

TAHATAI COAST SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 6742

Principal: Matt Skilton

School Address: 45 Evans Road, Papamoa, Tauranga

School Postal Address: 45 Evans Road, Papamoa, Tauranga

School Phone: 07 572 4600

School Email: tcs@tahatai.school.nz

Members of the Board

Name	Position
Tim Acker	Chairperson
Matt Skilton	Principal
Tony Burnette	Parent Representative
Daniel Elliot	Parent Representative
Ali Teo	Parent Representative
Donna Te Wheoro	Finance Representative
Ngakohu Papuni	Co-Opted Iwi Representative
Eliot Hall	Staff Representative

Term Expiry September 2022

Accountant: Findex (NZ) Limited

TAHATAI COAST SCHOOL

Annual Report - For the year ended 31 December 2021

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Tahatai Coast 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.

TIMOTHY ACKER

Full Name of Presiding Member



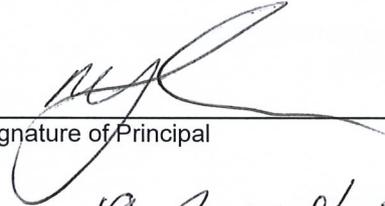
Signature of Presiding Member

19 August 2022

Date:

Matthew Skilton

Full Name of Principal



Signature of Principal

19 August 2022

Date:

Tahatai Coast School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	6,167,837	1,100,056	6,151,023
Locally Raised Funds	3	203,568	172,560	208,087
Interest Income		932	600	1,741
International Students	4	122,357	113,784	209,881
		6,494,694	1,387,000	6,570,732
Expenses				
Locally Raised Funds	3	193,188	135,552	201,221
International Students	4	43,599	73,440	54,912
Learning Resources	5	4,203,791	436,080	4,133,149
Administration	6	238,408	274,528	231,390
Finance		14,372	8,736	27,301
Property	7	1,218,065	266,364	1,377,027
Depreciation	11	230,049	140,844	235,583
Loss on Disposal of Property, Plant and Equipment		8,508	-	12,742
Amortisation of Intangible Assets	12	1,620	-	1,620
		6,151,600	1,335,544	6,274,945
Net Surplus / (Deficit) for the year		343,094	51,456	295,787
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		343,094	51,456	295,787

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

Tahatai Coast 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		1,038,638	984,020	688,235
Total comprehensive revenue and expense for the year		343,094	51,456	295,787
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		64,916	119,532	54,616
Equity at 31 December		1,446,648	1,155,008	1,038,638
Retained Earnings		1,446,648	1,155,008	1,038,638
Reserves		-	-	-
Equity at 31 December		1,446,648	1,155,008	1,038,638

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.

Tahatai Coast School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	768,121	784,634	952,112
Accounts Receivable	9	345,897	355,711	352,540
GST Receivable		21,697	(6,931)	23,119
Prepayments		6,663	3,808	5,317
Inventories	10	31,489	16,255	14,746
Funds due for Capital Work Projects	17	57,724	30,000	-
		1,231,590	1,183,477	1,347,834
Current Liabilities				
Accounts Payable	13	362,582	544,822	628,827
Revenue Received in Advance	14	56,141	50,000	171,133
Finance Lease Liability	16	94,508	79,101	79,141
Funds held for Capital Works Projects	17	-	-	137,254
		513,232	673,923	1,016,355
Working Capital Surplus/(Deficit)		718,359	509,555	331,479
Non-current Assets				
Property, Plant and Equipment	11	787,063	686,337	826,780
Intangible Assets	12	4,320	5,540	5,940
		791,383	691,877	832,720
Non-current Liabilities				
Provision for Cyclical Maintenance	15	21,756	8,284	8,284
Finance Lease Liability	16	41,337	38,141	117,281
		63,093	46,425	125,565
Net Assets		1,446,648	1,155,008	1,038,638
Equity		1,446,648	1,155,008	1,038,638

