

TAIPA AREA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 2

Principal: David Lowe

School Address: 578 State Highway 10

School Postal Address: 578 State Highway 10, Taipa, 0420

School Phone: 09 406 0159

School Email: lisab@taipa.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

TAIPA AREA SCHOOL

Annual Report - For the year ended 31 December 2021

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Taipa Area School

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

STEPHEN TANSEY

Full Name of Presiding Member

Stansey

Signature of Presiding Member

Date: 31 May 2022

DAVID LOWE.

Full Name of Principal

[Signature]

Signature of Principal

Date: 31 May 2022

Taipa Area School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	5,483,819	4,095,775	4,656,858
Locally Raised Funds	3	148,222	82,140	112,139
Interest Income		2,220	2,750	3,706
Gain on Sale of Property, Plant and Equipment		301	-	5,120
Other Revenue		868	-	-
		5,635,430	4,180,665	4,777,823
Expenses				
Locally Raised Funds	3	51,484	53,700	43,427
Learning Resources	4	3,556,653	2,919,751	3,037,387
Administration	5	471,944	242,200	265,354
Finance		6,257	4,762	4,601
Property	6	1,106,600	852,773	801,016
Depreciation	11	181,673	80,000	140,891
Impairment of Property, Plant and Equipment		200,712	-	-
Loss on Disposal of Property, Plant and Equipment		77,679	-	-
Transport		5,940	10,300	3,706
		5,658,942	4,163,486	4,296,382
Net Surplus / (Deficit) for the year		(23,512)	17,179	481,441
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(23,512)	17,179	481,441

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

Taipa Area School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		2,088,366	1,587,499	1,587,521
Total comprehensive revenue and expense for the year		(23,512)	17,179	481,441
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	19,404
Equity at 31 December		2,064,854	1,604,678	2,088,366
Retained Earnings		2,064,854	1,604,678	2,088,366
Equity at 31 December		2,064,854	1,604,678	2,088,366

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.

Taipa Area School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,124,254	359,445	543,425
Accounts Receivable	8	218,806	170,002	187,932
GST Receivable		-	5,886	26,353
Prepayments		11,508	29,968	6,392
Inventories	9	183	4,896	5,137
Investments	10	145,349	138,346	143,398
		1,500,100	708,543	912,637
Current Liabilities				
GST Payable		10,792	-	-
Accounts Payable	12	314,021	201,732	288,484
Revenue Received in Advance	13	5,060	2,949	3,398
Provision for Cyclical Maintenance	14	6,818	-	68,400
Finance Lease Liability	15	39,313	31,267	35,153
Funds held in Trust	16	-	-	1,850
Funds held for Capital Works Projects	17	555,445	-	29,112
		931,449	235,948	426,397
Working Capital Surplus/(Deficit)		568,651	472,595	486,240
Non-current Assets				
Property, Plant and Equipment	11	1,556,664	1,300,056	1,697,046
Work in Progress		14,085	-	-
		1,570,749	1,300,056	1,697,046
Non-current Liabilities				
Provision for Cyclical Maintenance	14	36,100	148,211	35,100
Finance Lease Liability	15	38,446	19,762	59,820
		74,546	167,973	94,920
Net Assets		2,064,854	1,604,678	2,088,366
Equity		2,064,854	1,604,678	2,088,366

