

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TARANAKI DIOCESAN SCHOOL FOR GIRLS' FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Taranaki Diocesan School for Girls (the School). The Auditor-General has appointed me, Carolyn Jackson, using the staff and resources of Baker Tilly Staples Rodway Audit 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 17, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable,

matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 21 to 55, but does not include the financial statements, and our auditor's report thereon.

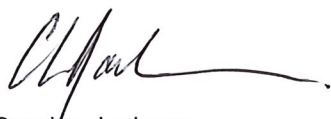
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Carolyn Jackson  
Baker Tilly Staples Rodway Audit Limited  
On behalf of the Auditor-General  
New Plymouth, New Zealand

# TARANAKI DIOCESAN SCHOOL FOR GIRLS

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

**Ministry Number:** 180

**Principal:** Matt Coleman (Appointed 20 January 2020)

**School Address:** 61 Broadway North, Stratford West 4332

**School Postal Address:** Private Bag 714, Stratford 4352

**School Phone:** 06 765 5333

**School Email:** [office@taranakidio.school.nz](mailto:office@taranakidio.school.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Judd	Chair Person	Elected	Resigned Nov 2020
Debra Simes	Deputy Chairperson	Elected	May-22
Matt Coleman	Principal	ex Officio	
Craig Taylor	Parent Rep	Elected	Resigned Sept 2020
Donna Katene	Parent Rep	Elected	Resigned Sept 2020
Mannix Houppapa	Parent Rep	Elected	May-22
Julie Larcom	Parent Rep	Co-Opt	May-22
Desiree Bond	Parent Rep	Co-Opt	May-22
Christine McCallum	Proprietor Rep		May-22
Rev'd Pat Scaife	Proprietor Rep		May-22
Nicola Carver	Staff Rep		May-22
Kaylen Hojdelewicz	Student Representative		Sep-20
Kaila Van In	Student Representative		Sep-21

**Accountant / Service Provider:** Patricia Gee CA  
GT Business Solutions Limited

# TARANAKI DIOCESAN SCHOOL FOR GIRLS

Annual Report - For the year ended 31 December 2020

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# Taranaki Diocesan School For Girls

## Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees 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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Debra Simes

Full Name of Board Chairperson

Debra Simes

Signature of Board Chairperson

31 May 2021

Date:

MATTHEW LEE COLEMAN

Full Name of Principal

Matthew Lee Coleman

Signature of Principal

31 MAY 2021

Date:

# Taranaki Diocesan School For Girls

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,744,057	1,684,388	1,665,079
Locally Raised Funds	3	167,873	55,742	263,685
Use of Proprietor's Land and Buildings		549,600	528,600	528,600
Interest income		2,329	1,500	2,538
International Students	4	10,530	13,000	81,995
		<u>2,474,389</u>	<u>2,283,230</u>	<u>2,541,897</u>
<b>Expenses</b>				
Locally Raised Funds	3	45,080	1,600	155,562
International Students	4	4,419	2,900	21,947
Learning Resources	5	1,371,544	1,416,363	1,430,423
Administration	6	238,248	166,571	181,269
Finance		7,100	2,674	8,467
Property	7	744,136	657,573	649,343
Depreciation	8	35,574	39,274	48,678
		<u>2,446,101</u>	<u>2,286,955</u>	<u>2,495,689</u>
<b>Net Surplus / (Deficit) for the year</b>		28,288	(3,725)	46,208
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>28,288</u>	<u>(3,725)</u>	<u>46,208</u>

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

# Taranaki Diocesan School For Girls

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		48,508	(1,592)	(1,791)
Total comprehensive revenue and expense for the year		28,288	(3,725)	46,208
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		4,014	4,000	4,091
<b>Equity at 31 December</b>	23	80,810	(1,317)	48,508
Retained Earnings		80,810	(1,317)	48,508
<b>Equity at 31 December</b>		80,810	(1,317)	48,508

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.



# Taranaki Diocesan School For Girls

## Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	22,283	89,252	38,482
Accounts Receivable	10	141,397	181,693	158,978
GST Receivable		3,731	1,831	3,663
Prepayments		3,763	4,858	907
Inventories	11	2,629	2,313	2,731
Investments	12	131,518	66,206	36,391
		305,321	346,153	241,152
<b>Current Liabilities</b>				
Accounts Payable	14	157,836	145,068	136,537
Revenue Received in Advance	15	10,765	81,659	11,463
Provision for Cyclical Maintenance	16	87,011	33,920	49,071
Finance Lease Liability - Current Portion	17	16,039	36,211	30,407
Funds held on behalf of ALLiS Cluster		-	48,284	-
		271,651	345,142	227,478
<b>Working Capital Surplus/(Deficit)</b>		33,670	1,011	13,674
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	90,686	36,801	74,074
		90,686	36,801	74,074
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	115	2,680	33,200
Finance Lease Liability	17	43,431	36,449	6,040
		43,546	39,129	39,240
<b>Net Assets</b>		80,810	(1,317)	48,508
<b>Equity</b>	23	80,810	(1,317)	48,508

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

# Taranaki Diocesan School For Girls

## Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		530,946	469,349	437,547
Locally Raised Funds		135,561	56,242	234,882
International Students		(933)	13,000	57,849
Goods and Services Tax (net)		(67)	-	(1,832)
Payments to Employees		(330,130)	(299,178)	(349,444)
Payments to Suppliers		(212,720)	(144,812)	(386,092)
Cyclical Maintenance Payments in the year		(1,018)	(31,000)	(944)
Interest Paid		(7,100)	(2,674)	(6,900)
Interest Received		1,930	1,500	2,838
Net cash from/(to) Operating Activities		116,469	62,427	(12,096)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(5,115)	(1,000)	(1,634)
Purchase of Investments		(95,127)	-	(1,391)
Proceeds from Sale of Investments		-	-	31,206
Net cash from/(to) Investing Activities		(100,242)	(1,621)	28,181
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		4,014	4,000	4,091
Finance Lease Payments		(36,440)	(32,559)	(38,078)
Net cash from/(to) Financing Activities		(32,426)	(28,559)	(33,987)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(16,199)</b>	<b>32,247</b>	<b>(17,902)</b>
Cash and cash equivalents at the beginning of the year	9	38,482	57,005	56,384
<b>Cash and cash equivalents at the end of the year</b>	9	<b>22,283</b>	<b>89,252</b>	<b>38,482</b>

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.

# Taranaki Diocesan School For Girls

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Taranaki Diocesan School For Girls (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 of Trustees (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 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

###### **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 16.

###### **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 13.

### ***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.

#### ***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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

#### ***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) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

### **e) 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.

### **f) 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.

### **g) 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.

### **h) 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.

### **i) 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.

#### **j) 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.

#### **k) Property, Plant and Equipment**

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

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and equipment	5–20 years
Information and communication technology	3-5 years
Motor vehicles	10 years
Textbooks	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	8 years

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

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

##### *Non cash generating assets*

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

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

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

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

#### **m) Accounts Payable**

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

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

#### **o) Revenue Received in Advance**

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

#### **p) Funds Held in Trust**

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

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

#### **r) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

#### **s) Financial Instruments**

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

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

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

#### **t) 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.

#### **u) Budget Figures**

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

#### **v) 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	410,919	419,806	386,437
Teachers' Salaries Grants	1,213,111	1,215,039	1,195,812
Resource Teachers Learning and Behaviour Grants	-	-	1,315
Other MoE Grants	63,598	4,543	42,937
Other Government Grants	56,429	45,000	38,578
	<b>1,744,057</b>	<b>1,684,388</b>	<b>1,665,079</b>

Other MOE Grants total includes additional COVID-19 funding totalling \$21,328 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>			
Donations	44,489	38,150	42,349
Activities	18,833	-	73,074
Trading	801	-	2,949
Curriculum Fees	12,943	-	8,427
Other Revenue	90,807	17,592	71,084
International Travel	-	-	65,802
	<b>167,873</b>	<b>55,742</b>	<b>263,685</b>
<b>Expenses</b>			
Activities	42,796	1,600	86,829
Trading	2,284	-	3,159
International Travel	-	-	65,574
	<b>45,080</b>	<b>1,600</b>	<b>155,562</b>
	<b>122,793</b>	<b>54,142</b>	<b>108,123</b>

*Surplus/ (Deficit) for the year Locally raised funds*

During the year ended 2019, 12 students and 3 staff members undertook a culture trip to connect with a sister school in Japan at a cost of \$65,574, the purpose of this trip was to allow the students to experience a different culture and language.

## 4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
<b>International Students (FTE)</b>			
International Student Roll	0.75	-	4.25
Short Term Exchange	-	-	0.71
JAEC Agricultural Visit	-	-	0.64
	<b>2020 Actual \$</b>	<b>2020 Budget (Unaudited) \$</b>	<b>2019 Actual \$</b>
<b>Revenue</b>			
International Student Fees	10,530	13,000	61,805
JAEC Agricultural Visit	-	-	20,190
<b>Expenses</b>			
Advertising	1,850	-	7,528
Commissions	1,708	1,950	11,379
International Student Levy	861	-	937
Other Expenses	-	950	2,103
	<b>4,419</b>	<b>2,900</b>	<b>21,947</b>
	<b>6,111</b>	<b>10,100</b>	<b>60,048</b>

*Surplus/ (Deficit) for the year International Students*

## 5. Learning Resources

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Curricular	43,305	69,810	52,369
Library Resources	1,150	1,610	1,614
Employee Benefits - Salaries	1,323,472	1,338,693	1,364,311
Staff Development	3,617	6,250	12,129
	1,371,544	1,416,363	1,430,423

## 6. Administration

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Audit Fee	6,451	6,451	6,444
Board of Trustees Fees	4,030	5,500	4,600
Board of Trustees Expenses	11,132	3,000	5,178
Communication	9,144	6,800	7,222
Consumables	5,304	7,000	11,105
Legal Fees	-	50	-
Other	12,187	18,280	25,706
Employee Benefits - Salaries	149,502	85,000	87,154
Insurance	904	995	972
Service Providers, Contractors and Consultancy	39,594	33,495	32,888
	238,248	166,571	181,269

## 7. Property

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	6,453	6,600	5,873
Consultancy and Contract Services	3,611	2,000	2,946
Cyclical Maintenance Provision	5,873	9,563	(5,338)
Grounds	647	500	516
Heat, Light and Water	22,990	24,000	22,905
Repairs and Maintenance	12,782	5,310	18,245
Use of Land and Buildings	549,600	528,600	528,600
Employee Benefits - Salaries	142,180	81,000	75,596
	744,136	657,573	649,343

## 8. Depreciation

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Furniture and Equipment	8,393	8,393	9,101
Information and Communication Technology	1,863	1,863	2,572
Leased Assets	23,328	27,028	34,759
Library Resources	1,990	1,990	2,246
	35,574	39,274	48,678

## 9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on Hand	312	400	20
Bank Current Account	21,593	88,852	25,725
Bank Call Account	378	-	12,737
Cash and cash equivalents for Statement of Cash Flows	22,283	89,252	38,482

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

Of the \$22,283 of Cash and Cash Equivalents and \$131,518 of Investments disclosed in note 12, \$31,719 is tagged for the purpose of furthering Asian language learning at the School. A liability has not been recognised in respect of this amount.

## 10. Accounts Receivable

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	38,576	93,221	65,337
Interest Receivable	482	383	83
Teacher Salaries Grant Receivable	102,339	88,089	93,558
	141,397	181,693	158,978
Receivables from Exchange Transactions	26,430	93,604	52,919
Receivables from Non-Exchange Transactions	114,967	88,089	106,059
	141,397	181,693	158,978

## 11. Inventories

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	2,629	2,313	2,731
	2,629	2,313	2,731

## 12. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	131,518	66,206	36,391
Total Investments	131,518	66,206	36,391

### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	29,889	3,686	-	-	(8,393)	25,182
Information and Communication Technology	3,449	1,428	-	-	(1,863)	3,014
Leased Assets	32,522	59,463	(12,391)	-	(23,328)	56,266
Library Resources	8,214	-	-	-	(1,990)	6,224
<b>Balance at 31 December 2020</b>	<b>74,074</b>	<b>64,577</b>	<b>(12,391)</b>	<b>-</b>	<b>(35,574)</b>	<b>90,686</b>

The net carrying value of equipment held under a finance lease is \$56,266 (2019: \$32,522)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	106,519	(81,337)	25,182
Information and Communication Technology	8,563	(5,549)	3,014
Motor Vehicles	621	(621)	-
Textbooks	15,016	(15,016)	-
Leased Assets	118,179	(61,913)	56,266
Library Resources	16,896	(10,672)	6,224
<b>Balance at 31 December 2020</b>	<b>265,794</b>	<b>(175,108)</b>	<b>90,686</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	38,990	-	-	-	(9,101)	29,889
Information and Communication Technology	6,021	-	-	-	(2,572)	3,449
Leased Assets	67,281	-	-	-	(34,759)	32,522
Library Resources	8,856	1,604	-	-	(2,246)	8,214
<b>Balance at 31 December 2019</b>	<b>121,148</b>	<b>1,604</b>	<b>-</b>	<b>-</b>	<b>(48,678)</b>	<b>74,074</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	266,354	(236,465)	29,889
Information and Communication Technology	268,776	(265,327)	3,449
Motor Vehicles	621	(621)	-
Textbooks	15,016	(15,016)	-
Leased Assets	143,371	(110,849)	32,522
Library Resources	109,610	(101,396)	8,214
<b>Balance at 31 December 2019</b>	<b>803,748</b>	<b>(729,674)</b>	<b>74,074</b>

#### 14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	14,399	18,174	5,710
Accruals	10,247	8,638	8,942
Employee Entitlements - Salaries	103,877	88,089	93,558
Employee Entitlements - Leave Accrual	29,313	30,167	28,327
	<u>157,836</u>	<u>145,068</u>	<u>136,537</u>
Payables for Exchange Transactions	157,836	145,068	136,537
	<u>157,836</u>	<u>145,068</u>	<u>136,537</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	-	35,609	11,463
Other	10,765	46,050	-
	<u>10,765</u>	<u>81,659</u>	<u>11,463</u>

#### 16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	82,271	82,271	88,553
Increase/ (decrease) to the Provision During the Year	4,855	9,563	(5,338)
Use of the Provision During the Year	-	(4,708)	(944)
Provision at the End of the Year	<u>87,126</u>	<u>87,126</u>	<u>82,271</u>
Cyclical Maintenance - Current	87,011	33,920	49,071
Cyclical Maintenance - Term	115	2,680	33,200
	<u>87,126</u>	<u>36,600</u>	<u>82,271</u>

## 17. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
No Later than One Year	22,153	36,211	32,560
Later than One Year and no Later than Five Years	52,976	38,821	6,260
	<u>75,129</u>	<u>75,032</u>	<u>38,820</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.

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

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(d). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Amounts owed by the Board of Proprietors to the Board of Trustees at year end amounts to \$5,477 included in note 10 of the financial statements. This amount relates to various miscellaneous payments received from students by the Board of Proprietors which relate to services provided by the Board of Trustees.

The Board of Trustees charges the Board of Proprietors for a share of the costs incurred in relation to employees of the Board of Trustees who also provide services to the Board of Proprietors. Employee costs oncharged to the Board of Proprietors are based on the estimated time spent by each employee on tasks performed for each Board.

Lease costs incurred by the Board of Trustees are also oncharged to the Board of Proprietors where either discrete assets are used by the Board of Proprietors rather than the Board of Trustees, or where use of an asset is shared between both Boards. For discrete assets, lease costs oncharged to the Board of Proprietors are based on proportion of leased assets used by the Board of Proprietors based on the estimated proportion of time the leased asset is used by each Board. For shared assets, lease cost oncharged to the Board of Proprietors are based on the estimated proportion of time the leased asset is used by each Board.

Fees paid in advance by international students for tuition and accommodation costs are initially received by the Board of Trustees. The portion of these fees relating to accommodation and other services to be provided by the Board of Proprietors are then paid by the Board of Trustees to the Board of Proprietors.

Payments received by the Board of Trustees from students may include amounts relating to services provided by the Board of Trustees and services provided by the Board of Proprietors. Payments are made periodically throughout the year by the Board of Trustees to the Board of Proprietors for all amounts received by the Board of Trustees which relate to the Board of Proprietors.



## 19. Remuneration

### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,030	4,600
Full-time equivalent members	0.08	0.07
<i>Leadership Team</i>		
Remuneration	346,963	426,319
Full-time equivalent members	3.00	4.00
Total key management personnel remuneration	350,993	430,919
Total full-time equivalent personnel	3.08	4.07

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	-
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Principal 2

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	120 - 130
Benefits and Other Emoluments	-	1 - 2
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	3.00	1.00
	3.00	1.00

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

## 20. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020. (Contingent liabilities and assets at 31 December 2019: \$Nil).

### *Holidays Act Compliance – schools payroll*

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, 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. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2020. (Capital commitments as at 31 December 2019: \$Nil).

### (b) Operating Commitments

There are no operating commitments as at 31 December 2020. (Operating commitments as at 31 December 2019: \$Nil)

## 23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 24. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	22,283	89,252	38,482
Receivables	141,397	181,693	158,978
Investments - Term Deposits	131,518	66,206	36,391
Total Financial assets measured at amortised cost	295,198	337,151	233,851

### Financial liabilities measured at amortised cost

Payables	157,836	145,068	136,537
Finance Leases	59,470	72,660	36,447
Total Financial Liabilities Measured at Amortised Cost	217,306	217,728	172,984

## 25. Events After Balance Date

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

## 26. Comparatives

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

ANALYSIS OF VARIANCE REPORTING 2020  
TARANAKI DIOCESAN SCHOOL (STRATFORD)  
MOE Number 0180

STRATEGIC AIMS

**Priority/Strategic Goal One:** Outstanding individual student success, inside and outside the classroom, underpinned by a culture of wellbeing that supports our belief that our girls have no limits to what they can achieve.

**Priority/Strategic Goal Two:** Outstanding staff underpinned by a culture of wellbeing who believe that our girls have no limits to what they can achieve.

**Priority/Strategic Goal Three:** Outstanding individual achievement by elite Arts and Sports students who believe they have no limits to what they can achieve

**Priority/Strategic Goal Four:** Reciprocal relationships, underpinned by a culture of wellbeing, that support our belief that our girls have no limits to what they can achieve

**Priority/Strategic Goal Five:** Learning and Teaching Facilities that support our belief that our girls have no limits to what they can achieve

## ANNUAL TARGETS SUPPORTING GOAL ONE IN 2020

### NO LIMITS FOR AKO TE WHANAU

TARGET ONE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Our school and our Maori community will engage in reciprocal, learning-centred relationships. We will explore what it means to be Maori in the Taranaki Diocesan context through deliberate actions to establish rich and sustaining high trust relationships with local iwi to enable their aspirations for their mokopuna to be realised.	The BoT and Principal will engage appropriate personnel to lead the BoT and school in a strategic review of current opportunities and teaching contexts for participation by our Maori whanau through student and whanau interviews	BoT and Principal	Commencing by end of Term 1 and ongoing	Ongoing report to BoT	Principal had meetings with several of our Māori whānau to discuss pathways for their tamariki. Initial walkthrough using Anne Milne's cultural audit highlights clear deficiencies. Part of BoT strategic review must include engagement with appropriate authority on Cultural Capacity within our school.
	We will continue to build relationships with our local marae, both Whakaahurangi and Ngati Maru and work towards a noho for BoT	BoT and Principal	Commencing by end of Term 1 and ongoing	Ongoing report to BoT	Individual engagement with local Iwi and marae have yet to commence. Kaumatua from Whakaahurangi marae led pōwhiri for all Kahui Ako staff.

Courageous  
Resolute  
Successful

	and senior staff and whanau				Similar action to take place at the beginning of 2021 at Whakaahurangi marae.
	We will continue to unpack and co construct our bicultural curriculum	Principal, staff	Commencing term 2	What will this look like <b>A living document for all staff to share, add to and respond to</b>	This has yet to be unpacked. Would dovetail into Cultural Audit associated with Strategic review of school charter.
	We will further imbed our content and use of Te Reo Māori school wide including in our worship	Principal, Chaplain, Chapel Team, staff	Commencing Term 1 and ongoing	What will this look like in <b>Greetings in Te Reo</b> <b>Schoolology message greetings</b> <b>Manaakitanga</b> <b>Confident students comfortable pronouncing Maori greetings</b> <b>Classroom feels like their turangawaewae</b> <b>Students wishing to take Te Reo as a subject will be supported through Te Kura</b>	Many of these aspects of embedding Te Reo Māori into our everyday are progressing well. Staff involved with key roles in pōwhiri. Junior students learning pepeha and mihi. Teacher dedicated to liaising with our Māori partners (Kapa haka and WhyOra, etc.) Anne Milne's "Cultural Audit" has begun to be explored – on the surface there are many facets that will need improving but staff, students and Boards