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

Tahatai Coast School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,488,344	1,100,056	1,549,130
Locally Raised Funds		214,310	169,389	197,041
International Students		7,365	(7,349)	165,253
Goods and Services Tax (net)		1,422	30,050	(43,302)
Payments to Employees		(568,260)	(533,200)	(788,322)
Payments to Suppliers		(928,964)	(736,769)	(571,691)
Cyclical Maintenance Payments in the year				(69,952)
Interest Paid		(14,372)	(8,736)	(27,301)
Interest Received		932	600	1,741
Net cash from/(to) Operating Activities		200,778	14,041	412,597
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(211,410)	(170,878)	(281,893)
Net cash from/(to) Investing Activities		(211,410)	(170,878)	(281,893)
Cash flows from Financing Activities				
Furniture and Equipment Grant		64,916	64,916	-
Finance Lease Payments		(43,298)	91,697	(85,281)
Funds Held for Capital Works Projects		(194,977)	(167,253)	376,564
Net cash from/(to) Financing Activities		(173,359)	(10,640)	291,283
Net increase/(decrease) in cash and cash equivalents		(183,991)	(167,478)	421,987
Cash and cash equivalents at the beginning of the year	8	952,112	952,112	530,126
Cash and cash equivalents at the end of the year	8	768,121	784,634	952,112

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.

Tahatai Coast School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Tahatai Coast 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 15.

b) Basis of Preparation continued*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 weighted average 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) 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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	4% Diminishing Value
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Intangible Assets

International Program Video

Costs incurred in creating this video are capitalised up until the point where the video is available to be used. The carrying value of video is amortised on a straight line basis over its useful life. The useful life of video is estimated as five years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements***Short-term employee entitlements***

Employee 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.

n) Revenue Received in Advance

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

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

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the 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.

p) 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.

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.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	1,183,010	913,848	1,240,982
Teachers' Salaries Grants	3,750,201	-	3,484,764
Use of Land and Buildings Grants	915,606	-	1,117,129
Other MoE Grants	319,020	186,208	308,148
	<u>6,167,837</u>	<u>1,100,056</u>	<u>6,151,023</u>

The school has opted in to the donations scheme for this year. Total amount received was \$110,550.

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	3,951	15,000	44,569
Fees for Extra Curricular Activities	67,265	110,556	59,659
Trading	72,224	6,996	86,234
Fundraising & Community Grants	28,067	25,008	13,480
Other Revenue	32,061	15,000	4,145
	<u>203,568</u>	<u>172,560</u>	<u>208,087</u>
Expenses			
Extra Curricular Activities Costs	109,230	126,552	108,316
Trading	78,054	9,000	92,905
Fundraising and Community Grant Costs	5,904	-	-
	<u>193,188</u>	<u>135,552</u>	<u>201,221</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>10,380</u>	<u>37,008</u>	<u>6,866</u>

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	11	20	19
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
International Student Fees	122,357	113,784	209,881
Expenses			
Student Recruitment	15,538	19,656	30,850
Employee Benefit - Salaries	24,144	50,184	15,669
Other Expenses	3,917	3,600	8,393
	43,599	73,440	54,912
<i>Surplus/ (Deficit) for the year International Students</i>	78,758	40,344	154,969

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	51,858	56,000	40,735
Equipment Repairs	24	480	24
Information and Communication Technology	7,756	8,004	7,497
Library Resources	1,420	2,496	466
Employee Benefits - Salaries	4,128,085	333,100	4,060,763
Staff Development	14,648	36,000	23,664
	4,203,791	436,080	4,133,149

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,282	8,004	9,551
Board Fees	3,484	4,752	3,200
Board Expenses	2,287	1,200	5,394
Communication	12,608	15,000	15,564
Consumables	13,046	8,160	9,080
Operating Lease	2,818	91,200	(1,666)
Other	66,580	38,056	63,813
Employee Benefits - Salaries	107,348	99,996	108,188
Insurance	8,585	8,160	8,566
Service Providers, Contractors and Consultancy	14,370	-	9,700
	238,408	274,528	231,390

7. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	11,755	9,996	16,672
Consultancy and Contract Services	85,308	76,800	78,283
Cyclical Maintenance Provision	13,472	20,004	1,702
Grounds	23,531	20,004	26,551
Heat, Light and Water	49,641	40,800	39,780
Rates	12,102	10,200	10,091
Repairs and Maintenance	44,007	30,000	31,582
Use of Land and Buildings	915,606	-	1,117,129
Security	8,963	8,640	11,441
Employee Benefits - Salaries	53,680	49,920	43,796
	<u>1,218,065</u>	<u>266,364</u>	<u>1,377,027</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

8. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	768,121	784,634	952,112
Cash and cash equivalents for Statement of Cash Flows	<u>768,121</u>	<u>784,634</u>	<u>952,112</u>

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

9. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	51,381	70,000	66,829
Receivables from the Ministry of Education	13,686	-	-
Teacher Salaries Grant Receivable	280,829	285,711	285,711
	<u>345,897</u>	<u>355,711</u>	<u>352,540</u>
Receivables from Exchange Transactions	51,381	70,000	66,829
Receivables from Non-Exchange Transactions	294,515	285,711	285,711
	<u>345,897</u>	<u>355,711</u>	<u>352,540</u>

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
School Uniforms	31,489	16,255	14,746
	<u>31,489</u>	<u>16,255</u>	<u>14,746</u>

11. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	175,592	26,744	-	-	(14,589)	187,747
Furniture and Equipment	430,366	138,244	(8,982)	-	(104,164)	455,464
Information and Communication	23,972	4,137	(14)	-	(21,965)	6,131
Leased Assets	179,944	22,437	-	-	(86,627)	115,754
Library Resources	16,906	7,764	-	-	(2,704)	21,966
Balance at 31 December 2021	<u>826,781</u>	<u>199,326</u>	<u>(8,996)</u>	<u>-</u>	<u>(230,049)</u>	<u>787,063</u>

The net carrying value of equipment held under a finance lease is \$115,754 (2020: \$179,944).

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Building Improvements	207,056	(19,309)	187,747	180,312	(4,720)	175,592
Furniture and Equipment	1,008,238	(552,774)	455,464	982,813	(552,447)	430,366
Information and Communication	119,596	(113,465)	6,131	178,998	(155,026)	23,972
Leased Assets	299,498	(183,744)	115,754	316,777	(136,833)	179,944
Library Resources	171,193	(149,228)	21,966	163,430	(146,524)	16,906
Balance at 31 December	<u>1,805,582</u>	<u>(1,018,519)</u>	<u>787,063</u>	<u>1,822,330</u>	<u>(995,550)</u>	<u>826,780</u>

12. Intangible Assets

The School's Intangible Assets are made up of International Program Video.

	Internally generated software	Total \$
Cost		
Balance at 1 January 2020	8,100	8,100
Additions	-	-
Disposals	-	-
Balance at 31 December 2020 / 1 January 2021	8,100	8,100
Additions	-	-
Disposals	-	-
Balance at 31 December 2021	8,100	8,100
Accumulated Amortisation and impairment losses		
Balance at 1 January 2020	540	540
Amortisation expense	1,620	1,620
Balance at 31 December 2020 / 1 January 2021	2,160	2,160
Amortisation expense	1,620	1,620
Balance at 31 December 2021	3,780	3,780
Carrying amounts		
At 1 January 2020	7,560	7,560
At 31 December 2020 / 1 January 2021	5,940	5,940
At 31 December 2021	4,320	4,320

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2020: \$nil)

13. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	50,962	150,000	234,005
Accruals	26,462	99,578	99,578
Employee Entitlements - Salaries	280,829	285,711	285,711
Employee Entitlements - Leave Accrual	4,329	9,533	9,533
	<u>362,582</u>	<u>544,822</u>	<u>628,827</u>
Payables for Exchange Transactions	362,582	544,822	628,827
	<u>362,582</u>	<u>544,822</u>	<u>628,827</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
International Student Fees	\$ 56,141	\$ 50,000	\$ 171,133
	<u>56,141</u>	<u>50,000</u>	<u>171,133</u>

15. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Provision at the Start of the Year	\$ 8,284	\$ 8,284	\$ 76,534
Increase/ (decrease) to the Provision During the Year	13,473	20,004	1,702
Use of the Provision During the Year	-	-	(69,952)
Provision at the End of the Year	<u>21,757</u>	<u>28,288</u>	<u>8,284</u>
Cyclical Maintenance - Term	21,756	8,284	8,284
	<u>21,756</u>	<u>8,284</u>	<u>8,284</u>

16. 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	\$ 94,508	\$	\$ 79,141
Later than One Year and no Later than Five Years	41,337		117,281
	<u>135,845</u>	<u>-</u>	<u>196,422</u>

17. Funds Held 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

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Tower Building	<i>completed</i>	(520)	-	-	520	-
Admin Building	<i>in progress</i>	68,005	1,254,613	(1,375,687)	-	(53,069)
Basketball Court	<i>in progress</i>	(8,998)	115,761	(106,764)	-	-
B.H.K & Korora Remedial	<i>in progress</i>	78,766	-	(83,421)	-	(4,655)
Totals		<u>137,254</u>	<u>1,370,374</u>	<u>(1,565,872)</u>	<u>520</u>	<u>(57,724)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
(57,724)

(57,724)

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
5YA / Drainage	<i>in progress</i>	7,473	-	-	(7,473)	-
Tower Building	<i>in progress</i>	(40,719)	57,736	(17,537)	-	(520)
Admin Building	<i>in progress</i>	(37,366)	751,739	(646,368)	-	68,005
Fencing	<i>completed</i>	6,664	-	(6,664)	-	-
Ramps	<i>completed</i>	(840)	7,189	(6,349)	-	-
Basketball Court	<i>in progress</i>	-	24,842	(33,840)	-	(8,998)
B.H.K & Korora Remedial	<i>in progress</i>	(29,175)	195,809	(87,868)	-	78,766
Totals		<u>(93,963)</u>	<u>1,037,315</u>	<u>(798,625)</u>	<u>(7,473)</u>	<u>137,254</u>

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	3,484	3,200
<i>Leadership Team</i> Remuneration Full-time equivalent members	498,261 4	488,466 4
Total key management personnel remuneration	501,745	491,666

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 (2 members) and Property (2 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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	160-170	150-160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
111-120	1.00	1.00
100-110	5.00	2.00
	6.00	3.00

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

20. 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.

21. Commitments

(a) Capital Commitments

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

(a) \$220,000 contract for Basketball Court which is fully funded by the Ministry and was completed after balance date with a total spend of \$140,744. As at 31 December 2021 \$140,604 (2020: \$24,842) has been received of which \$140,604 (2020: \$33,840) has been spent on the project to date.

(b) There was no definitive contract value for Admin Mould. This is fully a very complex situation as the budget continues to move as new things are discovered/developments. We have been allowed to manage this as a BOT project (with the appointment of our own Project Manager - Greg Ward from Frequency). The original weather tightness budget for the admin building was set at \$1.2 million with a completion date of April 2021. The revised budget is expected to be \$1.6 million as further issues have been discovered. The project is expected to be completed in 2022. \$1,837,467 (2020: \$843,854) has been received from the Ministry of which \$1,864,852 (2020: \$775,849) has been spent on the project to date. It is expected that the school will be topping up this spend to the extent of \$40,000 using the School Investment Package Funding. It is also expected that the board will fund an additional \$50,000 to cover some additional expenditure such as furniture and additional spaces.

(c) There was no definitive value placed on the B.H.K & Korora Remedial Works projects as these spaces were checked for air quality and possible leaking. \$195,809 (2020: \$195,809) has been received of which \$200,464 (2020: \$117,043) has been spent on the project to date.

(Capital commitments at 31 December 2020: \$1,009,878)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	768,121	784,634	952,112
Receivables	345,897	355,711	352,540
Total Financial assets measured at amortised cost	<u>1,114,018</u>	<u>1,140,345</u>	<u>1,304,652</u>

Financial liabilities measured at amortised cost

Payables	362,582	544,822	628,827
Finance Leases	135,845	117,242	196,422
Total Financial Liabilities Measured at Amortised Cost	<u>498,427</u>	<u>662,064</u>	<u>825,249</u>

23. Events After Balance Date

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

24. Comparatives

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

25. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Kiwisport Note

Kiwisport funding for the year ended 2021 was \$11,130. All funds were used to support staff wages for their sport hours.