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

Taipa Area School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,748,390	1,250,211	1,545,901
Locally Raised Funds		147,879	82,140	114,490
Goods and Services Tax (net)		37,145	-	(20,467)
Payments to Employees		(824,759)	(631,264)	(698,069)
Payments to Suppliers		(691,320)	(689,375)	(517,998)
Interest Paid		(6,257)	(4,762)	(4,601)
Interest Received		2,530	2,750	5,431
Net cash from/(to) Operating Activities		413,608	9,700	424,687
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		435	-	2,609
Purchase of Property Plant & Equipment (and Intangibles)		(345,660)	(49,000)	(306,873)
Purchase of Investments		(1,950)	-	(5,053)
Net cash from/(to) Investing Activities		(347,175)	(49,000)	(309,317)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	19,404
Finance Lease Payments		(30,024)	(40,492)	(39,568)
Funds Administered on Behalf of Third Parties		544,420	-	8,982
Net cash from/(to) Financing Activities		514,396	(40,492)	(11,182)
Net increase/(decrease) in cash and cash equivalents		580,829	(79,792)	104,188
Cash and cash equivalents at the beginning of the year	7	543,425	439,237	439,237
Cash and cash equivalents at the end of the year	7	1,124,254	359,445	543,425

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.

Taipa Area School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Taipa Area School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the Statement of Financial Position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These 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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

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 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 to buildings owned by the Crown 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	40 years
Buildings	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Leased Assets	5-7 years
Library Resources	8 years
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 or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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. 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.

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 twelve 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.

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 Expenses.

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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

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

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

t) Borrowings

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

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

u) 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.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,281,460	1,136,649	1,220,173
Teachers' Salaries Grants	2,595,595	2,245,230	2,313,534
Use of Land and Buildings Grants	847,923	600,334	748,673
Trades Academy Income	67,363	-	54,467
Other MoE Grants	596,306	113,562	282,940
Other Government Grants	95,172	-	37,071
	5,483,819	4,095,775	4,656,858

The school has opted in to the donations scheme for this year. Total amount received was \$47,700.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	3,629	-	17,278
Fees for Extra Curricular Activities	21,895	4,100	15,600
Trading	2,234	2,000	5,103
Fundraising & Community Grants	37,634	-	12,046
Other Revenue	82,830	76,040	62,112
	148,222	82,140	112,139
Expenses			
Extra Curricular Activities Costs	4,069	10,200	2,560
Trading	11,176	2,000	3,863
Other Locally Raised Funds Expenditure	36,239	41,500	37,004
	51,484	53,700	43,427
Surplus for the year Locally raised funds	96,738	28,440	68,712

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	244,840	190,557	165,551
Equipment Repairs	11,411	3,000	15,373
Information and Communication Technology	54,864	49,000	51,122
Library Resources	1,182	2,500	887
Employee Benefits - Salaries	3,210,888	2,644,894	2,785,033
Staff Development	27,584	26,000	14,919
Careers	5,463	3,800	3,758
Ors	421	-	744
	3,556,653	2,919,751	3,037,387

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	6,634	6,300	6,200
Board Fees	3,610	4,000	3,830
Board Expenses	7,915	11,090	7,010
Communication	10,245	7,400	6,428
Consumables	14,527	13,000	11,242
Operating Lease	978	2,700	2,336
Other	38,214	33,650	58,678
Employee Benefits - Salaries	142,145	137,300	141,273
Insurance	14,414	13,000	15,097
Service Providers, Contractors and Consultancy	13,260	13,760	13,260
Healthy School Lunch Programme	220,002	-	-
	<u>471,944</u>	<u>242,200</u>	<u>265,354</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	20,723	15,900	16,872
Cyclical Maintenance Provision	(15,582)	28,439	(179,934)
Grounds	14,116	14,500	14,826
Heat, Light and Water	48,369	52,000	44,260
Rates	4,777	8,300	7,669
Repairs and Maintenance	72,403	38,000	27,437
Use of Land and Buildings	847,923	600,334	748,673
Security	2,289	1,000	265
Employee Benefits - Salaries	111,582	94,300	112,413
Consultancy And Contract Services	-	-	8,535
	<u>1,106,600</u>	<u>852,773</u>	<u>801,016</u>

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	1,124,254	359,445	543,425
Cash and cash equivalents for Statement of Cash Flows	<u>1,124,254</u>	<u>359,445</u>	<u>543,425</u>

