

TAUMATA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	485
Principal:	Genavier Fuller
School Address:	145 Mortlake Heights, Pyes Pa
School Postal Address:	145 Mortlake Heights, Pyes Pa, Tauranga, 3112
School Phone:	07 579 0990
School Email:	office@taumata.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

TAUMATA SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements
	Other Information
	Members of the Board
	Kiwisport / Statement of Compliance with Employment Policy
	Analysis of Variance

Taumata 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.

TOM ROBERTS
Full Name of Presiding Member

T Roberts
Signature of Presiding Member

31/05/23
Date:

Genavien Fuller
Full Name of Principal

Genavien Fuller
Signature of Principal

31/05/23
Date:

BENJAMIN ASHTON FITCHETT

B A Fitchett

31-5-23

Taumata School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	5,291,970	4,265,096	4,809,994
Locally Raised Funds	3	237,828	65,920	142,905
Interest Income		10,660	-	2,786
Gain on Sale of Property, Plant and Equipment		-	-	2,309
		<u>5,540,458</u>	<u>4,331,016</u>	<u>4,957,994</u>
Expenses				
Locally Raised Funds	3	124,800	-	69,539
Learning Resources	4	3,651,369	2,578,443	3,041,097
Administration	5	216,227	198,174	173,054
Finance		2,222	2,500	1,896
Property	6	1,408,168	1,720,435	1,227,959
Loss on Disposal of Property, Plant and Equipment	11	-	-	1,360
		<u>5,402,786</u>	<u>4,499,552</u>	<u>4,514,905</u>
Net Surplus / (Deficit) for the year		137,672	(168,536)	443,089
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>137,672</u></u>	<u><u>(168,536)</u></u>	<u><u>443,089</u></u>

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



Taumata 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		2,254,360	1,785,406	1,570,196
Total comprehensive revenue and expense for the year		137,672	(168,536)	443,089
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,750	-	241,075
Equity at 31 December		2,401,782	1,616,870	2,254,360
Accumulated comprehensive revenue and expense		2,401,782	1,616,870	2,254,360
Equity at 31 December		2,401,782	1,616,870	2,254,360

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.



Taumata 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	416,256	321,620	583,717
Accounts Receivable	8	295,672	222,172	436,567
GST Receivable		29,369	27,011	10,131
Prepayments		9,349	3,224	14,475
Inventories	9	29,532	-	32,051
Investments	10	800,000	-	800,000
Funds Receivable for Capital Works Projects	15	-	-	19,968
		<u>1,580,178</u>	<u>574,027</u>	<u>1,896,909</u>
Current Liabilities				
Accounts Payable	12	293,327	201,857	372,785
Revenue Received in Advance	13	52,306	2,485	49,616
Finance Lease Liability	14	52,791	44,875	44,350
Funds held for Capital Works Projects	15	19,752	-	3,071
		<u>418,176</u>	<u>249,217</u>	<u>469,822</u>
Working Capital Surplus/(Deficit)		<u>1,162,002</u>	<u>324,810</u>	<u>1,427,087</u>
Non-current Assets				
Property, Plant and Equipment	11	1,274,498	1,364,320	876,045
		<u>1,274,498</u>	<u>1,364,320</u>	<u>876,045</u>
Non-current Liabilities				
Finance Lease Liability	14	34,718	72,260	48,772
		<u>34,718</u>	<u>72,260</u>	<u>48,772</u>
Net Assets		<u>2,401,782</u>	<u>1,616,870</u>	<u>2,254,360</u>
Equity		<u>2,401,782</u>	<u>1,616,870</u>	<u>2,254,360</u>

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



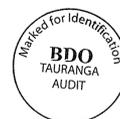
Taumata School Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,225,627	820,000	1,013,338
Locally Raised Funds		239,456	65,920	189,702
Goods and Services Tax (net)		(19,238)	-	16,880
Payments to Employees		(391,329)	1,962,583	(238,176)
Payments to Suppliers		(590,939)	(2,744,777)	(474,926)
Interest Paid		(2,222)	(2,500)	(1,896)
Interest Received		12,684	-	781
Net cash from/(to) Operating Activities		474,039	101,226	505,703
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(648,263)	(541,000)	(130,972)
Purchase of Investments		(800,000)	-	(800,000)
Proceeds from Sale of Investments		800,000	-	-
Net cash from/(to) Investing Activities		(648,263)	(541,000)	(930,972)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,750	-	241,075
Finance Lease Payments		(47,508)	(46,800)	(43,295)
Funds Administered on Behalf of Third Parties		44,521	-	3,012
Net cash from/(to) Financing Activities		6,763	(46,800)	200,792
Net increase/(decrease) in cash and cash equivalents		(167,461)	(486,574)	(224,477)
Cash and cash equivalents at the beginning of the year	7	583,717	808,194	808,194
Cash and cash equivalents at the end of the year	7	416,256	321,620	583,717

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.