School Name:	Tahatai Coast School	School Number:	6742
Strategic Aim:	<p>Improving outcomes for all students.</p> <p>Learners valued knowledge of their culture, home and community is being represented in the valued knowledge of our school.</p>		
Annual Aim:	<p>Our student achievement meets the high expectations of the school community through personalised learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Māori students.</p> <p>Tahatai Coast School will foster student achievement by providing opportunities to succeed in all areas of the National Curriculum.</p> <p>Tahatai Coast School will prioritise achievement in numeracy and literacy, engage children in relevant meaningful and personalised learning experiences within the context of the new NZ Curriculum and provide opportunities for children to develop lifelong learning skills and engage in quality physical activity.</p>		
Target:	<p><u>2021 Reading:</u></p> <ul style="list-style-type: none"> ● To have 82+% (+3%) achieving at or above the expected level in reading. ● At the end of Year 2 75% (+17%) achieving at or above the expected level in reading. ● At the end of Year 3 80% (+2%) achieving at or above the expected level in reading. ● 82% (+11%) of Māori students achieving at or above the expected level in reading. ● 82% (+13%) of Pasifika students achieving at or above the expected level in reading. ● 82% (+8%) of boys achieving at or above the expected level in reading. 		

2021 Writing:

- To have 75% (+7%) achieving at or above the expected level in writing.
- At the end of Year 3 75% (+11%) achieving at or above the expected level in writing.
- At the end of Year 4 75% (+15%) achieving at or above the expected level in writing.
- At the end of Year 6 75% (+13%) achieving at or above the expected level in writing.
- 75% (+15%) of Māori students achieving at or above the expected level in writing.
- 75% (+13%) of Pasifika students achieving at or above the expected level in writing.
- 75% (+14%) of boys students achieving at or above the expected level in writing.

2021 Maths:

- To have 82% (+5%) achieving at or above the expected level in numeracy.
- At the end of Year 6 82% (+16%) achieving at or above the expected level in numeracy.
- 82% (+10%) of Māori students achieving at or above the expected level in numeracy.
- 82% (+32%) of Pasifika students achieving at or above the expected level in numeracy.
- 82% (+23%) of MELAA students achieving at or above the expected level in numeracy.

Baseline Data:

Percentage of students who were progressing At or Above OTJ at the end of 2020:

Reading:

All students 79%, Māori 71%, Pasifika 69%, Asian 80%, MELAA 61%, NZ European 82%, Boys 74%, Girls 81%

Writing:

All students 68%, Māori 60%, Pasifika 62%, Asian 61%, MELAA 54%, NZ European 75%, Boys 61%, Girls 76%

Maths:

All students 77%, Māori 72%, Pasifika 50%, Asian 90%, MELAA 56%, NZ European 83%, Boys 80%, Girls 74%

