="list-style-type: none"> Build student capacity in targeted wellbeing practices of gratitude Integration and outworking of wellbeing year level narrative 	<ul style="list-style-type: none"> Mentors encourage students to use Student Planners to record at least 3 things that went well each week (8/9/20) In Restorative Conversations, Deans and Boarding Managers overtly ask students to reflect on how their behaviour could be changed to help create, maintain, and restore the Year Level Narratives (8/9/20)
Develop draft wellbeing model	Term 1 - 4	MC, KW/KN, Wellbeing leads team	<ul style="list-style-type: none"> By the end of 2020 a draft wellbeing model for Nga Tawa is created 	Deferred until 2021 as NZIWR PLD will resume in 2021