Taumata School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) 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.

e) 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.

f) 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.

g) 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.

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	3-5 years
Motor Vehicles	5 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

k) 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 and research expenditure 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.

l) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

m) 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.



n) 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.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

q) Funds held for Capital works

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

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.



s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

u) 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.

v) 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.

w) Budget Figures

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

x) 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	1,055,812	820,000	1,096,451
Teachers' Salaries Grants	3,068,770	1,962,583	2,680,909
Use of Land and Buildings Grants	1,167,087	1,482,513	1,027,961
Other Government Grants	301	-	4,673
	<u>5,291,970</u>	<u>4,265,096</u>	<u>4,809,994</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	28,989	32,000	38,104
Fees for Extra Curricular Activities	111,848	33,920	68,916
Trading	56,866	-	35,885
Fundraising & Community Grants	40,125	-	-
	<u>237,828</u>	<u>65,920</u>	<u>142,905</u>
Expenses			
Extra Curricular Activities Costs	70,166	-	35,242
Trading	54,634	-	34,297
	<u>124,800</u>	<u>-</u>	<u>69,539</u>
<i>Surplus for the year Locally raised funds</i>	<u>113,028</u>	<u>65,920</u>	<u>73,366</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	123,464	142,000	74,612
Library Resources	3,373	4,000	1,583
Employee Benefits - Salaries	3,266,340	2,127,443	2,743,775
Staff Development	35,230	63,000	28,818
Depreciation	205,698	220,000	172,275
Information And Communication Technology	17,264	22,000	20,034
	<u>3,651,369</u>	<u>2,578,443</u>	<u>3,041,097</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,368	4,000	5,212
Board Fees	3,555	2,500	3,535
Board Expenses	11,343	14,300	13,057
Communication	3,917	4,600	3,594
Consumables	12,050	11,000	10,274
Other	44,279	56,000	46,303
Employee Benefits - Salaries	112,051	86,234	77,459
Insurance	6,624	2,500	-
Service Providers, Contractors and Consultancy	17,040	17,040	13,620
	<u>216,227</u>	<u>198,174</u>	<u>173,054</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	13,844	11,600	12,463
Grounds	19,982	29,000	21,256
Heat, Light and Water	48,745	60,000	49,405
Rates	2,631	2,000	-
Repairs and Maintenance	23,569	18,200	4,542
Use of Land and Buildings	1,167,087	1,482,513	1,027,961
Security	398	600	209
Employee Benefits - Salaries	47,287	48,522	45,266
Consultancy And Contract Services	84,625	68,000	66,857
	<u>1,408,168</u>	<u>1,720,435</u>	<u>1,227,959</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	416,256	321,620	583,717
Cash and cash equivalents for Statement of Cash Flows	<u>416,256</u>	<u>321,620</u>	<u>583,717</u>

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

Of the \$416,256 Cash and Cash Equivalents \$19,752 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.



8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	1,506	38,083	444
Receivables from the Ministry of Education	18,439	-	147,411
Banking Staffing Underuse	34,196	29,203	55,350
Interest Receivable	-	19	2,024
Teacher Salaries Grant Receivable	241,531	154,867	231,338
	<u>295,672</u>	<u>222,172</u>	<u>436,567</u>
Receivables from Exchange Transactions	1,506	38,102	2,468
Receivables from Non-Exchange Transactions	294,166	184,070	434,099
	<u>295,672</u>	<u>222,172</u>	<u>436,567</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Uniforms	29,532	-	32,051
	<u>29,532</u>	<u>-</u>	<u>32,051</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	800,000	-	800,000
Total Investments	<u>800,000</u>	<u>-</u>	<u>800,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Building Improvements	100,549	247,447	-	-	(6,040)	341,956
Furniture and Equipment	566,183	227,324	-	-	(103,466)	690,041
Information and Communication Technology	98,037	72,871	-	-	(39,523)	131,385
Motor Vehicles	-	5,904	-	-	(165)	5,739
Leased Assets	92,139	47,874	-	-	(53,691)	86,322
Library Resources	19,137	2,731	-	-	(2,813)	19,055
Balance at 31 December 2022	<u>876,045</u>	<u>604,151</u>	<u>-</u>	<u>-</u>	<u>(205,698)</u>	<u>1,274,498</u>

The net carrying value of equipment held under a finance lease is \$86,322 (2021: \$92,139)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	349,650	(7,694)	341,956	102,203	(1,654)	100,549
Furniture and Equipment	977,321	(287,280)	690,041	749,996	(183,813)	566,183
Information and Communication Technology	253,610	(122,225)	131,385	180,739	(82,702)	98,037
Motor Vehicles	5,904	(165)	5,739	-	-	-
Leased Assets	182,523	(96,201)	86,322	162,206	(70,067)	92,139
Library Resources	31,667	(12,612)	19,055	28,938	(9,801)	19,137
Balance at 31 December	1,800,675	(526,177)	1,274,498	1,224,082	(348,037)	876,045