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>Overall:</u> Using assessment information collected from the end of 2020, we had a snapshot of the overall achievement of the whole school, cohorts and individual students i.e. target cohorts identified as requiring accelerated learning opportunities/interventions. What was used to identify these students/cohorts was the Overall Teacher Judgements, assessment results, discussions with teachers and the previous years data.</p> <p><u>Reading</u> 1. Staff participated in a collaborative process, identifying key strategies for teaching and learning that assisted with meeting school targets. 2. Staff participated in regular professional learning conversations about the raising of achievement in reading for target students.</p>	<p><u>Overall:</u> The majority of students are achieving at or above the expectation in literacy and numeracy.</p> <p><u>Reading:</u> The target of achieving 82% of students at/above the Tahatai Coast School OTJ was not achieved with a -2% variance. There was a +4% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 75% of our Year 2 students at/above the Tahatai Coast School OTJ was achieved with a +5% variance. There was +21% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 80% of our Year 3 students at/above the Tahatai Coast School OTJ was achieved with a +4% variance. There was +7% variance when comparing the 2020-2021 data.</p>	<p><u>Overall:</u> Learning support interventions such as Reading Recovery and Quick 60.</p> <p>Individual Education Plans for all our Māori ākongā were introduced in 2021.</p> <p>Specific targets to support Māori achievement, a collaborative and learning partnership with Ngā Potiki, Kapa Haka, cultural responsive PLD with Nathan and Stu (Te Whetuere), whānau structures that provide children with a sense of belonging, collaborative learning structures have all continued in 2021 with the intention of reducing disparities.</p> <p>COVID disrupted the learning and affected the mental health and attendance of our ākongā and whānau.</p> <p>We have had an increase in Māori</p>	<p><u>Overall:</u> Target Students in Literacy and Numeracy: Use assessment information, OTJs and other data to gather evidence, identify target children and develop strategies designed to accelerate progress.</p> <p>Writing moderation across Whānau groups completed in 2021. Build on this in 2022.</p> <p>Home - School Partnership - Investigating ways to enhance these relationships in a world with COVID.</p> <p>Individual Learning Plans for Māori ākongā - Continue to build on the work/relationships that were made in 2021.</p> <p>Continued implementation of Te Reo Māori/Histories Curriculum.</p>

Tātaritanga raraunga

<p>3. The BoT were presented with the achievement of students in reading (school wide analysis of progress and achievement).</p> <p>4. Used the Horoipia initiative to improve Whānau understanding and support for learning at home.</p> <p>5. Individual Education Plans were implemented for all our Māori ākonga. These were written and reviewed with whānau.</p> <p>6. Reading Recovery, Quick 60</p> <p>7. ESOL Support</p> <p>8. 1 to 1 supports - TA Funded</p> <p>9. School wide assessment used with Probe and PAT Reading Comprehension. Gave teachers useful information on the progress of pupils and also extension.</p> <p><u>Writing</u></p> <p>1. Staff participated in a collaborative process, identifying key strategies for teaching and learning that assisted with meeting school targets.</p>	<p>The target of achieving 82% of our Māori students at/above the Tahatai Coast School OTJ was not met with a -9% variance. There was +4% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 82% of our Pasifika students at/above the Tahatai Coast School OTJ was achieved with a +4% variance. There was +11% variance when comparing the 2020-2021 data.</p> <p><u>Writing:</u></p> <p>The target of achieving 75% of students at/above the Tahatai Coast School OTJ was not achieved with a -7% variance. There was -1% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 75% of our Year 3 students at/above the Tahatai Coast School OTJ was not achieved with a -7% variance. There was +3% variance when comparing the 2020-2021 data.</p>	<p>students - 140 in 2019, 189 in 2020 and 192 in 2021.</p> <p>Continuation of learning support interventions such as Reading Recovery and Quick 60. However these programmes only addressed the needs of a small number (percentage), of the total number of students requiring accelerated progress.</p> <p>ALL Programme (MOE), was continued for Year 3-6 in 2021. The strategies used to accelerate students developed through this inquiry, will be extended to the wider school in its third year.</p> <p>Home and School partnerships where possible have fostered improved outcomes for students, e.g. Horoipia.</p> <p>Use of iPads to support the learning programmes.</p> <p>Phonics programme - Years 3/4.</p>	<p>Look at how we are catering for our more able. Thinking critically about the data and which students we can further extend (i.e) moving those from 'at' to 'above'.</p> <p>Improving consistencies in practice, expectations and delivery - Literacy Review (Focus), especially writing, e.g. How often are the children writing across the year groups per week? What are the consistent teaching practices? Highly effective teaching practices? Learnings from ALL? Integration of writing across the curriculum areas.</p> <p>CoL areas of focus - transitioning, SENCO/Learning Support, Identity and Culture. Continued implementation of the outcomes of this mahi.</p> <p>Continue to monitor the effect of learning interventions, i.e. Quick 60, Reading Recovery, ESOL.</p> <p>Tighter review/monitoring of children working below - Consistent 'picking up' of these</p>
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MINISTRY OF EDUCATION

