

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF NGA TAWA DIOCESAN SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021**

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 16, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 27 May 2022. 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities 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 2021

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

Name	Position	How Position Gained	Term Expired/ Expires
David Green	Presiding Member	Elected	November 2023
Lesley Carter	Principal	ex Officio	
Peter Thomas	Parent Representative	Elected	May 2022
Damien Rowe	Parent Representative	Elected	Resigned September 2021
Craig Taylor	Parent Representative	Elected	November 2023
Hayden Trotter	Parent Representative	Casual Vacancy	Appointed May 2021
Penelope Roberts	Parent Representative	Casual Vacancy	Appointed November 2021
Mark Chamberlain	Proprietors Representative	Appointed	May 2022
Heidi Sixtus	Proprietors Representative	Appointed	May 2022
Roger Dalrymple	Proprietors Representative	Appointed	May 2022
Chris Bone	Proprietors Representative	Appointed	May 2022
Alison Watters	Proprietors Representative	Appointed	Expired May 2021
Annie Whitfield	Proprietors Representative	Appointed	Expired May 2021
Ashley Holland	Staff Representative	Elected	May 2022
Lydia Harrison	Student Representative	Elected	Resigned March 2021
Sophia Lewis	Student Representative	Elected	March 2021
Natalie Bone	Student Representative	Elected	September 2022

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

NGA TAWA DIOCESAN SCHOOL

Annual Report - For the year ended 31 December 2021

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Nga Tawa Diocesan School

Statement of Responsibility

For the year ended 31 December 2021

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

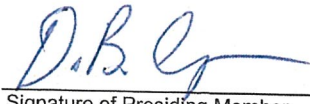
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

David Green

Full Name of Presiding Member



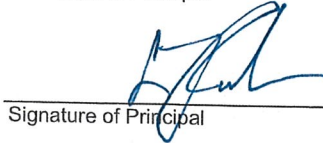
Signature of Presiding Member

26 May 2022

Date:

Lesley Carter

Full name of Principal



Signature of Principal

26 May 2022

Date:

Nga Tawa Diocesan School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,334,013	2,300,662	2,132,839
Locally Raised Funds	3	362,428	431,213	284,211
Use of Proprietor's Land and Buildings		158,975	254,361	254,361
Interest Income		95	1,500	448
Gain on Sale of Property, Plant and Equipment		870	-	-
International Students	4	135,939	162,843	284,066
		2,992,320	3,150,579	2,955,925
Expenses				
Locally Raised Funds	3	65,129	100,000	44,579
International Students	4	17,611	17,920	29,288
Learning Resources	5	2,354,794	2,464,265	2,239,224
Administration	6	127,680	126,266	132,517
Finance		1,648	1,200	1,126
Property	7	389,544	449,588	479,651
Depreciation	10	35,756	35,600	28,708
		2,992,162	3,194,839	2,955,093
Net Surplus / (Deficit) for the year		158	(44,260)	832
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		158	(44,260)	832

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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		94,176	32,757	87,866
Total comprehensive revenue and expense for the year		158	(44,260)	832
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		5,555	5,400	5,478
Contribution - SNUP		27,740	-	-
Equity at 31 December		127,629	(6,103)	94,176
Retained Earnings		127,629	(6,103)	94,176
Equity at 31 December		127,629	(6,103)	94,176

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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	100,693	142,533	252,563
Accounts Receivable	9	301,301	114,000	166,363
GST Receivable		17,676	5,000	14,142
Prepayments		7,946	5,000	13,394
		427,616	266,533	446,462
Current Liabilities				
Accounts Payable	11	281,049	140,019	268,959
Revenue Received in Advance	12	79,130	166,787	142,439
Provision for Cyclical Maintenance	13	8,592	8,592	-
Finance Lease Liability	14	8,910	6,274	6,521
		377,681	321,672	417,919
Working Capital Surplus/(Deficit)		49,935	(55,139)	28,543
Non-current Assets				
Property, Plant and Equipment	10	130,761	104,856	115,899
		130,761	104,856	115,899
Non-current Liabilities				
Provision for Cyclical Maintenance	13	44,033	44,033	45,981
Finance Lease Liability	14	9,034	11,787	4,285
		53,067	55,820	50,266
Net Assets		127,629	(6,103)	94,176
Equity		127,629	(6,103)	94,176

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 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		533,846	454,416	510,581
Locally Raised Funds		257,928	447,213	388,221
International Students		72,630	187,191	126,523
Goods and Services Tax (net)		(3,534)	9,142	(8,522)
Payments to Employees		(599,843)	(711,674)	(688,382)
Payments to Suppliers		(403,218)	(484,716)	(362,917)
Interest Paid		(1,648)	(1,200)	(1,126)
Interest Received		95	1,500	448
Net cash from/(to) Operating Activities		(143,744)	(98,128)	(35,174)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		870	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(5,455)	(7,136)	(10,912)
Net cash from/(to) Investing Activities		(4,585)	(7,136)	(10,912)
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,555	5,400	5,478
Finance Lease Payments		(3,934)	(10,166)	(2,432)
Funds Administered on Behalf of Third Parties		(5,162)	-	8,961
Net cash from/(to) Financing Activities		(3,541)	(4,766)	12,007
Net increase/(decrease) in cash and cash equivalents		(151,870)	(110,030)	(34,079)
Cash and cash equivalents at the beginning of the year	8	252,563	252,563	286,642
Cash and cash equivalents at the end of the year	8	100,693	142,533	252,563

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 2021

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 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.

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.

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

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

Other Grants

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as 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.

c) 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.

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 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) 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:

Board Owned Buildings	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 Lease
Library resources	2-8 years

g) 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.

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.

h) 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.



i) 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.

j) 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.

k) 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.

l) 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

m) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

n) 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.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

o) 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.

p) Budget Figures

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

u) 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	513,621	500,728	482,583
Teachers' Salaries Grants	1,811,890	1,793,934	1,608,489
Other MoE Grants	8,502	6,000	41,767
	<u>2,334,013</u>	<u>2,300,662</u>	<u>2,132,839</u>

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

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Revenue	\$	\$	\$
Donations & Bequests	284,107	331,213	226,180
Curriculum Related Activities - Purchase of goods and services	14,139	-	13,774
Fees for Extra Curricular Activities	64,182	100,000	44,257
	<u>362,428</u>	<u>431,213</u>	<u>284,211</u>
Expenses			
Extra Curricular Activities Costs	65,129	100,000	44,579
	<u>65,129</u>	<u>100,000</u>	<u>44,579</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>297,299</u>	<u>331,213</u>	<u>239,632</u>

Donations include a \$2,000 bequest from the TG McCarthy Trust which is earmarked for library book purchases in future years.

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	9	11	19
	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
International Student Fees	135,939	162,843	284,066
Expenses			
Student Recruitment	17,611	17,920	29,288
	<u>17,611</u>	<u>17,920</u>	<u>29,288</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>118,328</u>	<u>144,923</u>	<u>254,778</u>



5. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	69,071	95,907	66,437
Information and Communication Technology	28,857	15,000	13,912
Library Resources	-	3,600	-
Employee Benefits - Salaries	2,251,271	2,344,758	2,156,994
Staff Development	5,595	5,000	1,881
	<u>2,354,794</u>	<u>2,464,265</u>	<u>2,239,224</u>

6. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	6,139	5,960	5,961
Board Fees	4,160	4,000	4,010
Board Expenses	740	1,000	-
Communication	5,000	5,000	5,000
Consumables	7,877	8,000	12,019
Legal Fees	350	500	-
Other	15,391	11,700	12,601
Employee Benefits - Salaries	70,023	72,106	74,926
Insurance	8,000	8,000	8,000
Service Providers, Contractors and Consultancy	10,000	10,000	10,000
	<u>127,680</u>	<u>126,266</u>	<u>132,517</u>

7. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	1,739	2,000	2,000
Consultancy and Contract Services	107,076	80,000	95,812
Cyclical Maintenance Provision	6,644	6,644	7,888
Grounds	2,000	2,000	3,000
Heat, Light and Water	47,448	46,083	48,919
Repairs and Maintenance	1,500	1,500	3,500
Use of Land and Buildings	158,975	254,361	254,361
Employee Benefits - Salaries	64,162	57,000	64,171
	<u>389,544</u>	<u>449,588</u>	<u>479,651</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value.

8. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	100,693	142,533	252,563
Cash and cash equivalents for Statement of Cash Flows	100,693	142,533	252,563

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

9. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	-	4,000	-
Receivables - Diocesan Trust Board (Grant)	124,500	-	20,000
Receivables from the Ministry of Education	18,541	-	9,107
Teacher Salaries Grant Receivable	158,260	110,000	137,256
	301,301	114,000	166,363
Receivables from Exchange Transactions	-	4,000	-
Receivables from Non-Exchange Transactions	301,301	110,000	166,363
	301,301	114,000	166,363

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2021						
Buildings	30,628				(660)	29,968
Furniture and Equipment	49,133	1,871			(10,528)	40,476
Information and Communication Technology	7,275	27,740			(7,288)	27,727
Motor Vehicles	-				-	-
Leased Assets	12,477	17,421			(12,650)	17,248
Library Resources	16,386	3,586			(4,630)	15,342
Balance at 31 December 2021	115,899	50,618	-	-	(35,756)	130,761

The net carrying value of equipment held under a finance lease is \$17,248 (2020: \$12,477)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	32,918	(2,950)	29,968	32,918	(2,290)	30,628
Furniture and Equipment	559,933	(519,457)	40,476	558,059	(508,926)	49,133
Information and Communication Technology	238,077	(210,350)	27,727	210,338	(203,063)	7,275
Motor Vehicles	-	-	-	19,556	(19,556)	-
Leased Assets	115,031	(97,783)	17,248	97,613	(85,136)	12,477
Library Resources	61,482	(46,140)	15,342	57,895	(41,509)	16,386
Balance at 31 December	1,007,441	(876,680)	130,761	976,379	(860,480)	115,899



11. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	1,183	-	3,736
Accruals	18,192	10,019	11,071
Diocesan Trust Board	59,554	-	64,716
Employee Entitlements - Salaries	183,617	130,000	169,897
Employee Entitlements - Leave Accrual	18,503	-	19,539
	<u>281,049</u>	<u>140,019</u>	<u>268,959</u>
Payables for Exchange Transactions	281,049	140,019	268,959
	<u>281,049</u>	<u>140,019</u>	<u>268,959</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
International Student Fees in Advance	79,130	166,787	142,439
	<u>79,130</u>	<u>166,787</u>	<u>142,439</u>

13. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	45,981	45,981	38,093
Increase/ (decrease) to the Provision During the Year	6,644	6,644	7,888
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>52,625</u>	<u>52,625</u>	<u>45,981</u>
Cyclical Maintenance - Current	8,592	8,592	-
Cyclical Maintenance - Term	44,033	44,033	45,981
	<u>52,625</u>	<u>52,625</u>	<u>45,981</u>

14. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	10,128	10,128	7,186
Later than One Year and no Later than Five Years	9,599	9,599	4,551
Future Finance Charges	(1,783)	(1,666)	(931)
	<u>17,944</u>	<u>18,061</u>	<u>10,806</u>
Represented by			
Finance lease liability - Current	8,910	6,274	6,521
Finance lease liability - Term	9,034	11,787	4,285
	<u>17,944</u>	<u>18,061</u>	<u>10,806</u>



15. 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.

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 \$546,738 (2020: \$703,901). The amounts paid in total were \$654,826 (2020: \$983,939). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability or asset. The total funds held by the school on behalf of the proprietor are \$59,554 (2020: \$64,717).

The school has entered into a Service Level Agreement with the Proprietor for the provision of services, including administration and payroll, the amount paid during the year was \$51,700 (2020: \$63,825).

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.

16. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	4,160	4,010
<i>Leadership Team</i>		
Remuneration	297,046	358,045
Full-time equivalent members	2.3	3.0
Total key management personnel remuneration	301,206	362,055

There are 11 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
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	2021 FTE Number	2020 FTE Number
100-110	6.00	2.00
110-120	1.00	2.00
	7.00	4.00

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

17. 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:

	2021 Actual \$0	2020 Actual \$0
Total		
Number of People	0	0

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

The Ministry'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 2021, a contingent liability for the school may exist.

19. Commitments

(a) Capital Commitments

There were no capital commitments as at 31 December 2021. (2020: \$nil)

(b) Operating Commitments

There were no operating commitments as at 31 December 2021. (2020: \$nil).



20. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	100,693	142,533	252,563
Receivables	301,301	114,000	166,363
Total Financial assets measured at amortised cost	401,994	256,533	418,926

Financial liabilities measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Payables	281,049	140,019	268,959
Finance Leases	17,944	18,061	10,806
Total Financial Liabilities Measured at Amortised Cost	298,993	158,080	279,765

21. Events After Balance Date

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

22. Comparatives

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

23. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry of Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

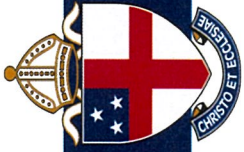
Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.



Nga Tawa Diocesan School
Statement of KiwiSport Funding
For the year ended 31 December 2021

Kiwisport

Kiwisport is a Government Funding initiative to support student's participation in organised sport. In 2021 the School received total Kiwisport funding of \$4,116.94 (excluding GST). The funding was paid to the Sports Co-Ordinator to assist in her role as Sports Co-Ordinator.



Nga Tawa 2021 – 2024 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 2021 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 2020 (not including International Students)	No# of Senior Students at Nga Tawa in 2020	% of Students at Nga Tawa attaining NCEA in 2020	% of Students at All Girls Nationally (Decile 8-10) attaining NCEA in 2020	% of Students at Nga Tawa with attaining Merit and Excellence Endorsement in 2020	
Level 1	24	100	78.9	60.0	
Level 2	33	100	88.8	72.7	
Level 3	16	100	85.0	62.5	
University Entrance	16	100	75.9		
Māori/Pasifika Achievement in 2020	No# of Senior Māori Students at Nga Tawa in 2020	% of Māori Students at Nga Tawa attaining NCEA in 2020	% of Māori Nationally (Decile 8-10) attaining NCEA in 2020	% of Māori Students at Nga Tawa with attaining Merit and Excellence Endorsement in 2020	
Level 1	2	100	67.8	50	
Level 2	4	100	83.4	50	
Level 3	1	100	71.7	100	
University Entrance	1	100	53.5	Total % Endorsements = 57.1	
International Achievement in 2020	No# of Senior International Students at Nga Tawa in 2020	% of International Students at Nga Tawa attaining NCEA in 2020	International Students Data for other schools not published by NZQA (to date)	% of International Students at Nga Tawa with attaining Merit and Excellence in 2020	
Level 1	4	100		25	
Level 2	2	100		50	
Level 3	3	66		66	
University Entrance	3	66		Total % Endorsements = 55.5	
Action	When	Who	Indicators of progress	Variance	
Focus on Connectedness within the Nga Tawa Effective Teacher Profile promote student engagement and sense of belonging at Nga Tawa with a focus on Māori and Pasifika	Beginning from Term 1	VP, HODs, Academic staff	Main priority for 2021 ETP - Connectedness - prior learning, place based learning and te reo ● Place based learning supported by Ngāti Apa translated into units of learning so that the Rangitikei identity reflected in place based learning content in curriculum documents and units of learning.	Majority of staff have completed Hīkoi and have a knowledge of the stories of the Rangitikei. Resources linked to our appraisal for 2021 to provide evidence to incorporate place based learning into units of learning.	