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

Of the \$1,124,254 Cash and Cash Equivalents \$573,218 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	949	2,497	595
Receivables from the Ministry of Education	3,290	-	-
Interest Receivable	769	2,804	1,079
Teacher Salaries Grant Receivable	213,798	164,701	186,258
	<u>218,806</u>	<u>170,002</u>	<u>187,932</u>
Receivables from Exchange Transactions	5,008	5,301	1,674
Receivables from Non-Exchange Transactions	213,798	164,701	186,258
	<u>218,806</u>	<u>170,002</u>	<u>187,932</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	-	1,430	-
Uniforms	183	3,466	5,137
	<u>183</u>	<u>4,896</u>	<u>5,137</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	145,349	138,346	143,398
Total Investments	<u>145,349</u>	<u>138,346</u>	<u>143,398</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Land	320,370	-	-	-	-	320,370
Buildings	585,127	34,275	-	(200,712)	(25,272)	393,418
Building Improvements	110,998	18,338	(43,293)	-	(4,905)	81,138
Furniture and Equipment	430,302	173,843	(33,426)	-	(63,980)	506,739
Information and Communication Technology	69,833	64,991	(1,094)	-	(32,475)	101,255
Motor Vehicles	76,994	6,471	-	-	(20,779)	62,686
Leased Assets	97,314	19,589	-	-	(32,459)	84,444
Library Resources	6,108	2,309	-	-	(1,803)	6,614
Balance at 31 December 2021	1,697,046	319,816	(77,813)	(200,712)	(181,673)	1,556,664

The net carrying value of equipment held under a finance lease is \$84,444 (2020: \$97,314)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	320,370	-	320,370	320,370	-	320,370
Buildings	649,454	(256,036)	393,418	982,122	(396,995)	585,127
Building Improvements	94,503	(13,365)	81,138	185,083	(74,085)	110,998
Furniture and Equipment	1,067,361	(560,622)	506,739	1,006,062	(575,760)	430,302
Information and Communication Technology	274,683	(173,428)	101,255	213,664	(143,831)	69,833
Motor Vehicles	112,325	(49,639)	62,686	105,854	(28,860)	76,994
Leased Assets	127,221	(42,777)	84,444	120,767	(23,453)	97,314
Library Resources	159,179	(152,565)	6,614	156,869	(150,761)	6,108
Balance at 31 December	2,805,096	(1,248,432)	1,556,664	3,090,791	(1,393,745)	1,697,046

12. Accounts Payable

	2021	2021 Budget (Unaudited)	2020
	Actual		Actual
	\$	\$	\$
Creditors	80,731	20,365	84,939
Accruals	5,634	5,080	4,000
Employee Entitlements - Salaries	213,798	164,701	186,258
Employee Entitlements - Leave Accrual	13,858	11,586	13,287
	314,021	201,732	288,484
Payables for Exchange Transactions	314,021	201,732	288,484
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	314,021	201,732	288,484

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Gateway	2,874	-	-
Other Received In Advance	2,186	2,949	3,398
	<u>5,060</u>	<u>2,949</u>	<u>3,398</u>

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	103,500	119,772	284,984
Increase to the Provision During the Year	21,332	28,439	19,200
Adjustment to the Provision	(36,914)	-	(199,134)
Use of the Provision During the Year	(45,000)	-	(1,550)
Provision at the End of the Year	<u>42,918</u>	<u>148,211</u>	<u>103,500</u>
Cyclical Maintenance - Current	6,818	-	68,400
Cyclical Maintenance - Term	36,100	148,211	35,100
	<u>42,918</u>	<u>148,211</u>	<u>103,500</u>

15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	43,739	31,267	40,922
Later than One Year and no Later than Five Years	41,057	19,762	64,463
Future finance charges	(7,037)	-	(10,412)
	<u>77,759</u>	<u>51,029</u>	<u>94,973</u>
Represented by			
Finance lease liability - Current	39,313	31,267	35,153
Finance lease liability - Term	38,446	19,762	59,820
	<u>77,759</u>	<u>51,029</u>	<u>94,973</u>

16. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	-	1,850
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>-</u>	<u>-</u>	<u>1,850</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. 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.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Stage 2 Internal Refurbishment Income	completed	(2,458)	2,458	-	-	-
Rm 9 Interior Refurbishment	215533	9,290	-	-	-	9,290
Water Tank Install Income	completed	22,338	-	(22,338)	-	-
Rationalisation Project	214153	(30,507)	37,350	139	-	6,982
Emergency Works Science Block	225672	22,762	-	(25,251)	-	(2,489)
Library Relocation and Refurbishment	235172	(11,284)	-	-	-	(11,284)
SIP Site Landscaping	223619	18,971	81,443	(21,256)	-	79,158
Investigation Works	228885	-	18,000	(2,575)	-	15,425
Lighting Replacement	228887	-	98,100	(26,268)	-	71,832
Potable Water System Works	228889	-	92,642	(14,720)	-	77,922
Ancillary Roof & Cladding Replacement	228891	-	248,243	(14,967)	-	233,276
LSPM Bathroom Modifications	228904	-	-	(4,000)	-	(4,000)
SIP: Site: Installation of shade structure	229235	-	79,333	-	-	79,333
Totals		29,112	657,569	(131,236)	-	555,445

Represented by:

Funds Held on Behalf of the Ministry of Education

573,218

Funds Due from the Ministry of Education

(17,773)

555,445

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Junior Block Roofing Replacement & Interior	completed	(4,498)	-	4,498	-	-
Stage 2 Internal Refurbishment Income	in progress	540	-	(2,998)	-	(2,458)
Rm 9 Interior Refurbishment	215533	24,340	-	(15,050)	-	9,290
Water Tank Install Income	in progress	-	57,101	(34,763)	-	22,338
Rationalisation Project	214153	-	-	(30,507)	-	(30,507)
Emergency Works Science Block	225672	-	37,133	(14,371)	-	22,762
Library Relocation and Refurbishment	235172	-	-	(11,284)	-	(11,284)
SIP Site Landscaping	223619	-	20,097	(1,126)	-	18,971
Totals		20,382	114,331	(105,601)	-	29,112

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,610	3,830
<i>Leadership Team</i>		
Remuneration	1,143,957	620,609
Full-time equivalent members	10.00	6.00
Total key management personnel remuneration	<u>1,147,567</u>	<u>624,439</u>

There are 7 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 (7 members) and Property (7 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:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	90 - 100	150 - 160
Benefits and Other Emoluments	1 - 2	0 - 5
Termination Benefits	-	-

Principal 2

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

Salary and Other Payments	110 - 120	-
Benefits and Other Emoluments	3 - 4	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	4.00	2.00
110 - 120	2.00	1.00
	<u>6.00</u>	<u>3.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$27,409 contract for the Rm 9 Interior Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$24,340 has been received of which \$15,050 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$940,423 contract for the Rationalisation Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$37,350 has been received of which \$30,368 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$41,259 contract for the Emergency Works Science Block as agent for the Ministry of Education. This project is fully funded by the Ministry and \$37,133 has been received of which \$39,622 has been spent on the project to balance date. This project has been approved by the Ministry; and

contract for the Library Relocation and Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$11,284 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$112,822 contract for the SIP Site Landscaping as agent for the Ministry of Education. This project is fully funded by the Ministry and \$101,540 has been received of which \$22,382 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$18,000 contract for the Investigation Works as agent for the Ministry of Education. This project is fully funded by the Ministry and \$18,000 has been received of which \$2,575 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$109,000 contract for the Lighting Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$98,100 has been received of which \$26,268 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$102,935 contract for the Potable Water System Works as agent for the Ministry of Education. This project is fully funded by the Ministry and \$92,642 has been received of which \$14,720 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$275,825 contract for the Ancillary Roof & Cladding Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$248,243 has been received of which \$14,967 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$282,211 contract for the LSPM Bathroom Modifications as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$4,000 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$88,148 contract for the SIP: Site: Installation of shade structure as agent for the Ministry of Education. This project is fully funded by the Ministry and \$79,333 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 2020:

\$27,409 contract for the Rm 9 Interior Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$24,340 has been received of which \$15,050 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$940,423 contract for the Rationalisation Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$30,507 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$41,259 contract for the Emergency Works Science Block as agent for the Ministry of Education. This project is fully funded by the Ministry and \$37,133 has been received of which \$14,371 has been spent on the project to balance date. This project has been approved by the Ministry; and

contract for the Library Relocation and Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$11,284 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$88,148 contract for the SIP Site Landscaping as agent for the Ministry of Education. This project is fully funded by the Ministry and \$20,097 has been received of which \$1,126 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2021 Actual \$	2020 Actual \$
No later than One Year	3,857	6,244
Later than One Year and No Later than Five Years	86	3,942
Later than Five Years	-	-
	3,943	10,186

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	1,124,254	359,445	543,425
Receivables	218,806	170,002	187,932
Investments - Term Deposits	145,349	138,346	143,398
Total Financial assets measured at amortised cost	1,488,409	667,793	874,755

Financial liabilities measured at amortised cost

Payables	314,021	201,732	288,484
Finance Leases	77,759	51,029	94,973
Total Financial Liabilities Measured at Amortised Cost	391,780	252,761	383,457

24. Events After Balance Date

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

25. Comparatives

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

Taipa Area School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Stephen Tansey	Presiding Member	Elected	Sep 2022
Doreen Bailey	Principal		Apr 2021
David Lowe	Principal		
Sarah Russell	Parent Representative	Elected	Sep 2022
Michael Erihe	Parent Representative	Elected	Sep 2022
Karena Hita	Parent Representative	Elected	Sep 2022
Erin Walsh	Parent Representative	Appointed	Sep 2022
Lisa Baker	Staff Representative	Elected	Sep 2022
Tiriti Pikaahu	Student Representative	Elected	Sep 2022

Taipa Area School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$5,862 (excluding GST). The funding was spent on sporting endeavours.

Analysis of Variance Reporting



School Name:	Taipa Area School	School Number:	0002
WAKA 1	To know who we are		
Strategic Aim:	Building Language and culture. Localising the curriculum		
Annual Aim:	To develop and implement resources/tools that will improve language and culture. To develop and implement resources/tools which will help staff to develop a localised curriculum for students.		
Target:	To show that students are developing a clear understanding of knowing who they are by: <ul style="list-style-type: none"> a) Raising the profile or te reo (across the school) b) Raising the understanding and formalising tikanga in everyday lessons c) Develop, integrated and used that are culturally relevant and foster understandings of the history and traditions of Ngati Kahu and further throughout Te Hiku. 		
Baseline Data:	Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.		