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	40,722	40,342	131,823
Accruals	5,368	3,858	4,070
Employee Entitlements - Salaries	241,531	154,867	231,338
Employee Entitlements - Leave Accrual	5,706	2,790	5,554
	293,327	201,857	372,785
Payables for Exchange Transactions	293,327	201,857	372,785
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	293,327	201,857	372,785

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Income in Advance	51,246	885	48,026
Sport Uniform Bond	-	540	530
Whanau Ropu/PTA	1,060	1,060	1,060
	52,306	2,485	49,616



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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	54,513	44,875	45,954
Later than One Year and no Later than Five Years	35,530	72,260	49,612
Future Finance Charges	(2,534)	-	(2,444)
	87,509	117,135	93,122

Represented by

Finance lease liability - Current	52,791	44,875	44,350
Finance lease liability - Non current	34,718	72,260	48,772
	87,509	117,135	93,122

15. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Signage			3,071	-	(3,071)	-	-
Shade Structure			(19,968)	-	-	19,968	-
Outdoor Learning Panels		216980	-	19,752	-	-	19,752
Shade Structure Bracing			-	6,845	(6,845)	-	-
Totals			(16,897)	26,597	(9,916)	19,968	19,752

Represented by:

Funds Held on Behalf of the Ministry of Education	19,752
Funds Receivable from the Ministry of Education	-

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Signage			20,027	-	(16,956)	-	3,071
Shade Structure			(19,968)	20,426	(20,426)	-	(19,968)
Totals			59	20,426	(37,382)	-	(16,897)

Represented by:

Funds Held on Behalf of the Ministry of Education	3,071
Funds Receivable from the Ministry of Education	(19,968)



16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,555	3,535
<i>Leadership Team</i>		
Remuneration	301,887	385,452
Full-time equivalent members	2.30	3.00
Total key management personnel remuneration	305,442	388,987

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (6 members) and Property (6 members) that met 9 and 9 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 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	2.00	-
110 - 120	-	2.00
	2.00	2.00

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



18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

In 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 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.

20. Commitments

(a) Capital Commitments

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

\$0 contract for the Outdoor Learning Panels as agent for the Ministry of Education. This project is fully funded by the Ministry and \$19,752 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$0 contract for the Signage as agent for the Ministry of Education. This project is fully funded by the Ministry and \$29,523 has been received of which \$26,452 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the Shade Structure as agent for the Ministry of Education. This project is fully funded by the Ministry and \$36,474 has been received of which \$56,442 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).



21. 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	416,256	321,620	583,717
Receivables	295,672	222,172	436,567
Investments - Term Deposits	800,000	-	800,000
Total Financial assets measured at amortised cost	<u>1,511,928</u>	<u>543,792</u>	<u>1,820,284</u>

Financial liabilities measured at amortised cost

Payables	293,327	201,857	372,785
Finance Leases	87,509	117,135	93,122
Total Financial Liabilities Measured at Amortised Cost	<u>380,836</u>	<u>318,992</u>	<u>465,907</u>

22. Events After Balance Date

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

23. Comparatives

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



Taumata School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Tom Roberts	Presiding Member	Elected	Jun 2025
Genavier Fuller	Principal	ex Officio	Jun 2025
Andrew Tarr	Parent Representative	Elected	Jun 2025
Kat Storey	Parent Representative	Elected	Sep 2022
Gareth Thomas	Parent Representative	Appointed	Jun 2025
Ben Fitchett	Parent Representative	Elected	Jun 2025
David Lewis	Parent Representative	Elected	Jun 2025
Jacqui-Ellen Price	Staff Representative	Elected	Jul 2022
Jeremy Kedian	Other	Elected	Sep 2022

Taumata School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$8,499 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Taumata 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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAUMATA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Taumata School (the School). The Auditor-General has appointed me, Donna Taylor, using the staff and resources of BDO Tauranga, 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 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 13 June 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 of Trustees 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.

PARTNERS: Fraser Lellman CA Janine Hellyer CA Paul Manning CA Donna Taylor CA Linda Finlay CA Michael Lim CA

BDO New Zealand Ltd, a New Zealand limited company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms. BDO New Zealand is a national association of independent member firms which operate as separate legal entities.

The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

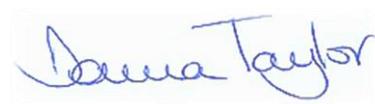
The Board is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing, Kiwisport Report and Good Employer Statement, but does not include the financial statements, and our auditor's report thereon.

