

Taupiri School

Annual Report for the year ended 31 December 2022

Ministry Number:	1987
Principal:	Judith Gribble
School Address:	Greenlane Road, Taupiri
School Postal Address:	Greenlane Road, Taupiri, 3721
School Phone:	07-8246713
School Email:	office@taupiri.school.nz
Service Provider:	Edtech Financial Services Ltd

Taupiri School

Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Sharnay Cocup	Presiding Member	Elected	17/08/2025
Judith Gribble	Principal	Ex-officio	
Naomi Bidios	Parent rep	Elected	18/08/2025
Linda Andersen	Parent rep	Elected	19/08/2025
Kylie Neilson	Parent rep	Elected	20/08/2025
Kovo MacDonald	Parent rep	Elected	21/08/2025
Cherry Tregoweth	Staff Rep	Elected	22/08/2025

TAUPIRI SCHOOL

Annual Report - For the year ended 31 December 2022

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Taupiri School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Naomi Bidors
Full Name of Presiding Member


Signature of Presiding Member

2 June 2023
Date:

Judith Gribble
Full Name of Principal


Signature of Principal

2 June 2023
Date:

Taupiri School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	1,108,263	853,076	861,237
Locally Raised Funds	3	8,584	10,400	16,905
Interest Income		1,436	-	291
Total Revenue		1,118,283	863,476	878,433
Expenses				
Locally Raised Funds	3	10,996	-	6,440
Learning Resources	4	690,799	589,225	506,120
Administration	5	157,762	59,370	90,300
Finance		325	1,142	1,147
Property	6	260,952	252,422	164,019
Loss on Disposal of Property, Plant and Equipment		38	-	482
		1,120,872	902,159	768,508
Net Surplus / (Deficit) for the year		(2,589)	(38,683)	109,925
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(2,589)	(38,683)	109,925

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



Taupiri School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		461,987	461,987	352,062
Total comprehensive revenue and expense for the year		(2,589)	(38,683)	109,925
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		4,194	-	-
Equity at 31 December		463,592	423,304	461,987

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.



Taupiri School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	177,931	136,439	229,507
Accounts Receivable	8	53,135	38,647	33,089
Prepayments		2,200	3,250	3,239
Inventories	9	6,980	5,214	5,214
Investments	10	20,000	20,000	20,000
Funds Receivable for Capital Works Projects	16	3,615	-	-
		263,861	203,550	291,049
Current Liabilities				
GST Payable		2,220	575	539
Accounts Payable	12	54,167	39,350	34,134
Revenue Received in Advance	13	755	1,500	1,437
Finance Lease Liability	15	2,450	4,500	4,452
		59,592	45,925	40,562
Working Capital Surplus/(Deficit)		204,269	157,625	250,487
Non-current Assets				
Property, Plant and Equipment	11	281,151	282,179	227,794
		281,151	282,179	227,794
Non-current Liabilities				
Provision for Cyclical Maintenance	14	19,200	14,500	14,400
Finance Lease Liability	15	2,628	2,000	1,894
		21,828	16,500	16,294
Net Assets		463,592	423,304	461,987
Equity		463,592	423,304	461,987

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



Taupiri School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		443,541	237,103	286,359
Locally Raised Funds		9,803	10,117	16,311
Goods and Services Tax (net)		1,681	36	7,860
Payments to Employees		(211,169)	(135,741)	(96,919)
Payments to Suppliers		(205,798)	(118,995)	(92,558)
Interest Paid		(325)	(1,142)	(1,147)
Interest Received		1,491	-	236
Net cash from/(to) Operating Activities		39,224	(8,622)	120,142
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(84,689)	(106,350)	(24,527)
Purchase of Investments		-	-	(20,000)
Net cash from/(to) Investing Activities		(84,689)	(106,350)	(44,527)
Cash flows from Financing Activities				
Finance Lease Payments		(6,690)	21,904	(2,052)
Funds Administered on Behalf of Third Parties		(3,615)	-	23,410
Net cash from/(to) Financing Activities		(6,111)	21,904	21,358
Net increase/(decrease) in cash and cash equivalents		(51,576)	(93,068)	96,973
Cash and cash equivalents at the beginning of the year	7	229,507	229,507	132,534
Cash and cash equivalents at the end of the year	7	177,931	136,439	229,507

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.



Taupiri School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

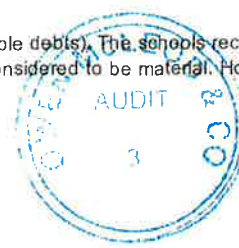
Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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



g) 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.

h) 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.

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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:

Buildings	10–40 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of lease
Library resources	12.5% Diminishing value

j) Impairment of Property, Plant, and Equipment

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

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

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

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



k) 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.

l) Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

n) Funds held for Capital works

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

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

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 the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

p) Financial Instruments

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

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

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	398,905	230,988	300,705
Teachers' Salaries Grants	474,931	435,000	409,525
Use of Land and Buildings Grants	189,791	180,973	124,180
Other Government Grants	44,636	6,115	26,827
	<u>1,108,263</u>	<u>853,076</u>	<u>861,237</u>

The school has opted in to the donations scheme for this year. Total amount received was \$12,300.

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	298	-	733
Fees for Extra Curricular Activities	2,185	-	1,382
Trading	5,735	-	4,754
Fundraising & Community Grants	192	10,400	10,004
Other Revenue	174	-	32
	<u>8,584</u>	<u>10,400</u>	<u>16,905</u>
Expenses			
Extra Curricular Activities Costs	3,135	-	1,051
Trading	7,861	-	5,283
	<u>10,996</u>	<u>-</u>	<u>6,440</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(2,412)</u>	<u>10,400</u>	<u>10,465</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	17,255	21,250	3,257
Equipment Repairs	339	300	452
Information and Communication Technology	4,314	2,100	1,997
Library Resources	1,378	1,300	1,233
Employee Benefits - Salaries	624,432	523,160	458,480
Staff Development	6,365	10,900	8,108
Depreciation	36,716	30,215	32,593
	<u>690,799</u>	<u>589,225</u>	<u>506,120</u>



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,178	5,800	4,056
Board Fees	2,780	5,000	2,450
Board Expenses	812	2,000	1,241
Communication	2,605	1,850	2,598
Consumables	4,550	3,400	2,826
Other	7,476	6,430	3,970
School Lunches	86,417	-	38,240
Employee Benefits - Salaries	43,996	30,310	30,324
Insurance	1,028	770	785
Service Providers, Contractors and Consultancy	3,920	3,810	3,810
	<u>157,762</u>	<u>59,370</u>	<u>90,300</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	2,708	3,500	2,784
Consultancy and Contract Services	2,400	-	-
Cyclical Maintenance Provision	4,800	7,800	4,800
Grounds	28,780	19,000	9,085
Heat, Light and Water	5,427	3,300	3,447
Rates	2,031	2,057	1,848
Repairs and Maintenance	9,653	17,292	2,919
Use of Land and Buildings	189,791	180,973	124,180
Security	2,232	1,500	420
Employee Benefits - Salaries	13,130	17,000	14,536
	<u>260,952</u>	<u>252,422</u>	<u>164,019</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	177,931	136,439	229,507
Cash and cash equivalents for Statement of Cash Flows	<u>177,931</u>	<u>136,439</u>	<u>229,507</u>

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



8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	-	2,247	1,901
Receivables from the Ministry of Education	8,020	-	-
Interest Receivable	-	55	55
Banking Staffing Underuse	-	2,575	2,575
Teacher Salaries Grant Receivable	45,115	33,770	28,558
	<u>53,135</u>	<u>38,647</u>	<u>33,089</u>
Receivables from Exchange Transactions	-	2,302	1,956
Receivables from Non-Exchange Transactions	53,135	36,345	31,133
	<u>53,135</u>	<u>38,647</u>	<u>33,089</u>

9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	1,051	1,010	1,010
School Uniforms	5,929	4,204	4,204
	<u>6,980</u>	<u>5,214</u>	<u>5,214</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	20,000	20,000	20,000
	<u>20,000</u>	<u>20,000</u>	<u>20,000</u>
Total Investments			



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	52,342	1,334	-	-	2,960	50,716
Furniture and Equipment	152,833	66,120	-	-	(23,232)	195,721
Information and Communication Technology	8,918	16,515	-	-	(4,957)	20,476
Leased Assets	4,516	5,422	-	-	(4,334)	5,604
Library Resources	9,185	720	(38)	-	(1,233)	8,634
Balance at 31 December 2022	227,794	90,111	(38)	-	(36,716)	281,151