Te Tari Kōwhiri

Tātaritanga raraunga

<p>2. Staff participated in regular professional learning conversations about the raising of achievement in writing for target groups.</p> <p>3. The BoT was reported with the achievement of students in writing (school wide analysis of progress and achievement).</p> <p>4. Used the Horoipia initiative to improve Whānau understanding and support for learning at home.</p> <p>5. Individual Education Plans were implemented for all our Māori ākonga. These were written and reviewed with whānau.</p> <p>6. ESOL Support</p> <p>7. 1 to 1 supports - TA Funded</p> <p>8. ALL Programme in Years 3-6 and focusing on meeting the needs of focus students.</p> <p>9. Shared writing on Seesaw so parents can see and add comments to their learning - real audience.</p>	<p>The target of achieving 75% of our Year 4 students at/above the Tahatai Coast School OTJ was not achieved with a -12% variance. There was +0% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 75% of our Year 6 students at/above the Tahatai Coast School OTJ was not achieved with a -7% variance. There was +5% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 75% of our Māori students at/above the Tahatai Coast School OTJ was not achieved with a -19% variance. There was -6% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 75% of our Pasifika students at/above the Tahatai Coast School OTJ was not achieved with a -4% variance. There was +4% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 75% of our boys at/above the Tahatai Coast School OTJ was not achieved with</p>	<p>Ready 4 Learning was implemented in the Te Ahihe space.</p> <p>Buddy classes - Tuakana-Teina relationship.</p> <p>Student agency evident, e.g. 'Must-Do's' and 'Can-Do's'.</p> <p>Sharing of work through Seesaw has further developed Home and School partnership and student agency.</p> <p>Mixed ability rotations, especially beneficial in mathematics.</p> <p>Year 3-6 teachers are more comfortable/settled with the PR1ME programme and using the data (formative/summative) to meet the individual learning needs of students.</p> <p>Horoipia programme - Strengthening Home and School Partnership.</p> <p>Collaboration of planning and sharing of resources.</p>	<p>children. What further instruction are they receiving? Intervention programmes? Mid-year Review.</p> <p>Review assessment practices - Are there other ways of gathering the data? Other ways of doing things? Reporting to parents in other ways?</p> <p>Continued revision of the Tahatai localised curriculum.</p> <p>Review of whole school targets with the Leadership team. Setting of 2022 targets with Whānau Leaders and their teams. Bringing more ownership and a collective responsibility to work towards improvement.</p> <p>Use of student voice from the 2021 End of Year Achievement report and the data collected in the NZCER Me and My School student survey that was taken in 2021.</p> <p>In partnership with the Education Review Office, school leadership and staff, inquiring into our focus</p>
<p>Maths:</p> <p>1. Staff participated in a collaborative process,</p>			