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><u>Building Language and Culture</u></p> <ul style="list-style-type: none"> a) Develop PLC (professional Learning communities) b) All staff self-assessed where they were regarding culture and Language c) Staff briefing Monday, Wednesday, Friday. Staff model kai whakhiri, karakia, mihi d) Ngati Kahu History course (developed and pushed by the Kahui Ako) e) Tu Kaha Competition f) Employed a Kapa haka Teacher g) Advertised for a Te Ao Maori teacher h) Implement 'Tahuna te ahi' term 2 implement 'Puku ahi' term 3 <p><u>Localising the curriculum</u></p> <ul style="list-style-type: none"> a) PLC groups set up to improve localising curriculum b) Invitation of key people from Ngati kahu to come into school to support localising the curriculum c) 	<p><u>Building Language and Culture</u></p> <ul style="list-style-type: none"> a) (and) b) PLC groups were set up and lead by for members of the SLT team. These groups continued for 2 terms. Learning was individual to teachers needs and the application of the learning stemmed from teacher owing 'circle of inquiry' c) This practice has continued throughout the year and has supported whanau tutors to do it with their classes throughout the school day d) 7 members of staff did the ngati kahu histories course during term 3. e) Kapa Haka competition took place in term 2 to raise the awareness of te ao maori f) Latoya employed as a kapa haka teacher – developed a 7&8 short course (term 3&4) g) 1 late applicant no appointment made h) This was awesome for our Year 7&8 students supported everything te ao maori. <p><u>Localising the Curriculum</u></p> <ul style="list-style-type: none"> a) (and) b) PLC did get some specialist people in to support with local histories 	<p>There is no formal data to assess our achievement against. However, all whanau tutors are now comfortable in supporting our school kaupapa of:</p> <p>Kai whaka hiri, karakia, mihi, waita.</p> <p>PLC groups became independent study times for staff to work against their professional learning targets</p> <p>There's evidence in staff planning around the use of using the ngati kahu histories programme to support the kaupapa of localising our school curriculum with our whenua.</p> <p>Engagement data has seen a huge up take in the KAPA HAKA course that was offered to students in year 7&8.</p> <p>An increase of students who are now developing their own te ao maori. We now have a group of students who understand the kaupapa around tikanga</p>	<p>At the end of term 3 a review was taken with all staff, students and whanau to find out how well we are delivering on our strategic plan. A finding that came from this work was that we are not delivering as well as we could be against Te Ao Maori. Therefore, the leadership team are working towards:</p> <ul style="list-style-type: none"> A) Developing a te ao Maori working group within the school (lead by an SLT member) <ul style="list-style-type: none"> • Explore local purakau & Ngati Kahu tikanga etc • Expand on work currently undertaken by Cultural Leaders. • Explore localised curriculum vs personalised curriculum • Explore the school system vs Te Ao Maori, what needs to be incorporated. • Explore transition from rumaki reo to mainstream B) Appointment of a Kahu Ako Teacher with Te ao maori as a focus. C) Extending our KAPA HAKA tutor to continue to work

	c) NZQA developed on-line learning for teacher of how to develop a localised curriculum.		with 1-8 students but now to develop a Y9-10 ropu D) 23 staff are on the te hiku okoro course for 2 terms.
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Planning for next year:

Te Ao Maori is a key development area in 2022. From our whole school review, we identified Te Ao Maori as a key focus area. At the end of 2021 we developed a Te Ao Maori group to support Te Ao Maori throughout the school – which will strengthen 'To know who we are'.

WAKA 2	To know what we are capable of
Strategic Aim:	Raise the quality of teaching. Participate and contribute Improve hauora
Annual Aim:	To develop and implement resources/tools that will improve student attainment across the school. To develop and implement resources/tools which will support hauora across the school.
Target:	80% of all NCEA L1 students to achieve Literacy.
Baseline Data:	NCEA data, attendance data,

Analysis of Variance Reporting



Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																																																																										
<p><u>Raising quality teaching</u></p> <p>a) Class observations ‘Student Engagement’</p> <p>b) NCEA US lit/num tutor employed to work with ‘at risk’ students</p> <p>c) Continue with ‘Lit Team’ (whole school Lit focus)</p> <p>d) Employed a LOL and an extra teacher in the intermediate (appointment process)</p> <p><u>Participate and contribute</u></p> <p>a) Student leadership team developed</p> <p><u>Improve Hauora</u></p> <p>a) Staff assessment of all the behaviour strategies that are being used and decide on one to focus on.</p> <p>b) Implement a Values Team</p> <p>c) Employed at dean of 7&8 in term 3</p> <p>d) Complete a school review about student hauora</p>	<p><u>Raising quality teaching</u></p> <p>a) SLT began learning walks to support staff in their core business of teaching. The focus was around engagement. This data was shared on a board in the staffroom. Staff began to identify which members of staff could support teaching skills.</p> <p>b) Tutor was employed to deliver US – NUM/LIT to ensure that students achieved at L1</p> <p>c) Whole School Lit team supported teachers with teaching lit. All staff were involved in the write that essay programme</p> <p>d) To support engagement in the Intermediate School a new Leaders of learning was employed and a further teacher ready for 2022.</p> <p><u>Participate and contribute</u></p> <p>a) The student leadership team was established at the end of term 1. However, the 2022 student leadership was established in term 4 2021</p> <p><u>Improve Hauora</u></p>	<p>NCEA 2021 results</p> <table><tr><th colspan="5">Taipa Area School</th></tr><tr><th>Academic Year</th><th>Year 11</th><th>Year 12 NCEA L2</th><th>Year 13 NCEA L3</th><th>Year 13 UE</th></tr><tr><td>2017</td><td>53.1</td><td>65.6</td><td>50.0</td><td>40.9</td></tr><tr><td>2018</td><td>60.6</td><td>64.0</td><td>32.0</td><td>32.0</td></tr><tr><td>2019</td><td>64.0</td><td>76.9</td><td>28.6</td><td>28.6</td></tr><tr><td>2020</td><td>65.3</td><td>78.3</td><td>35.7</td><td>7.1</td></tr><tr><td>2021</td><td>87.5</td><td>82.5</td><td>60.0</td><td>40.0</td></tr></table> <p>NCEA LIT 2021 results</p> <table><tr><th>Academic Year</th><th>Achievement</th><th>Year 11</th><th>Year 12</th><th>Year 13</th></tr><tr><td>2017</td><td>Literacy</td><td>75.0</td><td>87.5</td><td>86.4</td></tr><tr><td>2018</td><td>Literacy</td><td>78.8</td><td>92.0</td><td>88.0</td></tr><tr><td>2019</td><td>Literacy</td><td>84.0</td><td>96.2</td><td>100.0</td></tr><tr><td>2020</td><td>Literacy</td><td>85.7</td><td>95.7</td><td>100.0</td></tr><tr><td>2021</td><td>Literacy</td><td>90.6</td><td>100.0</td><td>100.0</td></tr><tr><td>2017</td><td>Numeracy</td><td>75.0</td><td>87.5</td><td>81.8</td></tr><tr><td>2018</td><td>Numeracy</td><td>75.8</td><td>88.0</td><td>88.0</td></tr><tr><td>2019</td><td>Numeracy</td><td>72.0</td><td>96.2</td><td>100.0</td></tr><tr><td>2020</td><td>Numeracy</td><td>81.6</td><td>91.3</td><td>92.9</td></tr><tr><td>2021</td><td>Numeracy</td><td>87.5</td><td>95.0</td><td>100.0</td></tr></table> <p>When student came back from ‘Lock Down’ they were given a clear plan of how they could support themselves. All staff were on board with the kaupapa of achievement. Students had a plan of how they could achieve their standards.</p>	Taipa Area School					Academic Year	Year 11	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	2017	53.1	65.6	50.0	40.9	2018	60.6	64.0	32.0	32.0	2019	64.0	76.9	28.6	28.6	2020	65.3	78.3	35.7	7.1	2021	87.5	82.5	60.0	40.0	Academic Year	Achievement	Year 11	Year 12	Year 13	2017	Literacy	75.0	87.5	86.4	2018	Literacy	78.8	92.0	88.0	2019	Literacy	84.0	96.2	100.0	2020	Literacy	85.7	95.7	100.0	2021	Literacy	90.6	100.0	100.0	2017	Numeracy	75.0	87.5	81.8	2018	Numeracy	75.8	88.0	88.0	2019	Numeracy	72.0	96.2	100.0	2020	Numeracy	81.6	91.3	92.9	2021	Numeracy	87.5	95.0	100.0	<p>At the end of term 3 a review was taken with all staff, students, and whanau to find out how well we are delivering on our strategic plan. A finding that came from this work was Teaching and Learning should be a focus. The principles that came from this were:</p> <p>1. Assessment for learning</p> <p>2. Pedagogy</p> <p>At the end of term 3 a review was taken with all staff, students, and whanau to find out how well we are delivering on our strategic plan. A finding that came from this work was Hauora should be a focus. As a school we have developed 2 principles for Hauora:</p> <p>1. Relationships</p> <p>2. Wellbeing</p> <p>Therefore, staff have been involved in making some changes in the organisation of our pastoral teams.</p>
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	<ul style="list-style-type: none"> a) Staff survey was completed, staff decided to sideline Mana Potential and concentrate on our school values/restorative as being our key tools to manage behaviour. b) Values team was established (lead by a staff member and overseen by a DP) c) New dean has supported relationships in the intermediate with whanau, students, and staff d) Whole school review took place in T3. Staff made it very clear that more support needed to be made for our students wellbeing at Taipa. 	<p>There were several students getting sent to the SLT directly from teachers. Data was very low around students receiving guidance from whanau tutors, class teachers and deans</p>	<ul style="list-style-type: none"> a) Year group whanau classes have now been implemented. b) Whanau tutor time (20 mins per day) c) Deans are now classed as middle leaders with a team of 6 whanau tutors d) House leaders will integrate with their teams also
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Planning for next year:

Hauora is a key development area in 2022. From our whole school review, we identified Hauora as a key focus area. We have developed 2 strands from Hauora. A) relationships B) Mental Health and Wellbeing

WAKA 3	To know where we are going
Strategic Aim:	Building student agency Developing future pathways
Annual Aim:	To develop and implement resources/tools that will improve student agency across the school. To develop and implement resources/tools which will support student pathways.
Target:	Not set

Baseline Data:

Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><u>Building student agency</u></p> <ul style="list-style-type: none"> a) Support students with online learning during COVID lock downs b) Students were involved in the decisions around their learning in their short course options. (7-10) c) Consultation with students about better ways to learn <p><u>Developing future pathways</u></p> <ul style="list-style-type: none"> a) There have been parent/student hui to support students' pathways in learning. b) Developed a careers team c) Delivered a Trades/Adventure tourism course 	<p><u>Building student agency</u></p> <p>Very little throughout the school has been implemented to highlight and encourage student agency. As a school a focus has been on setting up assessments and ensuring that valid assessment judgements can now be made.</p> <p><u>Developing future pathways</u></p> <p>There was little face to face hui with whanau. Whanau may be aware of the career's plan for their child, but the whanau may not have had an input in this.</p> <p>A career's team has been set up and they have made some excellent connections with the local community to support our students in a careers programme.</p> <p>There has been some structure put in place to conference with staff about pathways, but this has been variable.</p>	<p>Due to COVID there were limited face to face hui where whanau could come into school to meet with teachers regarding future pathways.</p>	<p><u>Building student agency</u></p> <p><u>Developing future pathways</u> <u>Whole school transition</u></p> <p>There is a need for support with transitioning students from:</p> <ul style="list-style-type: none"> a) Rumaki – intermediate MS b) Primary – Intermediate c) Yr 8-9 d) Yr 10 - 11 <p><u>Level 2-3</u></p> <ul style="list-style-type: none"> a) Extend the number of students who are involved in the trades programme. b) Produce a directory of students who leave – where they go to (L2 and a pathway) c) Continue to develop relationships with local industries who support the school with work experience and apprenticeships d) Career's interviews with year 10 -13 students e) Career's programme during health lessons.

Planning for next year:

Clear

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAIPA AREA SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Taipa Area School (the School). The Auditor-General has appointed me, Angela Edwards, using the staff and resources of BDO Northland, 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 2021, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and *the notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

PARTNERS: Adelle Allbon Greg Atkins Angela Edwards Scott Kennedy Robyn Terlesk

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. 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 arise from the Public Audit Act 2001.

Other information

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


Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Angela Edwards
BDO Northland
On behalf of the Auditor-General
Kerikeri, New Zealand