The net carrying value of furniture and equipment held under a finance lease is \$5,604 (2021: \$4,516)

Restrictions

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

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	116,612	(65,896)	50,716	115,278	(62,936)	52,342
Furniture and Equipment	324,048	(128,327)	195,721	257,928	(105,095)	152,833
Information and Communication Technology	51,266	(30,790)	20,476	34,751	(25,833)	8,918
Leased Assets	27,172	(21,568)	5,604	21,750	(17,234)	4,516
Library Resources	40,209	(31,575)	8,634	39,654	(30,469)	9,185
Balance at 31 December	559,307	(278,156)	281,151	469,361	(241,567)	227,794

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	3,470	1,100	1,019
Accruals	4,178	4,250	4,056
Employee Entitlements - Salaries	45,784	33,750	28,858
Employee Entitlements - Leave Accrual	735	250	201
	54,167	39,350	34,134
Payables for Exchange Transactions	54,167	39,350	34,134
	54,167	39,350	34,134

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other revenue in Advance	755	1,500	1,437
	755	1,500	1,437

14. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	14,400	14,400	9,600
Increase to the Provision During the Year	4,800	100	4,800
Provision at the End of the Year	19,200	14,500	14,400
Cyclical Maintenance - Non current	19,200	14,500	14,400
	19,200	14,500	14,400

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2028. This plan is based on the schools 10 Year Property plan.

The school has entered into Nga Iti Kahurangi External Fabric pilot during the 2022 year, which possibly could result in some maintenance work being covered via this pilot programme. However the extent of the work included has yet to be determined as at 31 December 2022.

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:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	2,788	4,500	4,968
Later than One Year and no Later than Five Years	2,813	2,000	2,011
Future Finance Charges	(523)	-	(634)
	5,078	6,500	6,345
Represented by			
Finance lease liability - Current	2,450	4,500	4,451
Finance lease liability - Non current	2,628	2,000	1,894
	5,078	6,500	6,345



16. Funds Held for Capital Works Projects

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
LSC Alterations	219818	-		(3,615)		(3,615)
Stolen Keys	238195	-	4,723	(4,723)		-
Totals		-	4,723	(8,338)	-	(3,615)

Represented by:

Funds Receivable from the Ministry of Education (3,615)

A,B: Upgrade & Breakout	222789	(23,410)	28,577	(7,500)	2,333	-
Rekey School	226797	-	3,884	(3,884)	-	-
Totals		(23,410)	32,461	(11,384)	2,333	-

17. 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.



18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
Board Members Remuneration	2,780	2,450
Leadership Team Remuneration		
Full-time equivalent members	1	1
Total key management personnel remuneration		

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board held no separate Finance or Property meetings. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	110-120
Benefits and Other Emoluments	3-4	3-4

Other Employees

No other employee received total remuneration over \$100,000 (2021: Nil).

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



19. Contingencies

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

a) Contingent Assets

In 2022 the Ministry of Education provided additional funding for both the Support Staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is [confirmed/probably], the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

b) Contingent Liabilities

Holidays Act Compliance – Schools Payroll

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

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

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

Additional Funding Wash-up Payment (TAPES/SCA)

The Ministry of Education provided additional funding for both of the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement.

The school has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

20. Commitments

(a) Capital Commitments

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

(a) A contract for the LSC Alterations, which will be fully funded by the Ministry of Education. \$3,615 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$Nil)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any contracts:



21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	177,931	136,439	229,507
Receivables	53,135	38,647	33,089
Investments - Term Deposits	20,000	20,000	20,000
Total Financial assets measured at amortised cost	<u>251,066</u>	<u>195,086</u>	<u>282,596</u>

Financial liabilities measured at amortised cost

Payables	54,167	39,350	34,134
Finance Leases	5,078	6,500	6,346
Total Financial Liabilities Measured at Amortised Cost	<u>59,245</u>	<u>45,850</u>	<u>40,480</u>

22. Events After Balance Date

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

23. Comparatives

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





Kiwisport Statement

Kiwisport is a government funding initiative to support student's participation in organized sport.

In 2022, the school received total Kiwisport funding of \$1455 (excluding GST).

The funding was spent on sporting endeavors.



Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Taupiri School Board:

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

Analysis of Variance Reporting



School Name:	Taupiri School	School Number:	1987
Strategic Aim:	All students will access the New Zealand Curriculum and achieve success in relation to the appropriate Curriculum Levels. This will include priority groups: Māori, Pasifika, learners with special education needs and learners from low socio-economic backgrounds.		
Annual Aim:	All students will access the New Zealand Curriculum and achieve success in relation to the appropriate Curriculum Levels. This will include priority groups: Māori, Pasifika, learners with special education needs and learners from low socio-economic backgrounds.		
Target:	Embed Write That Essay into all aspects of the curriculum.		
Baseline Data:	We have 3 new staff to the school, and one returning after being on maternity leave, leaving only 2 teaching staff and the principal that have worked with Write That Essay at our school previously. Inconsistency in the level of integration of writing with other curriculum areas.		

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>Two teaching staff that had previously worked with Write That Essay at our school took the lead for this work, supported by the principal.</p> <p>Staff meetings were held to understand the sentence types, paragraphing, marking of writing samples and moderation, reconfiguration of the sequence and scope for each year.</p> <p>Teacher modelling for those who were learning new aspects of the writing by the principal and other staff.</p> <p>Professional conversations around individual or groups of children regarding next steps and how to move them into the next stage learning.</p> <p>Child speak assessment criteria were more readily shared with a range of age groups, supporting self and peer assessment of learning, creating opportunity for feedback and feedforward, and a resource for students to set their own learning goals – growing student agency.</p> <p>Shared curriculum planning that included how Write That Essay aspects could be integrated into other curriculum areas.</p>	<p>Pieces of writing were marked by following the rubric which created equal data across the board.</p> <p>All students now have a goals they are working towards in their writing. They were involved in the creation of these goals and have a good understanding of what they need to do to achieve them. Teachers are aware of their students' goals and know what they need to teach to help them. Teachers have displayed these writing goals on the wall or in their students' books so there is a constant reminder of what they are working towards.</p> <p>Teachers are all aware and on the same page as to which sentences and paragraphs are to be taught at each year level. Teachers know what to teach at their year level and know what the students moving up to them already know.</p> <p>Unit based writing has increased across the school, using unit knowledge as a feeder to writing content, taking away the burden of knowledge. Writing has also be used as a means for assessment of Unit knowledge at the older end of the school.</p> <p>79% of our students are working at or above curriculum level expectation. 76% of our Maaori students are working at or above curriculum level expectation.</p> <p>Teachers have become more confident in teaching and assessing writing. There is a more consistent approach and leveling of writing across the school and moderation has become an integral part of our process.</p>	<p>Having the structure of the writing rubric allowed staff to become more confident in their marking. Staff knew what they were looking for specifically. The levels provide a structure for progress. This increased the consistency of marking across the school. This was evident during the moderation process.</p> <p>The student speak rubric was shown and explained to both teachers and students. Teachers discussed example goals with one another based on the students' work. Teachers had a goal in mind for each student based on their work. Teachers and students worked collaboratively to create goals.</p> <p>We came together as a staff and decided together, going through each sentence and paragraph type. We already had some knowledge about what is achievable to teach at each year level and what is not. We made it specific to Taupiri School and what works for our tamariki.</p>	<p>Child speak rubrics to be displayed in the classrooms and in children's books – making these an everyday part of our writing lessons.</p> <p>Supporting students to use these to self and peer assess and monitor their own goals.</p> <p>Continue to build writing opportunities into Unit planning. Extend this to include writing in other areas of the curriculum, so that the same language is used across the curriculum – reading responses, reflections, speaking etc</p>
Planning for next year:			
<p>Continue to build teacher capabilities. Continue to integrate writing across the curriculum.</p>			

Analysis of Variance Reporting



School Name:	Taupiri School	School Number:	1987
Strategic Aim:	All students will access the New Zealand Curriculum and achieve success in relation to the appropriate Curriculum Levels. This will include priority groups: Māori, Pasifika, learners with special education needs and learners from low socio-economic backgrounds.		
Annual Aim:	All students will access the New Zealand Curriculum and achieve success in relation to the appropriate Curriculum Levels. This will include priority groups: Māori, Pasifika, learners with special education needs and learners from low socio-economic backgrounds.		
Target:	Extend Te Reo, Tikanga, and Te Ao Māori across all aspects of school life		
Baseline Data	We have 3 new staff to the school, and one staff member returning after being on maternity leave, 2 remaining staff members and the principal. This means that understanding expectation and tikanga of our kura is inconsistent. Principal has been working with Māori Achievement Collaborative (MAC) advisor for 2 years, but these have changed many times during the 2 years.		

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>An experienced teacher with te reo, tikanga, and te ao Maaori as an area of expertise and knowledge was employed. She took on the Lead for this strategic work, supported by the Principal.</p> <p>Conscious effort has been made to increase the amount of Te Reo Maaori used in:</p> <ul style="list-style-type: none"> • The classroom • Conversation with students (classroom, playground, school activities) • When interacting with staff (meetings, professional conversations) • When addressing the whole school at assemblies • When speaking with parents, visitors, members of the school community • Newsletters and paanui <p>For the whole school, the first 30 minutes of each day is dedicated to karakia, learning tikanga, practicing Te Reo Maaori, and reciting pepeha in each class. (pae korero time).</p> <p>Our Lead staff member has offered support and resources to staff around tikanga, Te Reo Maaori, and their pepeha journey. This in turn has meant staff have become comfortable sharing what they had as well.</p> <p>Our Lead staff member held meetings to discuss progress and goals related to cultural responsiveness</p> <p>Our Lead staff member constantly sought advice from whaanau and haapori members to ensure that the correct tikanga was being adhered to and that both Reo and Tikanga were specific to Waikato Tainui. This was shared with staff and students</p> <p>The school has used Waiata/Kapa Haka sessions to incorporate lessons on local Maaori history.</p> <p>We (students and staff) welcomed visitors into our kura with an informal poowhiri (Whakatau).</p> <p>Staff have worked collaboratively with our mentor from MAC (Wayne) to discuss our school journey, what our vision is and where to next.</p> <p>The Principal enrolled in an online Te Reo Maaori course for school leaders and completed it, sharing her knowledge back to the whole staff.</p> <p>A staff member on sick leave enrolled and completed a te reo Maaori course to ensure she continued her learning while away from school.</p>	<p>Tauira (students) were exposed to an increased amount of Te Reo Maori in a range of different school settings.</p> <p>Staff have become more confident to speak Te Reo after hearing words, phrases, instructions and conversations modelled in a range of different settings.</p> <p>Staff have incorporated what was learned in waiata/kapa haka sessions into their class programmes (Songs, stories, history, new vocabulary and phrases)</p> <p>Tauira commented that they enjoyed learning about their own (Maaori) culture at school and were proud to be Maaori</p> <p>Our Principal continues to upskill in Te Reo Maaori me ona tikanga, she is now confident to speak at formal occasions and with the support of her tutor has created her pepeha that is personal and meaningful to her.</p>	<p>The positive outcomes occurred because the staff and students were exposed to Te Reo Maaori in a range of different settings. We developed a safe and inclusive environment so that everyone could speak or at least try to without fear of being persecuted for making a mistake.</p>	<p>Staff will continue to work on researching their personal pepeha and be able to recite it confidently.</p> <p>Upskill in Te Reo Maaori - enrol in online courses.</p> <p>School to keep record of the students' own pepeha.</p> <p>Contact with whaanau to ensure their pepeha is personal to them as individuals.</p> <p>Students to run a poowhiri/whakatau on their own without the help of staff when visitors or new students and staff arrive or visit.</p> <p>Continue to foster good relationships with local kaumatua and marae.</p>
Planning for next year:			
<p>A system needs to be created to engage whaaanu to share their pepeha, which can then be stored for tamariki use during their time at Taupiri School.</p> <p>Continue to build staff capabilities and give opportunity for self-direct learning through courses.</p> <p>Build confidence in tauira to lead events such as whakatau and normalise this into school tikanga.</p> <p>Continue to work with the Board to ensure inclusion of Te Reo, tikanga, Te Tiriti o Waitangi is evident in our school policies and procedures.</p>			