Tātaritanga raraunga

<p>identifying key strategies for teaching and learning that assisted with meeting school targets.</p> <ol style="list-style-type: none"> Staff participated in regular professional learning conversations about the raising of achievement in numeracy PR1ME Maths extended to be used in Years 3-6. The BoT was reported with the achievement of students in numeracy (school wide analysis of progress and achievement). Individual Education Plans were implemented for all our Māori ākonga. These were written and reviewed with whānau. Used the Horoipia initiative to improve Whānau understanding and support for learning at home. Substantial amount spent on purchasing of resources and even distribution of resources throughout the school. 	<p>a -17% variance. There was -3% variance when comparing the 2020-2021 data.</p> <p><u>Maths:</u> The target of achieving 82% of students at/above the Tahatai Coast School OTJ was not achieved with a -4% variance. There was +0% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 82% of our Year 6 students at/above the Tahatai Coast School OTJ was not achieved with a -2% variance. There was +14% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 82% of our Māori students at/above the Tahatai Coast School OTJ was not achieved with a -14% variance. There was -4% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 82% of our Pasifika students at/above the Tahatai Coast School OTJ was not achieved with a -18% variance.</p>	<p>Connecting learning through Connected Curriculum focus and literacy/numeracy.</p> <p>‘Play, Make, Create’ PLD - Developing enthusiasm/interest in literacy and numeracy.</p> <p>Use of Cameron/Dempsey resources including the new reading book, writing book and stamps.</p> <p>Use of writing goals, self and peer reflection.</p> <p>Short/Quick write tasks to develop enthusiasm and mileage.</p> <p>Use of ‘Steps Web’ for target learners.</p>	<p>of lifting the achievement/mana of our Māori ākonga by strengthening our holistic approach to culturally responsive teaching and learning practices.</p> <p>Literacy Curriculum Review in 2022: Focus - Review The way we are teaching literacy across the school with a specific lens on ‘Structured Literacy.’ MOE funded. (Andrea Ford - Clarity Education).</p> <p>Year 0-2 Oral Language Inquiry in 2019/2020 will continue to be embedded in 2022.</p> <p>Curriculum Teams in 2022 - Define programmes, expectations in curriculum areas.</p> <p>Strengthen opportunities for more student voice - students having more say in curriculum? How do they learn? etc.</p> <p>Look at how we are catering for our more able. Thinking critically about the data and which students we can further extend (i.e) moving</p>
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	<p>There was +14% variance when comparing the 2020-2021 data.</p> <p>The target of achieving 82% of our MELAA students at/above the Tahatai Coast School OTJ was not achieved with a -12% variance. There was +11% variance when comparing the 2020-2021 data.</p>	<p>those from 'at' to 'above'. Further development of our Enrichment Programmes.</p> <p>We Live and We Learn Explorer Competencies - embedded in everyday practice, being able to talk about these, understand the scaffolding of these (matrix).</p> <p>ALL - The strategies used to accelerate students developed through this inquiry in 2019-2021 will be consolidated for children in Years 3-6 in 2022.</p> <p>Three reports to the Principal providing updates on progress against the achievement of the targets (target setting, Mid year and EOY). These to be shared with BoT.</p> <p>The Board is reported twice about the achievement of students in reading (school wide analysis of progress and achievement).</p> <p>Numicon introduced in Year 1-2.</p>
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Planning for next year: 2022 Targets

Through an analysis of 2021 student achievement data and specific focus on cohorts who achieved:

Reading:

- o To have 80% of all students (+2%) achieving at or above the expected level in reading [2021 78% achieved].
- o To have 78% of Māori students (+5%) achieving at or above the expected level in reading [2021 73% achieved].
- o To have 75% of Māori male students (+7%) achieving at or above the expected level in reading [2021 68% achieved].
- o To have 75% of Year 2 students (+15%) achieving at or above the expected level in reading [2021 60% achieved].
- o To have 80% of male students (+4%) achieving at or above the expected level in reading [2021 76% achieved].

Writing:

- o To have 72% of all students (+4%) achieving at/above the expected level in writing [2021 68% achieved].
- o To have 70% of Year 5 students at/above in writing [2021 63% achieved].
- o To have 65% of male students (+7%) at/above the expected standard in writing [2021 58% achieved].
- o To have 55% of Māori male students (+10%) at/above the expected standard in writing [2021 45% achieved].
- o To have 65% of MELAA male students (+12%) at/above the expected standard in writing [2021 53% achieved].

Maths:

- o To have 80% of all students (+2%) achieving at or above the expected level in numeracy [2021 78% achieved].
- o To have 76% of Māori students (+8%) achieving at/above the expected level in numeracy [2021 68% achieved].
- o To have 78% of Year 3 students (+8%) achieving at/above the expected level in numeracy [2021 70% achieved].
- o To have 74% of Pasifika students (+10%) achieving at/above the expected level in numeracy [2021 64% achieved].

Independent Auditor's Report

To the Readers of Tahatai Coast School's Financial Statements

For the Year Ended 31 December 2021

The Auditor-General is the auditor of Tahatai Coast (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, 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 21, 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 23 August 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.

ACCOUNTANTS & ADVISORS

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William Buck Audit (NZ) Limited

Responsibilities of the Board for the financial statements

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

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 and pages 22 to 31, 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.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand