

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NGA TAWA DIOCESAN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

The Board 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 Statement of Compliance with Employment Policy, the Board Member list 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 2022

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
Jacinda Younger	Parent Representative	Elected	June 2025
Craig Taylor	Parent Representative	Elected	November 2023
Hayden Trotter	Parent Representative	Casual Vacancy	Resigned June 22
Penelope Roberts	Parent Representative	Casual Vacancy	Appointed November 2021
Mark Chamberlain	Proprietors Representative	Appointed	June 23
Heidi Hitchman	Proprietors Representative	Appointed	June 23
Roger Dalrymple	Proprietors Representative	Appointed	June 23
Chris Bone	Proprietors Representative	Appointed	June 23
Ashley Holland	Staff Representative	Elected	May 2025
Ivy Roberts	Student Representative	Elected	October 2023
Natalie Bone	Student Representative	Elected	September 2022

Accountant / Service Provider: Openbook Solutions Limited

NGA TAWA DIOCESAN SCHOOL

Annual Report - For the year ended 31 December 2022

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Nga Tawa Diocesan School

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

David Bruce Green
Full Name of Presiding Member

D.B. Green
Signature of Presiding Member

25 May 2023.
Date:

Lesley Fay Carter
Full Name of Principal

[Signature]
Signature of Principal

25/5/2023
Date:

Nga Tawa Diocesan School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	2,471,108	2,246,726	2,334,013
Locally Raised Funds	3	333,700	543,209	498,367
Use of Proprietor's Land and Buildings		166,428	279,201	158,975
Interest Income		1,017	250	95
Gain on Sale of Property, Plant and Equipment		0	0	870
Total Revenue		2,972,253	3,069,386	2,992,320
Expenses				
Locally Raised Funds	3	46,804	106,596	82,740
Learning Resources	4	2,386,234	2,335,679	2,388,731
Administration	5	147,331	139,992	129,499
Finance		1,757	1,100	1,648
Property	6	389,732	498,087	389,544
Total Expenses		2,971,858	3,081,454	2,992,162
Net Surplus / (Deficit) for the year		395	(12,068)	158
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		395	(12,068)	158

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		127,629	127,629	94,176
Total comprehensive revenue and expense for the year		395	(12,068)	158
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,545	5,555	5,555
Contribution - SNUP		0	0	27,740
Equity at 31 December		135,569	121,116	127,629
Accumulated comprehensive revenue and expense		135,569	121,116	127,629
Equity at 31 December		135,569	121,116	127,629

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	171,738	99,359	100,693
Accounts Receivable	8	239,147	310,000	301,301
GST Receivable		5,660	10,000	17,676
Prepayments		7,252	8,000	7,946
		423,797	427,359	427,616
Current Liabilities				
Accounts Payable	10	216,012	280,000	281,049
Revenue Received in Advance	11	110,253	75,000	79,130
Provision for Cyclical Maintenance	12	0	0	8,592
Finance Lease Liability	13	10,916	10,916	8,910
		337,181	365,916	377,681
Working Capital Surplus/(Deficit)		86,616	61,443	49,935
Non-current Assets				
Property, Plant and Equipment	9	125,977	120,036	130,761
		125,977	120,036	130,761
Non-current Liabilities				
Provision for Cyclical Maintenance	12	60,512	52,625	44,033
Finance Lease Liability	13	7,738	7,738	9,034
Revenue Received in Advance	11	8,774	0	0
		77,024	60,363	53,067
Net Assets		135,569	121,116	127,629
Equity		135,569	121,116	127,629

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		574,673	546,726	533,846
Locally Raised Funds		269,921	544,232	257,928
International Students		145,857	0	72,630
Goods and Services Tax (net)		12,016	7,676	(3,534)
Payments to Employees		(529,180)	(600,877)	(599,843)
Payments to Suppliers		(387,503)	(476,320)	(403,218)
Interest Paid		(1,757)	(1,100)	(1,648)
Interest Received		1,017	250	95
Net cash from/(to) Operating Activities		85,044	20,587	(143,744)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		0	0	870
Purchase of Property Plant & Equipment (and Intangibles)		(16,799)	(13,241)	(5,455)
Net cash from/(to) Investing Activities		(16,799)	(13,241)	(4,585)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,545	5,555	5,555
Finance Lease Payments		(4,745)	(14,235)	(3,934)
Funds Administered on Behalf of Third Parties		0	0	(5,162)
Net cash from/(to) Financing Activities		2,800	(8,680)	(3,541)
Net increase/(decrease) in cash and cash equivalents		71,045	(1,334)	(151,870)
Cash and cash equivalents at the beginning of the year	7	100,693	100,693	252,563
Cash and cash equivalents at the end of the year	7	171,738	99,359	100,693

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 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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 9.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 18b.



Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are 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 where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) 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	Term of Lease
Library resources	2-8 years

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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

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.

Long-term employee entitlements

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

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

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

The schools carries out painting maintenance of the whole school over a 13 to 17 year period, the economic outflow of this is dependent on

m) Financial Instruments

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

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

n) 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.

o) Budget Figures

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

p) Services received in-kind

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



2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	578,429	546,726	522,123
Teachers' Salaries Grants	1,892,679	1,700,000	1,811,890
	<u>2,471,108</u>	<u>2,246,726</u>	<u>2,334,013</u>

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	169,135	350,496	284,107
Curriculum related Activities - Purchase of goods and services	14,945	0	14,139
Fees for Extra Curricular Activities	43,660	100,000	64,182
International Student Fees	105,960	92,713	135,939
	<u>333,700</u>	<u>543,209</u>	<u>498,367</u>
Expenses			
Extra Curricular Activities Costs	43,660	100,000	65,129
International Student - Student Recruitment	3,144	6,596	17,611
	<u>46,804</u>	<u>106,596</u>	<u>82,740</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>286,896</u>	<u>436,613</u>	<u>415,627</u>

During the year the School hosted 5 International students (2021:9)

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	65,362	104,810	69,071
Information and Communication Technology	18,098	25,000	28,857
Library Resources	0	3,600	0
Employee Benefits - Salaries	2,262,872	2,160,669	2,249,452
Staff Development	4,234	6,000	5,595
Depreciation	35,668	35,600	35,756
	<u>2,386,234</u>	<u>2,335,679</u>	<u>2,388,731</u>



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,323	7,060	6,139
Board Fees	4,674	5,000	4,160
Board Expenses	0	0	740
Communication	5,000	5,000	5,000
Consumables	9,123	8,000	7,877
Legal Fees	0	500	350
Other	23,103	24,224	17,210
Employee Benefits - Salaries	81,108	72,208	70,023
Insurance	8,000	8,000	8,000
Service Providers, Contractors and Consultancy	10,000	10,000	10,000
	<u>147,331</u>	<u>139,992</u>	<u>129,499</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	2,000	2,000	1,739
Consultancy and Contract Services	92,000	92,000	107,076
Cyclical Maintenance Provision	7,887	0	6,644
Grounds	2,000	2,000	2,000
Heat, Light and Water	46,731	52,386	47,448
Repairs and Maintenance	3,743	2,500	1,500
Use of Land and Buildings	166,428	279,201	158,975
Employee Benefits - Salaries	68,943	68,000	64,162
	<u>389,732</u>	<u>498,087</u>	<u>389,544</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	171,738	99,359	100,693
Cash and cash equivalents for Statement of Cash Flows	<u>171,738</u>	<u>99,359</u>	<u>100,693</u>

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



8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	819	0	0
Receivables - Diocesan Trust Board (Grant)	81,500	140,000	124,500
Receivables from the Ministry of Education	201	0	18,541
Teacher Salaries Grant Receivable	156,627	170,000	158,260
	<u>239,147</u>	<u>310,000</u>	<u>301,301</u>
Receivables from Exchange Transactions	819	0	0
Receivables from Non-Exchange Transactions	238,328	310,000	301,301
	<u>239,147</u>	<u>310,000</u>	<u>301,301</u>

9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	29,968	0	0	0	(658)	29,310
Furniture and Equipment	40,476	6,148	0	0	(10,403)	36,216
Information and Communication	27,727	6,587	0	0	(8,263)	26,052
Leased Assets	17,248	11,631	0	0	(12,017)	16,866
Library Resources	15,342	6,519	0	0	(4,327)	17,533
Balance at 31 December 2022	<u>130,761</u>	<u>30,885</u>	<u>0</u>	<u>0</u>	<u>(35,668)</u>	<u>125,977</u>

The net carrying value of furniture and equipment held under a finance lease is \$16,866 (2021: \$17,248)

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings	32,918	(3,608)	29,310	32,918	(2,950)	29,968
Furniture and Equipment	546,818	(510,602)	36,216	559,933	(519,457)	40,476
Information and Communication	224,367	(198,315)	26,052	238,077	(210,350)	27,727
Leased Assets	87,290	(70,424)	16,866	115,031	(97,783)	17,248
Library Resources	68,000	(50,467)	17,533	61,482	(46,140)	15,342
Balance at 31 December	<u>959,393</u>	<u>(833,416)</u>	<u>125,977</u>	<u>1,007,441</u>	<u>(876,680)</u>	<u>130,761</u>



10. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	9,988	10,000	1,183
Accruals	7,572	15,000	18,192
Diocesan Trust Board	0	60,000	59,554
Employee Entitlements - Salaries	174,797	170,000	183,617
Employee Entitlements - Leave Accrual	23,655	25,000	18,503
	<u>216,012</u>	<u>280,000</u>	<u>281,049</u>
Payables for Exchange Transactions	216,012	280,000	281,049
	<u>216,012</u>	<u>280,000</u>	<u>281,049</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
International Student Fees in Advance - Current	110,253	75,000	79,130
International Student Fees in Advance - Term	8,774	0	0
	<u>119,027</u>	<u>75,000</u>	<u>79,130</u>

12. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	52,625	52,625	45,981
Increase to the Provision During the Year	7,887	0	6,644
Provision at the End of the Year	<u>60,512</u>	<u>52,625</u>	<u>52,625</u>
Cyclical Maintenance - Current	0	0	8,592
Cyclical Maintenance - Non current	60,512	52,625	44,033
	<u>60,512</u>	<u>52,625</u>	<u>52,625</u>

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



13. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	13,331	13,331	10,128
Later than One Year and no Later than Five Years	7,017	7,017	9,599
Later than Five Years	0	0	0
Future Finance Charges	(1,694)	(1,694)	(1,783)
	<u>18,654</u>	<u>18,654</u>	<u>17,944</u>
Represented by			
Finance lease liability - Current	10,916	10,916	8,910
Finance lease liability - Non current	7,738	7,738	9,034
	<u>18,654</u>	<u>18,654</u>	<u>17,944</u>

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

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period totals \$166,428 (2021: \$158,975) and is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

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 \$156,100 (2021: \$51,700).

Funds were received from the Proprietor for Activity Fees collected on behalf of the Board, and Grants were provided for the operation of the School totalling \$167,084 (2021: \$278,084).

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.

Under an agency agreement, the School collects funds on behalf of the Proprietor and vice versa. The amounts collected in total were \$4,469 (2021: \$387,763). The amounts paid include international students and boarding bursary totalling \$477,221 (2021: \$444,151). 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 \$819, (2021: \$59,554).



15. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,674	4,160
<i>Leadership Team</i>		
Remuneration	268,534	297,048
Full-time equivalent members	2.00	2.30
Total key management personnel remuneration	273,208	301,208

There are 9 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 Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	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	2022 FTE Number	2021 FTE Number
100 - 110	4	6
110 - 120	3	1
	7	7

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

16. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	0	0
Number of People	0	0



17. Contingencies

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

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

Holidays Act Compliance – schools payroll

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

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

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

18. Commitments

(a) Capital Commitments

There were no capital commitments as at 31 December 2022. (2021: \$nil)

(b) Operating Commitments

There were no operating commitments as at 31 December 2022. (2021: \$nil).

(a) Operating lease for migration services for telephony and IT Support package;

	2022 Actual	2021 Actual
	\$	\$
No later than One Year	7,230	0
Later than One Year and No Later than Five Years	9,300	0
Later than Five Years	0	0
	<u>16,530</u>	<u>0</u>

19. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	171,738	99,359	100,693
Receivables	239,147	310,000	301,301
Total Financial assets measured at amortised cost	<u>410,885</u>	<u>409,359</u>	<u>401,994</u>

Financial liabilities measured at amortised cost

Payables	216,012	280,000	281,049
Finance Leases	18,654	18,654	17,944
Total Financial Liabilities Measured at Amortised Cost	<u>234,666</u>	<u>298,654</u>	<u>298,993</u>



20. Events After Balance Date

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

21. Comparatives

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



Nga Tawa Diocesan School

Statement of Kiwisport Funding

For the year ended 31 December 2022

Kiwisport is a government funding initiative to support student's participation in organised sport. In 2022 the School received total Kiwisport funding of \$4,209 (excluding GST). The funding was paid to the Sports Co-Ordinator to assist in her role as Sports Co-Ordinator.

Nga Tawa Diocesan School

Statement of Compliance with Employment Policy

For the year ended 31 December 2022

For the year ended 31st December 2022 the Nga Tawa Diocesan School Board:

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

ANNUAL PLAN 2022 VARIANCE

Nga Tawa 2022 – 2025 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 2022 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. Implement a school wide strategy for Wellbeing which is grounded in our Special Character.

RESPECT	-	INTEGRITY	-	COURAGE
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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 grow the capability of staff and students of te reo Māori and tikanga to support the understanding and appreciation of te ao Māori and the inclusion of Mātauranga Māori		
Action	When	Who	Indicators of progress	Variance
Place based learning – connections to Rangitikei and iwi Ngāti Apa	Beginning Term1	VP, HODs, Academic staff, SMT	<ul style="list-style-type: none"> 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. Year 9 Rangitikei Hikoi lead by Dr. Mike Paki OR PLD provider T1 To incorporate iwi curriculum into units of work HODs develop new units of learning a consideration for grounding in Place Based Learning Relevant connections to student lives e.g. Map connections exercise for staff PD day to model activity for mentors to do with their group 	<p>Iwi curriculum not yet released Covid prevented Year 9 hikoi but this will occur in 2023</p> <p>Local hikoi for teachers was postponed earlier in year but EG-Te reo teacher participated in Nov 9th trip with Matua Mike Paki</p> <p>When iwi local curriculum released new units of learning will be developed and thereby reinforcing iwi connections</p> <p>Continue to encourage telling of local stories</p> <p>Junior mihi videos accessed through QR codes part of display for Te wiki o te reo Māori</p>

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Updated Effective Teacher Profile used as guiding document for teaching and learning	For Term 1	VP	<ul style="list-style-type: none"> T4 2021 review of Effective Teacher Profile. New draft for T1 reviewed at 1st staff meeting. 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 Teachers use as a living document 	<p>ETP updated Term 1, guiding pedagogy, reflecting professional standards and school values emerging from special character.</p> <p>Evidence of implementation seen through teacher's appraisal summary reports – reporting on 6 teacher standards linked to ETP.</p> <p>Have reviewed Tātaiako and planning in 2023 to combine and strengthen</p>
Mātauranga Māori	Beginning Term 1	VP, HODs,	<ul style="list-style-type: none"> Inclusion in unit of learning template Use of NZQA resources 	<p>Mātauranga Māori evident in units of learning across Nga Tawa curriculum. Professional development opportunities taken when available. Science department hosted workshop for CD colleagues.</p> <p>Staff feedback bicultural journey</p> <ul style="list-style-type: none"> <i>I have really valued the journey Ngā Tawa is currently on. It has boosted my confidence, and the confidence of my colleagues. And more importantly, the students have noticed our efforts in our own learning, which is valuable modelling</i> <i>The introduction to purposeful and valid Mātauranga Māori concepts in the classroom, particularly in Year 10 this year has provided depth to the classroom environment. It has been valuable to explore the culture of Aotearoa in a classroom environment, and for all students to see themselves and their culture reflected in our learning.</i>

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Engage PD providers	Term 1	SMT	<ul style="list-style-type: none"> Outworking the agreed bicultural narrative for 2022 as determined by discussion with PLD provision- to be finalised 	Teacher of te reo sourced from UCOL Whanganui
Increase staff capacity in te reo Delivery of tikanga and te reo Māori to appreciate te ao Māori	Term 3	External provider	<ul style="list-style-type: none"> Outsourcing te reo and tikanga classes/workshops by identifying opportunities through Te Taioho +/-or Ngāti Apa (Te Rūnanga O Ngā Wairiki Ngāti Apa), whānau and community links Engage in a course for staff with instructional and relational everyday te reo All staff can deliver pepeha Create lanyards for all staff with help cards 	<p>Term 2 Te reo tutor engaged. All academic staff/ one boarding have completed a 10-week course, which concluded into T3.</p> <p>Confidence and everyday inclusion of te reo has visibly increased. Knowledge of tikanga has strengthened with language learning.</p> <p>Te reo - majority have continued. Term 3 & 4 te reo second course for 17 staff continuing. Excellent progress by cohort. Affirming feedback from te reo tutor Matua Tahi Gotty</p> <p>Staff feedback bicultural journey</p> <ul style="list-style-type: none"> it's a privilege to work at a school that values this bi-cultural pathway and I have appreciated the opportunity for Professional Development
Increase everyday inclusion of te reo school wide		Academic staff,	<ul style="list-style-type: none"> Karakia – to start all staff and student meetings and start of Pd 1 and end of Pd 5 lessons Waiata - School learn and deliver Waiata regularly and in reply for guest speakers Use of Language Perfect to deliver to Te Reo for Junior Students All students can deliver pepeha 	<p>Te reo Māori junior classes have been strengthened with the employment of an academic staff member who is able to offer teaching and learning, lessening the dependence upon an online delivery.</p>

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				<p>Tikanga understanding increased as te reo capacity within students grows</p> <p>Notable increase in class size, current Year 10 have selected to continue study at Year 11</p> <p>Year 9 students can offer their pepeha</p> <p>Language Perfect not required to be used extensively given acquisition of Te Reo teacher.</p>
Strengthen Kapa Haka		HOD Music DT	<ul style="list-style-type: none"> • Authentic and regular participation in school events • 2022 itinerant lesson – students sign up and part of timetable • Performance credits offered 	<p>Kapa haka rōpū growing in number and performance confidence, especially in support of chapel services.</p> <p>Will support Annual Prize Giving ceremony at end of year</p> <p>Planning and discussion with stake holders to ensure tikanga of Ngā Wariki Ngāti Apa and Anglican special character can be honored to maintain the mana of the rōpū</p>
Aotearoa New Zealand Histories Curriculum	From Term 1	HOD Social Sciences NG	<ul style="list-style-type: none"> • Incorporation into Social Science units of learning and pilot implementation for 2023 full launch 	<p>A significant amount of planning resulted in teaching and learning beginning Term 1 for the authentic delivery of the Aotearoa New Zealand Histories curriculum. As part of the refreshed social science curriculum</p>

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Cultural Responsiveness Audit	Term 3	SMT	<ul style="list-style-type: none"> T1 Review of audit and see what is yet to be implemented T3 start of invite Dr. Mike Pahi to redo cultural audit to measure outcomes to date, for feedback and next steps 	<p>2022 Kahui Ako Takitini Hauora student survey; 83% of our cohort agreed or strongly agreed that</p> <ul style="list-style-type: none"> their wellbeing, sense of belonging respect for who I am, acknowledgement of prior learning, learning interest + expectation, Māori success celebrated inclusion of local stories were all affirmed <p>Staff response explored through Principal's appraisal survey, very positive feedback acknowledging a journey, however significant progress corporately and individual confidence grown</p> <p>Staff professional development using Tātaiako document to identify strengths and aspects to work on links to NT ETP</p>
Active partnership in Takitini Hauora Kahui Ako	Term 1	SMT, NG	<ul style="list-style-type: none"> Nicole Greensides continues in role as in-school lead Encourage participation in Call Back TOD PD Day in Term 1 holidays 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>Active role maintained however recent loss of several ASL has meant NT connectedness very reliant on WSL meeting and professional development, which has latterly had a primary school focus.</p> <p>Our WSL has attended COPE PD and hui</p>

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				Two visits by Kahui ako Takitini personnel (ASLs and Lead Principal) which has been very affirming of our progress. 2 nd visit was around 2023 planning and support/resources required and asking for viable contacts/brokering with iwi.
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"> Māori and Pasifika identified as priority learners. Regular academic tracking and support for academic goals. 	<p>Regular tracking every term, focus is support utilising mentor and mentoring and flexi time to ensure aspirational academic outcomes.</p> <p>Intervention/high level of support inputted to L3 Māori students to meet L3/UE requirements.</p>
Mentoring and encouraging Māori and Pasifika students within leadership positions and with co-curricular involvement	Identification in Term 1	VP/KW and Mentors	<ul style="list-style-type: none"> Students accepting leadership and mentoring as leaders occurs. Evidence of sustained involvement in co-curricular incl. Kapa Haka. 	Evidenced in kapa haka and whole house activity
Active career planning for future education	Beginning Term 1	SJ, Swivel Careers, Student & Whānau	<ul style="list-style-type: none"> Support of Māori students with careers and leadership. 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. 	Active Career counselling using Swivel Careers. Student supported to attend at career workshops, to participate in university open days, apply for scholarships to facilitate tertiary study

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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 and Nga Tawa's Special Character			Annual Target: Nurturing a school wide culture of reading for pleasure – <i>A Reading Village</i>		
Action	When	Who	Indicators of progress	Variance	
Audit of current reading practice	Term 1	Librarian SS	<ul style="list-style-type: none"> Baseline data audit – who/what/duration – measurable reading 	Have initial data on reading engagement, survey again Term 4 to determine impact of Reading Village.	
Increase visibility of readers and reading	From Term 1 Many events Term 2 & 3 (Winter focus)	All staff	<ul style="list-style-type: none"> Yr 9 Reading nook to be replicated in Yr 10-12 Boarding – weekly student book review and book of the week Pop up library events – visits to boarding Big Sisters reading to Little Sister dorm Book review – add to staff reflection Barista Book Club/Milo & Marshmallows Reading flexi for Yr 9 – book club NT Book Club – staff & students? Increased entry into local and national events/competitions Shadow national events with an in-school version 	Focus on reading for pleasure beginning in Term 2 Actions achieved <ul style="list-style-type: none"> Sustained silent reading for 15minutes beginning Period 3, Term 3 Period 2 Visual display in main block, Supportive reading environments in boarding areas, juniors read to by Big Sisters, as well as encouraged to read Books visibility and accessibility increased Staff book reviews feature of every assembly Reading competitions, Readers Cup, Mentoring challenge 	

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			<ul style="list-style-type: none"> Share reading news with wider community through NT News 	<ul style="list-style-type: none"> Visiting authors hosting workshops <p>Survey results Term 4</p> <p>50% increase in books issued</p> <p>Increase in fiction genres explored from a dominance of 2 to a more expansive 6</p> <p>Students have been encouraged through this strategy to read more expansively and more students are now engaged in reading for pleasure.</p>
Literacy		HOD English AM	<ul style="list-style-type: none"> Measurable increase in Junior e-asTTle reading results between T1 and T4 Sustained silent reading – Prep reading reinforced 	<p>Student voice</p> <ul style="list-style-type: none"> "It made me read a lot more and enjoy reading more than I normally would." "It got me back into reading" "It has helped me with my writing skills" "I have read way more books than I usually would" "I have found that my reading has gotten better" "I have really enjoyed the Reading Village and it has helped me with my English skills"
Literacy Week	Term 2	Librarian SS	<ul style="list-style-type: none"> Library Festival Week Visiting Poets/Authors 	The Reading Village continued with events and author visits, competitions encouraging reading
Principal's Reading Challenge	Term 3	Librarian SS	<ul style="list-style-type: none"> Inter-House Reading Competition 	New House competition-inaugural event Term 4 Year 9 teams-champions reading

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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.					
Annual Objective 3: Implement a school wide strategy for Wellbeing which is grounded in our Special Character			Annual Target: To develop a holistic and integrated Wellbeing strategy		
Action	When	Who	Indicators of progress	Variance	
Develop Mentoring programme	From Term 1	Pastoral Team	<ul style="list-style-type: none"> Review and incorporate the wellbeing strategy into mentoring programme 	NZIWR wellbeing for staff delivered in 2020/2021 is now being utilized to grow student capacity, themes each term to support wellbeing: gratitude mindfulness, empathy, and emotional literacy.	
Increase Mentor's capacity	From Term 1	Pastoral Team	<ul style="list-style-type: none"> PD to ensure shared understanding of mentoring goals/strategies Build equity across the mentoring teams Differentiate mentoring programme for each year level Increase links between boarding and year level mentors with Boarding Breakfast – twice a term breakfast meeting for boarding staff and mentors Investigate and incorporate The Resilience Project resources into mentoring programme 	<p>Weekly meeting as a team-Dean with Boarding Manager to build capacity and increase awareness of themes or emerging student concerns or behaviours, bridging both environments.</p> <p>Breakfast meetings building an understanding of whole cohort team</p> <p>Year 9 mentors all trained in Travelers programme</p> <p>Orah real time nurture data utilized effectively to identify trends – Term 3 increase in stress around preliminary examinations able to respond with study skills strategy.</p>	

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					Resilience Project-reading for professional development for staff to enable nurturing students’ capacity in actively supporting personal wellness.
Bring Positive Psychology learnings into student programmes	From Term 1	Pastoral Team	<ul style="list-style-type: none">Bring Positive Education practices to the students	<p>Managing adolescent first aid strategies delivered to all staff ensuring understanding of our procedure and building confidence in utilization and to deescalate situations.</p> <p>School counsellor data evidenced an increase in resilience-reduction in mental health issues. Intervention at a lower level more prevalent students are accessing support and increasing their self-efficacy.</p>	
Amplify Restorative Practice	From Term 2	KW	<ul style="list-style-type: none">Refresher PD on RP for all staff	<p>Staff training (refresher) on Restorative Practice, staff feedback voiced in being more confident in having curious conversations to build positive staff/student relationships</p> <p>Staff capacity has increased Deans skilled at facilitating RP conferences.</p>	
Strategic development of KC	From Term 1	VP/KW	<ul style="list-style-type: none">T1 KC analysis of 2021 student outcomes to provide focus for 2022 developmentBoarding managers – explicit development through practical examples	<p>Key competencies reported on in day school and so patterns can be discerned and worked on as evidence emerges in both mentoring and within boarding, growing self-efficacy</p> <p>Growing capacity of boarding staff, a regular in meeting focus</p> <ul style="list-style-type: none">understanding wellbeingLGBTQIA+ community <p>Orah training to read and interpret data</p>	

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Special Character values	From Term 1	SMT, Prefects	<ul style="list-style-type: none"> Respect, Integrity, Courage modelled and highlighted regularly in assemblies, chapel etc. 	<p>Conversations as and when appropriate-teachable moments</p> <p>Chapel reflections incorporating our values</p> <p>Prefects have role modeled in assembly school values</p>
Review Health and Wellbeing provision	Term 1	KW/VP/LC	<ul style="list-style-type: none"> Review, streamline and create comprehensive pathways for Health provision from Yr 9 to 13 incorporating curricular and co-curricular delivery and external providers. 	<p>Several collaborative meetings have collated all curriculum learning /activities/workshops/experiences under a single wellbeing umbrella, identifying for each cohort specific knowledge and skills includes mentoring, Inspired Education, Hauora (core PE and Health) special character-religious education, curriculum learning Science, Food and Nutrition appreciating all we do and where possible gaps exists.</p> <p>Real time data to inform practice and modify programme as a response</p>
Develop a holistic and integrated Wellbeing strategy	By Term 4	SMT	<ul style="list-style-type: none"> Create a roadmap visual incorporating all aspects above 	<p>Reviewed several possible models selecting Mauri Ora model which will be adapted to reflect Nga Tawa Special Character and our vision, values, and principles.</p>

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