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

Independence

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

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



Donna Taylor
BDO Tauranga
On behalf of the Auditor-General
Tauranga, New Zealand



Taumata School Analysis of Variance - 2022

Inclusive of:

- One page strategic map
 - Strategic Roadmap
 - Strategic Initiatives & Outcomes
- Performance & Achievement Goals - Outcomes
 - Financial Reporting - Donations & Kiwisport



Collaboration



Creativity



Authentic Learning



Learner Agency

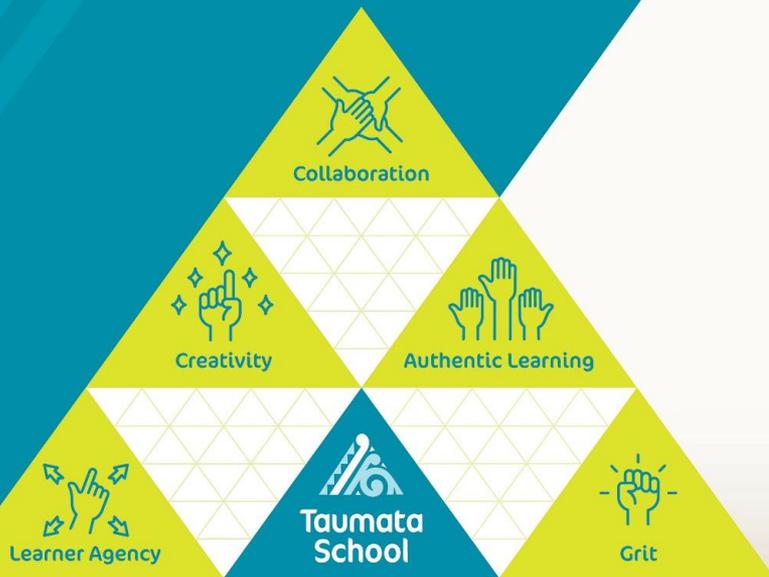


Grit

Empowered to learn; Empowered for life!

Whakamana te ako; Kia mana te ora

Our Mission: To provide world-class learning experiences that **prepare and empower** students for the **adventure** that is life.



Strategic Aims

Our Initiatives

Our Success

Our Learning

Empower our learners through an innovative rich local curriculum that is evidence informed.

Strengthen and embed our rich Taumata local curriculum
Embed experiential learning throughout the learning pathways
Develop Science of Learning approaches to support Reading in junior school

Empowered learners equipped and prepared for learning beyond Taumata School

Our People

Accelerate the capability of our learning coaches as leaders - creating an empowered learning community

Implement tools that support development of self as an inquiring educator
Develop conditions that maximise internal leadership capacity and commitment
Establish and foster relational trust that leads to high performing teams.

Empowered people who are active coaches and leaders of learning within and beyond Taumata School

Our Partners

Empower our community through positive and reciprocal partnerships

Strengthen mana orite and whakawhauanga with local iwi and hapu
Nurture opportunities for community partnerships in learning
Embed Positive Behaviour for Learning (PB4L) practices across all pathways

Empowering partnerships that reflect value for culture, connection, expertise and attitudes



Taumata School Strategic Roadmap

2021-2023



Collaboration



Creativity



Authentic Learning

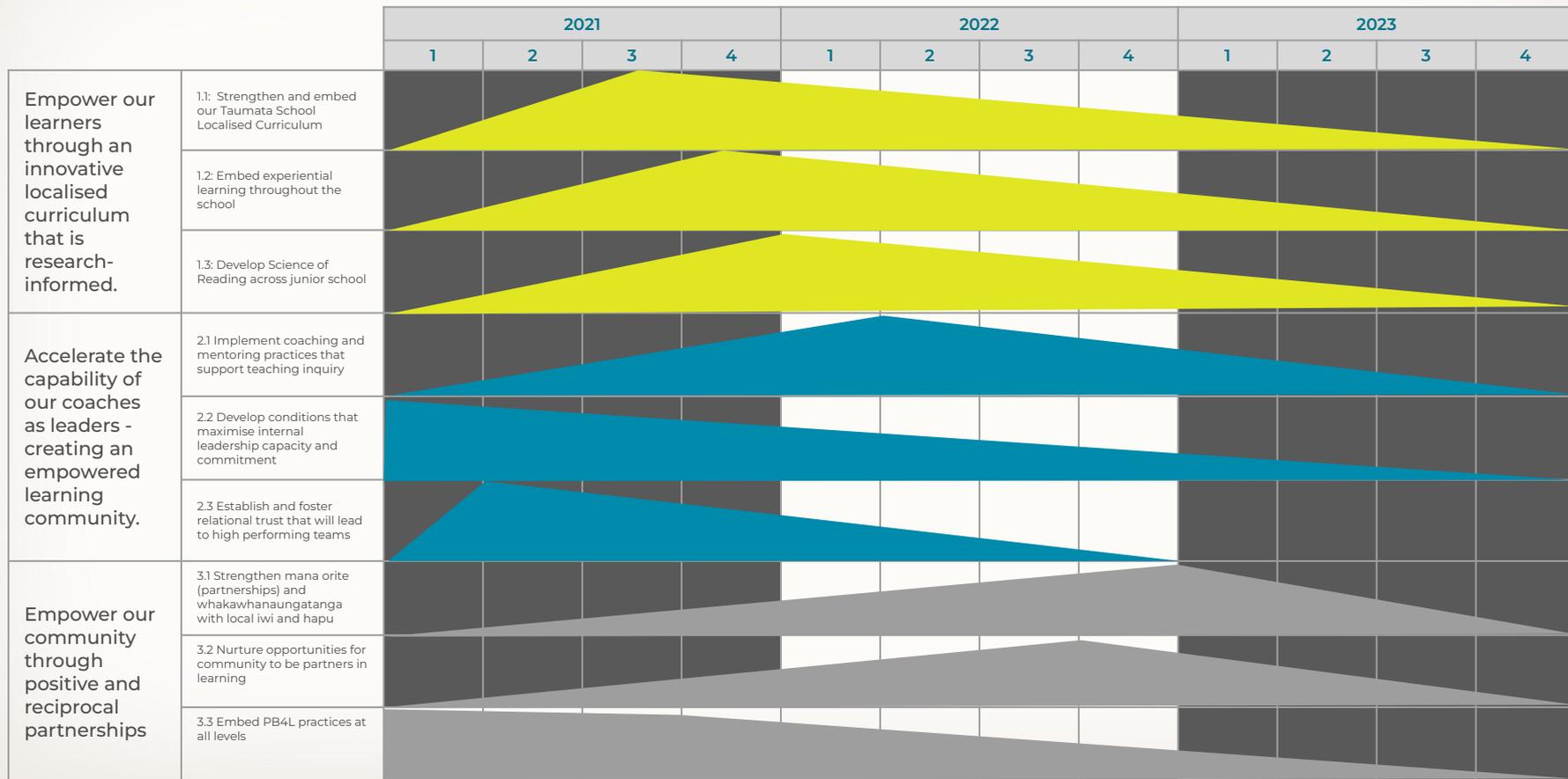


Learner Agency



Grit

Strategic Plan Roadmap 2021-2023



Empower our learners through an innovative localised curriculum that is research-informed.

Our initiatives	Baseline	Desired 2022 Outcome/Measures	Outcomes:
<p>1.1: Strengthen and embed our rich Taumata School Localised Curriculum</p>	<p>Initial establishment curriculum developed however varied implementation across the school.</p>	<p>Evidence of student achievement and progress in all learning areas as well as Learning Principles.</p> <p>Graduate profile draft developed for review and trial.</p> <p>Student achievement data. Learning principle Rubrics mapping progress Student reporting</p>	<ul style="list-style-type: none"> • Extensive review and reflection of localised curriculum including introduction of the Aotearoa NZ histories and trial of Te Tai Whanake (Ngāti Ranginui local curriculum) • Participation as a trial school in Ngāti Ranginui's Te Tai Whanake localised curriculum with feedback provided to iwi. Continuing to trial finalised website in 2023 • Graduate learner profile fully developed and ready for implementation in 2023 • Continued professional learning of all junior learning coaches in learning through play principles • Successful induction of all new staff to Taumata School in our local curriculum
<p>1.2: Embed experiential learning throughout the learning pathways</p>	<p>Variety of understandings of play and project-based learning.</p>	<p>All teams utilising learning through play and project based learning models Cohesive approaches to both experiential learning approaches.</p> <p>Learning Principle rubrics. Student Voice Achievement data</p>	<ul style="list-style-type: none"> • Learning through play principles strongly evident in all Y0-3 learning spaces as a minimum. Clarity around development of provocations and also professional learning around teacher supported play as opposed to free-play philosophy • Project based learning inquiry model developed and embedded. Internal professional learning to support new members to our school • Learning principles utilised to support graduate profile and increased integration of principles into conceptual planning
<p>1.3: Develop Science of Learning Approaches to support Reading in junior school</p>	<p>No evidenced-based pedagogy informing Literacy programmes.</p>	<p>All team members able to support literacy learning using the SoR pedagogical approaches (structured literacy).</p> <p>Achievement data and targets identifying reduction in Tier 2 learners by 2022.</p>	<ul style="list-style-type: none"> • Staff professional learning in structured literacy approaches • Data collated and presented to board on impact of investment in Learning Matters coaching model • PLD Provider/Literacy Leader Coaching in action across the team • Teachers utilising the IDEal Platform to support diagnostic assessment and next steps for learners.

Accelerate the capability of our coaches as leaders - creating an empowered learning community.

Our initiatives	Baseline	2022 Outcome	Outcomes
<p>2.1 Implement tools that support development of self as an inquiring educator</p>	<p>Wellbeing@school data: Climate and School Practices Staff approach new learning and developments as a team (22 took part; 13 strongly agree; 7 agree)</p>	<p>Coaching and Mentoring professional development available to support teams with inquiry. Increased uptake in coaching/mentoring professional learning Inquiry's reflect coaching conversations</p>	<ul style="list-style-type: none"> Wellbeing @ School climate survey indicates 88% agreement with the statement that staff approach new learning and developments as a team in 2022 data PGC focused around a tuakana/teina teacher coaching model with a more personalised inquiry based on growth. All staff involved and feedback collated - positive response. Coaching of capability in DMIC and Structured Literacy evident and high levels of engagement.
<p>2.2 Develop conditions that maximise internal leadership capacity and commitment</p>	<p>Declining leadership aspirations of team members evidenced through professional conversations</p>	<p>Clear pathways mapped out and Professional Growth cycle used to reflect against progressions. Changing attitudes towards leadership</p>	<ul style="list-style-type: none"> Continued commitment to self-leading model of leadership across the school High levels of engagement in data conversations and leadership of key roles across the school Supportive teams that grow together
<p>2.3 Establish and foster relational trust that will lead to high performing teams</p>	<p>Inconsistent application of culture tools eg. 'elephants in room; team agreements' TSP Leadership tool (2019) tool shows growth in school culture</p>	<p>Team members proficient in culture building tools and able to grow capability of new inductees (beyond leadership)</p>	<ul style="list-style-type: none"> Continued culture development that focuses on open communication and feedback, opportunities for growth and development, low levels of staff turnover and empowerment across the team Staff survey indicates continued support for self-leadership and projects/innovations.

Empower our community through positive and reciprocal partnerships.

Our initiatives	Baseline	2022 Outcome	Outcomes
<p>3.1 Strengthen mana orite (partnerships) and whakawhanaungatanga with local iwi and hapu</p>	<p>All Ao māori and culture, Language and identity are initiated by the school</p>	<ul style="list-style-type: none"> - Embed minimum Te Reo skills, tikanga, understanding and NZ Histories - Aotearoa knowledge for Taumata staff - Implement aspects of the local curriculum as developed by Ngati Ranginui, Ngai Te Rangi and Ngati Pukenga - In partnership with Whānau Maori develop our Marau a kura 	<ul style="list-style-type: none"> • Taumata School selected to be a trial school for local curriculum (Ngati Ranginui) Te Tai Whanake. This has led to greater engagement in the things important to local hapu and stronger connections with mana whenua • Connect with kaumatua multiple times throughout the year (whakawhanaungatanga and school kaupapa) • Early expectations set for whole staff expectations of Te Reo Maori and also commitment to principles of Te Tiriti • Minimum Te Reo expectations included as part of PGC (development after one year) • Kaiwhakarauora i te reo Māori supporting classes and learning coaches in learning Te Reo Māori
<p>3.2 Nurture opportunities for community to be partners in learning</p>	<p>Limited number of parent expertise contribute to the Taumata curriculum</p>	<p>Develop partnerships with local industries to support individual and school wide experiences and curriculum (Covid dependent)</p>	<ul style="list-style-type: none"> • Stronger voice collated through strategic consultation for parent/community engagement with school and use of expertise • Connection established with local businesses to reflect the reciprocal network opportunities
<p>3.3 Embed PB4L practices across all pathways</p>	<p>Increase in new staff and community members who have limited experience with PB4L</p>	<ul style="list-style-type: none"> - Achieve tier 2 - Aligned our PB4L program with our school principles and the needs of our students and community. 	<ul style="list-style-type: none"> • Achieved expectations of Tier 2 PB4L_SW • Further development of branding and expectations that support PB4L practices



Taumata School

Performance & Achievement Goal Outcomes

2022



Collaboration



Creativity



Authentic Learning



Learner Agency



Grit

Reading Annual Target: All students working below expected levels of achievement in 2021 will show accelerated progress to achieve expected curriculum levels in Reading.

**Whole School Statement:
Statement for Māori students:**

Target Groups	Activity/Actions	Outcomes:
<p>All end of Year 2 students achieving BELOW expected curriculum levels in Reading in 2021 (18% or 16 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 3 - 2022. (Target Group Year 3)</p>	<ul style="list-style-type: none"> Continue to grow understanding of curriculum readiness, stages of development and next steps - explicitly use progressions when determining achievement Teachers to ensure identification of students at risk and use professional learning community forums to identify Tier 1, 2 3 support and next steps and report on progress regularly Learning coaches and leadership know priority learners and these are tagged in Hero 	<p>This group originally had 16 students - however during the year 3 students from this group left Taumata School. The following summary outlines the achievement and progress trajectory of the 13 students:</p> <ul style="list-style-type: none"> This group originally had 16 students, 3 have left during the year 69% have shown steady learning progress 23% have shown accelerated learning progress 2 students have an IEP (Individual Education Plan) 3 students receiving RTLB* support 9 students continue to be monitored for attendance. 3 children have medical and/or learning disabilities including ADHD, ASD and ORS funding
<p>All end of Year 4 students achieving BELOW expected curriculum levels in Reading in 2021 (22% or 14 students) will show accelerated progress (increase by 1.5 years) by the end of Year 5 2022 (Target Group Year 5).</p>	<ul style="list-style-type: none"> Continue to build teacher capability to make valid and reliable Overall teacher judgements about learning. Deliberate acts appropriate to Structured Literacy planned for in daily and weekly programmes Use moderation processes to check reliability and consistency Structured Literacy approaches utilised in junior school iDeal platform used as a literacy intervention to accelerated learning programmes 	<p>This group originally had 14 students - however during the year 1 student from this group left Taumata School. The following summary outlines the achievement and progress trajectory of the 13 students:</p> <ul style="list-style-type: none"> 84% have shown steady progress 15% have shown accelerated progress 4 students are English Second Language 3 students have an IEP* 1 student is being assessed through Child Development Services 7 students continue to be monitored for attendance.

Reading Annual Target: All students working below expected levels of achievement in 2022 will show accelerated progress to achieve expected curriculum levels in Reading.

Planning for 2023 in Reading

- Further investment of \$25,000 (approximately) to embed structured literacy approaches across the entire school
- Investment in IDEal platform to support teacher planning, assessment and learning
- Data scrutiny each term with a focus on the acceleration of students at risk
- Professional Coaching and shadow coaching through Learning Matters to support building teacher and Literacy leader capability
- Support change in leadership of literacy across the school and build their coaching capacity across the junior and senior school
- Investment
- Expectations of peer observations of effective practice
- Development of a common code of pedagogy that supports acceleration
- Clear strategic annual target that allows us to track student achievement effectively
- In-depth review of actions taken to accelerate learning and feedback provided to teaching staff
- Professional Development for learning assistants in order to support Reading programmes

Writing Annual Target: All students working below expected levels of achievement in 2021 will show accelerated progress to achieve expected curriculum levels in Writing.

**Whole School Statement:
Statement for Māori students:**

Target Groups	Activity/Actions	Outcomes:
<p>All end of Year 4 students achieving BELOW expected curriculum levels in Writing in 2021 (29% or 22 students) will show accelerated progress (increase by more than one sublevel) by the end of Year 5 -2022. (Target: Year 5 students 2022)</p>	<ul style="list-style-type: none"> Continue to grow understanding of curriculum readiness, stages of development and next steps - explicitly use progressions when determining achievement Teachers to ensure identification of students at risk and use professional learning community forums to identify Tier 1, 2,3 support and next steps and report on progress regularly 	<ul style="list-style-type: none"> 2/5 of students have made steady progress 3/5 of these students have made steady progress 6 students are English Second Language 3 students have IEP's 1 student has since been diagnosed with a neurodevelopmental disorder 6 students continue to be monitored for attendance
<p>All end of Year 5 students achieving BELOW expected curriculum levels in Writing in 2021 (23% or 11 students) will show accelerated progress (increase by more than one sublevel) by the end of Year 6 -2022. (Target: Year 6 students 2022)</p>	<ul style="list-style-type: none"> Learning coaches and leadership know priority learners and these are tagged in Hero Continue to build teacher capability to make valid and reliable Overall teacher judgements about learning. Deliberate acts appropriate to Writing planned for in daily and weekly programmes - daily writing programmes - daily writing 	<ul style="list-style-type: none"> This group originally had 13 students, 4 have left 33% have shown steady learning 2 students are English Second Language 1 student has an IEP* 4 of this group have left 1 student is being referred to 3D* service 5 students continue to be monitored for attendance
<p>All end of Year 6 students achieving BELOW expected curriculum levels in Writing in 2021 (20% or 13 students) will show accelerated progress (increase by more than one sublevel) by the end of Year 7 - 2022. (Target: Year 7 students 2022)</p>	<ul style="list-style-type: none"> Use moderation processes to check reliability and consistency Spelling Programme and grammar deliberately taught in programmes Models of progress utilised Structured Literacy professional (Learning Matters) learning utilised for Year 3-8 target students 	<ul style="list-style-type: none"> This group originally had 13 students, 1 has left 58% have shown progress in their learning 1 of this group have left 4 students continue to be monitored for attendance.
<p>All Maori students achieving BELOW expected curriculum levels in Writing in 2021 (27% or 21 students) will show accelerated progress (increase by more than one sublevel) by the end of 2022. (Target: Maori students 2022)</p>		<ul style="list-style-type: none"> 2 students have an IEP* 11 students are being monitored for attendance 5% have shown accelerated progress 45% have shown steady progress

Writing Annual Target: All students working below expected levels of achievement in 2021 will show accelerated progress to achieve expected curriculum levels in Writing.

Planning for 2023 in Writing

- Scrutinise writing data to unpack areas of focus.
- Use structured Literacy to focus on developmental writing skills.
- Use school-wide achievement data to address cohort challenges
- Build capabilities of Literacy Leads across the school
- Develop capabilities of L.C's to assess and address needs of learners in writing
- Use PLC's and HERO groups to track and monitor learning for identified target learners
- SLT and Literacy Leaders to focus on Writing programmes across the school to ensure excellence for all
- Team Internal reflection on writing programmes and reflections shared with relevant Senior Leader and Literacy Leads.
- Active engagement in the Literacy and Communication strategy in Curriculum Refresh
- Explore development of Common Code of Pedagogy in Writing

Mathematics Annual Target: All students working below expected levels of achievement in 2021 will show accelerated progress to achieve expected curriculum levels in Mathematics.

**Whole School Statement:
Statement for Māori students:**

Target Groups	Activity/Actions	Outcomes
<p>All end of Year 4 students achieving BELOW expected curriculum levels in Mathematics in 2021 (23% or 14 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 5 - 2022. (Target Group Year 5).</p>	<ul style="list-style-type: none"> Continue to grow understanding of curriculum readiness, stages of development and next steps - explicitly use progressions when determining achievement Teachers to ensure identification of students at risk and use professional learning community forums to identify Tier 1, 2 3 support and next steps and report on progress regularly 	<ul style="list-style-type: none"> This group originally had 14 students, 2 students have left as of Term 4 58% have shown steady progress 4 students are English Language Learners 2 students have an IEP* 1 student is being assessed by child development services 7 students continue to be monitored for attendance
<p>All end of Year 5 students achieving BELOW expected curriculum levels in Mathematics in 2021 (23% or 13 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 6 - 2022 (Target Group Year 6).</p>	<ul style="list-style-type: none"> Learning coaches and leadership know priority learners and these are tagged in Hero Continue to build teacher capability to make valid and reliable Overall teacher judgements about learning. Deliberate acts appropriate to Mathematics planned for in daily and weekly programmes - daily mathematic learning opportunities for priority learners 	<ul style="list-style-type: none"> This group originally had 13 students, 2 have left 18% have shown accelerated learning 55% have shown steady progress 2 students are English Second Language 1 student has an IEP* 1 student has been referred to 3D* service 4 students continue to be monitored for attendance
<p>All end of Year 6 students achieving BELOW expected curriculum levels in Mathematics in 2021 (26% or 16 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 - 2022 (Target Group Year 7).</p>	<ul style="list-style-type: none"> Use moderation processes to check reliability and consistency Models of progress utilised Utilise MathWhizz as an accelerated learning programme for target children in years 5 up Focus on foundation skills and mastery of facts 	<ul style="list-style-type: none"> This group originally had 16 students, 3 have left 15% have shown accelerated progress 70% have shown steady progress

Mathematics Annual Target: All students working below expected levels of achievement in 2021 will show accelerated progress to achieve expected curriculum levels in Mathematics.

Planning for 2023 in Mathematics

- Continue to focus on the consistency of mathematical programs across the school.
- Increasing the availability of strand resources and central storage.
- Embed the Developing Mathematical Inquiry Communities (DMIC) approach across the school.
- Use PLC's to monitor accelerations for identified target learners.
- Ensure that the school is adequately resourced for hands-on material for all Number and Strand curriculum areas.
- Identify areas of Professional Development that the school as a whole will take part in.
- Use school wide data to identify needs and resource requirements.
- Use HERO learning progression to support number and strand programs across the school.
- Active engagement in the Mathematics Strategy (curriculum refresh)
- Develop Common Code of Pedagogy.



Taumata School School Donations & Kiwisport

2022



Collaboration



Creativity



Authentic Learning



Learner Agency



Grit

School Donations & Kiwi Sport 2022

<p>School Donations: \$28,989.00</p>	<p>Budget Income for school donations was set at \$32,000. School Donations remained unchanged. School Donations were used to support a variety of school related options including:</p> <ul style="list-style-type: none"> • Supporting employment of sport coordinator (annual costs approximately \$25,000) • Supporting learning assistant roles that support behaviour support needs across the school • Sports uniforms and kit - replenishing and replacing sports uniforms for school sporting teams
<p>Kiwi Sport: \$8,413.91</p>	<p>Kiwisport is a government funding initiative to support student participation in organised sport. In 2022 Taumata School received \$5613.91 excluding GST.</p> <p>The funding was used to support growing sport and involvement/participate in Sport. Areas of designated funding included:</p> <ul style="list-style-type: none"> • Replenishment of sports uniforms to support increased student numbers • Equipment to support sporting teams (gear bags, balls, supporting equipment) • Engagement in NZAIMS games.