			<ul style="list-style-type: none"> • Year 9 Rangitikei Hikoi lead by Dr. Mike Paki Term 1 Week 3 • To incorporate newly developed iwi curriculum into units of work • Professional Learning Groups inquiring into and developing a new unit of learning grounded in Place Based Learning linked to Connectedness • PLD with Cognition Education and Dr. Mike Paki to embed Connectedness and other 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. 	<p>Year 9 experienced Hikoi to ground them in the stories of the Rangitikei.</p> <p>We have retained PLG groups as part of professional development.</p> <p>Staff can select form of enquiry encouraged to select connectedness, (place based learning) equally can be represented in departmental goals.</p> <p>T4 - PLG presentations to teachers in Monday PD 4 teachers signed up for Whanganui Hikoi VP to book Mike for Yr 9 hikoi in T1 2022</p> <p>T4 Teacher Accord day focus on PBL on 30th Nov</p> <p>VP to redo Learning Plan Templates to reflect direction of curriculum/NCEA changes & focus</p>	<p>Year 9 experienced Hikoi to ground them in the stories of the Rangitikei.</p> <p>We have retained PLG groups as part of professional development.</p> <p>Staff can select form of enquiry encouraged to select connectedness, (place based learning) equally can be represented in departmental goals.</p> <p>T4 - PLG presentations to teachers in Monday PD 4 teachers signed up for Whanganui Hikoi VP to book Mike for Yr 9 hikoi in T1 2022</p> <p>T4 Teacher Accord day focus on PBL on 30th Nov</p> <p>VP to redo Learning Plan Templates to reflect direction of curriculum/NCEA changes & focus</p>
Active partnership in He Kahukura project	Continue Term 1	VP, HODs, Academic staff, SMT	<ul style="list-style-type: none"> • Outworking the agreed bicultural narrative for 2021 as determined by discussion with Dr. Mike Paki Ngāti Apa • Continue with 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>Hikoi was initial step in this journey, as well as ensuring student names pronounced correctly, use of Te Reo in classroom and when able, possibly instructional.</p> <p>Continue with He Kahakura project although has lost some momentum given Takitini-Kahui Ako establishment and goals overlap. He Kahukura is secondary aligned so outcomes narrower focus more readily attainable</p> <p>T4 – final He Kahukura hui on 16th Nov with MOE and Principals. Will highlight gains made during project</p>	<p>Hikoi was initial step in this journey, as well as ensuring student names pronounced correctly, use of Te Reo in classroom and when able, possibly instructional.</p> <p>Continue with He Kahakura project although has lost some momentum given Takitini-Kahui Ako establishment and goals overlap. He Kahukura is secondary aligned so outcomes narrower focus more readily attainable</p> <p>T4 – final He Kahukura hui on 16th Nov with MOE and Principals. Will highlight gains made during project</p>
Active partnership in Takitini Hauora Kahui Ako, with a focus on the achievement challenge of Transitions	Beginning Term 1	SMT, NG	<ul style="list-style-type: none"> • Nicole Greensides takes up role as in-school lead • Arrange visit from across-school lead (ASL) Weds 27th January 	<p>WSL - Nicole Greensides actively involved in Takitini Hauora there has been numerous meetings, some outcomes to apply within school. NC has a regular input into professional</p>	<p>WSL - Nicole Greensides actively involved in Takitini Hauora there has been numerous meetings, some outcomes to apply within school. NC has a regular input into professional</p>

			<ul style="list-style-type: none"> Work with curriculum and pastoral teams on strategies to promote transitions with Yr 10 and above and Māori and Pasifika students into Nga Tawa context 	<p>development, reporting/delivery ideas. Main idea thus far was knowing our Māori students ie understanding whakapapa</p> <p>ASL leads visit, as leads staff different sectors first meeting just to understand and establish areas of common approach.</p> <p>NG and VP led a staff discussion on manaakitanga, sharing what is occurring already and what can be improved on. Conclusion greater use of Te reo and correct pronunciation of student names would be an excellent start.</p> <p>T4 – limited Takitini meetings in L2 or gains but will become focus of bicultural mahi and support in 2022</p>
Delivery of tikanga and te reo Māori to develop te ao Māori	Beginning Term 1	SMT	<ul style="list-style-type: none"> Re-establishing our Whānau group. Exploring Kapa Haka provision Establishing supportive/mutually beneficial relationship with Marton Junction School. Outsourcing te reo and tikanga classes/workshops by identifying opportunities through Ngāti Apa (Te Rūnanga O Ngā Wairiki Ngāti Apa), whānau and community links and MOE Use of Language Perfect to deliver to Te Reo for Junior Students 	<p>David Tipi has begun Kapa Haka with a focus on music/waiata - looking to source a suitable Iwi tutor as Kapa Haka inextricably linked to iwi tikanga</p> <p>Discussion with Ngāti Apa (Te Rūnanga O Ngā Wairiki Ngāti Apa), to determine whether a tutor is available</p> <p>Learning a Pepeha</p> <p>Year 9 students all studying Te Reo Māori, using a resource Māori to Go. Classroom teaching also in Year 10, other year levels enrolled in Te Kura</p> <p>T4 - Te Reo Māori teacher shared PLG with student voice on importance plus examples of work in Yr 9 & 10</p>
Tracking academic outcomes with an additional focus on Māori and Pasifika achievement	Beginning Term 1 for 2021 cohort	VP, HODs, Mentors	<ul style="list-style-type: none"> Identification of priority learners. Māori and Pasifika identified as priority learners. 	<p>Date available to support student from entrance e-asTTle and the most relevant examination</p>

			<ul style="list-style-type: none"> Regular academic tracking and support for academic goals. 	<p>results. Teaching is then strategic to support learning.</p> <p>T4 - tracking with end of year testing plus review of NCEA result in Jan 2022</p>
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 in Whānau group and Kapa Haka. 	<p>Mentoring in Prefect team, sports leaders, humanities groups, service teams, Big sister, Kapa Haka just begun.</p> <p>T4 – prefect applications saw both Yr 12 Māori students apply</p>
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 Transitions Coordinator. 	<p>Swivel has presented to years 10,11, 12</p> <p>Year 10 – Theme: Sharpening Awareness</p> <ul style="list-style-type: none"> Building Boundaries Workshop Workplace Etiquette Workshop <p>Year 11 – Theme: Building Knowledge / What Could Be</p> <ul style="list-style-type: none"> Defining Careers Workshop My Learning Style Workshop <p>Now choosing their work experience destinations</p> <p>Year 12 have completed their Psychometric Testing – Personality and Occupational Interests Profiles</p> <p>Begin one on one interviews in June.</p> <p>Interviews completed end of Term 2</p> <p>T3 – Work Experience day for Yr 11 went ahead</p> <p>T4 – Coaching around option choices</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.

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 and Nga Tawa's Special Character

Annual Target: Growing staff capability in mentoring the development of the key competencies and values and belonging within the student body

Baseline –

Action	When	Who	Indicators of progress	Variance
Staff professional development	Beginning Term 1	SMT, KN/KW	<ul style="list-style-type: none"> Educational psychologists provide targeted professional development to improve equity and outcomes to <ul style="list-style-type: none"> grow staff capacity as mentors (teachers and boarding staff) support delivery of pastoral programmes with ongoing guidance develop staff understanding and delivery of individual support plans Wednesday meetings equipping mentors in the delivery of mentoring outcomes 	<p>T2. MC & VP worked on mentoring programme and provided resources for mentors – But revised with new Director of Wellbeing.</p> <p>T4. VP & KW to work on Mentoring programme for 2022</p>
Mentors are actively coaching the student	Beginning Term 1	SMT, Deans, Mentors	<ul style="list-style-type: none"> Calendared 1:1 goal setting/coaching appointments at start of term 15min per student in flexi Effective delivery of mentoring programme – termly theme + weekly plan (linked to student diary) utilising existing programmes (Travellers/Rite) Effective use of the student diary by mentors and students New entrants at Yr 10 and above have a flexi timetable for 1st 4 weeks from 1:1 goal setting 	<p>Mentoring calendared 2021 twice a week to enable more time for coaching, knowing students well.</p> <p>New students have structured flexi time intention to reinforce value of flexitime attendance and develop a habit of use.</p> <p>For 2022 will have weekly Tuesday morning mentors meeting to support mentoring delivery.</p>

			<ul style="list-style-type: none"> SMT join/walkthrough mentoring meetings and mentoring 		<ul style="list-style-type: none"> Goals developed at beginning of term, can use end of Term 2 report feedback/ feedforward to structure appropriate goals
Integration of student - centred conversation between mentors and boarding manager	Beginning Term 1	Mentors, Boarding Managers	<ul style="list-style-type: none"> Development and review of termly goals co-constructed with each student by mentor and shared with parent and boarding manager Boarding supports mentoring programme with targeted input 		
Effective and regular conversation between mentors and families around student progress			<ul style="list-style-type: none"> Phone call at start of year to introduce mentor Calendared phone calls home following on termly goal setting and publication of progress reports Mentors record feedback from phone call on T-drive Pastoral template Mentors are available to talk with parents at Junior barbeque and Term 1 sporting events. 		Mentors are phoning home, helps with understanding of student conversations recorded for follow up.
Report on the development of future focussed skills	Beginning Term 1	Teachers, Mentors, Boarding Managers	<ul style="list-style-type: none"> Communication of Key Competency and School Values development through Progress and Written Reports by teachers/mentors/boarding managers to parents 		Gathering data – facilitates focussed development, through tracking and support.
Reviewing our programme of interdisciplinary study in Year 9 and 10	Beginning Term 2	LC, VP, HODs	<ul style="list-style-type: none"> Measure student outcomes e.g. Level 1 2021 increased evidence of 'beyond' the text, use of Maths in L1 Science context Working productively (creative, critical and collaborative) Term 3 review of learning plans and student outcomes to inform development of 2022 timetable 		<p>T4. VP will do a KC analysis from all 6 Progress Reports after Wk 4 & look at trends</p> <p>Professional inquiry Term 3 will determine efficacy</p> <p>T3. Report from AM & NG – HOD for English and Social Science recommending revert to specialist subject and teacher but keep interdisciplinary rich tasks, common contexts/assessments and collaborative projects in 2022.</p> <p>T4. Recommendation implemented in timetabling VP to redo Learning Plan Templates to reflect direction of curriculum</p>
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. 		All juniors engage digital technology – enhance learning, but in structured way , develop skills particularly in research.

			<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. 	
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>Initial data has been collected – shows current level of attainment with focus on numeracy and literacy</p> <p>T4. e-asTTle</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 2020 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 	<p>T1. 2020 Completed and wellbeing data gathered. Staff change within boarding has meant an area of concern has been mitigated.</p> <p>T4. KW to review questions and survey format T1 2022 survey.</p>

					<p>Orah software – Nuture – wellbeing survey/tracking will be launched with “live data” and used in 2022. May be in addition or instead of in-house survey.</p> <p>Aim for 360’ voice in 2022 – staff/student/parents</p>
Audit of wellbeing practices by NZWIR	Term 1	MC, KW/KN, NZIWR	<ul style="list-style-type: none">Review dataEstablishing priorities for the first year and implementing change as requiredActioning strategies informed by data and audit		T4. Review survey results again and collate into themes to inform practice moving forward KW to create exit survey for boarding staff and students.
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 teamSMT identify further professional development needsWorking with families to encourage their understanding of wellbeing practices		Begin Webinars with NZIWR to build staff wellbeing. Focus overcoming inherent negative bias using gratitude. T4. Concluded the staff meeting webinars and have 2 more bite-sized learning in Monday PD sessions. T4. KW to send out staff survey for feedback
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 strategiesSupporting staff to enable delivery		Begin Webinars – focus in 2021 is building staff wellbeing and to grow staff capacity but also to give skills to impart to students as and when appropriate T4. Work begins to develop mentoring plan for strategies and delivery to student body in 2022
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 gratitudeIntegration and outworking of wellbeing year level narrative		T4. Work begins to develop mentoring plan to outwork wellbeing practices within student body in 2022

Develop draft wellbeing model	Term 1 - 4	MC, KW/KN, Wellbeing leads team	<ul style="list-style-type: none"> By the end of 2021 a draft wellbeing model for Nga Tawa is created 	<p>Planning to begin in Term 3 drawing together all pastoral practice under umbrella of positive psychology. Linking existing programmes into a strategic whole</p> <p>T3. Health and Wellbeing Review Meeting with stakeholders. Review of current delivery within curriculum and co-curricular. Identification of gaps.</p> <p>T4. Development of 2022 Health Delivery</p> <p>T4. Schedule second stakeholder meeting</p> <p>T4. Planning for behaviour management, wellbeing and restorative practice response to inform staff TOD PD at start of T1 2022</p>
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