					are all committed to improvements.
	We will explore latest findings in culturally responsive pedagogy to be responsive to the prior knowledge, strengths, interests and abilities of each of our Maori learners during our GRIT time	Principal, SLT, staff with oversight of Maori students, SCT, all staff	Commencing Term 2 and ongoing	What will this look like in <b>Teachers confident and competent when empowering our Ako Te Whenua and their whanau</b>	SCT ran a PD session for staff on how to develop our own mihi and pepeha. Very well received by all staff. A variety of staff attended WhyOra initiatives with our students...shared feedback with teachers during staff meetings.
	We will unpack protocols and teach pepeha to each year 9 girl and mihi to each girl in Year 13 so that all girls are confident to introduce themselves in a Maori context	Principal, senior Maori students and Whaea Shauna through the FUTURES programme to enable Pepeha to become a component of the school badge	Commencing end of Term 2 and ongoing	<b>Girls will be confident to introduce themselves and comfortable in a variety of bicultural settings</b>	A new unit in Year 9 Social Studies looks at identity with students developing their own mihi and pepeha.
	The staff will continue to demonstrate Ako and attend Kapa Haka to support the roopu and encourage all students to explore this cultural experience – dedicated time on the timetable will be allocated to this We will continue to explore mutually positive	BOT, Principal	Commencing Term 1 and ongoing	<b>We will seek feedback from students and Whaea Wharekuka Staff will feel comfortable and confident to participate in celebrations and ceremonies</b>	Many key staff are developing their confidence to participate E.g. DRa and MCo speaking on the Paepae, GSi representing TDSG through Māori learners initiatives. Staff at Kapa haka did not eventuate with the ongoing threat of COVID



	partnerships with local iwi and with the iwi that each girl identifies with.				meaning much of the year was lost (online learning for kapa haka rūpū).
	We will continue to regularly track Maori student holistic progress, report outcomes to the BoT, and work in a timely manner to provide interventions that suit the unique needs of each individual Maori learner	Assistant Principals (to share data) Principal Heads of Houses All staff	Commencing Term 1 and ongoing	Information will be recorded on T drive All staff will have access to the material to use as teachers and mentors to nurture holistic individual student success Head of House and mentor will awahi the student and initiate initial interventions with at risk students and feedback to students making positive progress. February and Sept evaluations will show profound change	This was commenced at the beginning of the year (COVID-19 did derail this a bit as we lost close contact with some of our Māori learners). Senior Māori students were mentored effectively with NCEA results showing positive growth in learning. Junior students performed well as evidenced through diagnostic testing.
	We will use GRIT time to closely monitor and holistically affirm each member of our Ako Te Whenua	All staff	Commencing Term 1 and ongoing	We will share success stories with students and whanau.	This was not done particularly effectively during the first half of the year with the COVID lockdown and ensuing disruptions. Second half of the year our Māori students were closely monitored by academic mentors and Heads of Houses to assess

					<p>necessary support. School accessed the URF to support senior students struggling to meet the demands of NCEA (a number of our Māori students were in this targeted group). Outcomes from the initiative were very positive with only one of our Māori learners not achieving their NCEA target.</p>
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## NO LIMITS FOR ALL OF OUR GIRLS

TARGET TWO	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each girl in our school family will be recognised and valued for her unique learning needs. We will nurture and support each girl to achieve her own set of academic results that reflect her passions, abilities and potential.	All 2019 processes to nurture and support each student will be sustained	Principal All staff	Ongoing		Systems set up in 2019 have continued into 2020.
	We will value each student's Visionboard, adjusting the timetable to dedicate time for regular and purposeful mentoring of seniors and monitoring of junior process goal outcomes.	Director of Student outcomes Principal SLT All staff	Start of the year	Discussions with house teachers and individual interviews to identify effective strategies and let teachers know how to progress student next steps. Mini surveys of students at regular intervals around Vision-Board discussions and	Mentoring time for senior students given priority in the calendar. Junior students given calendared times during the year to meet with House Teachers to discuss progress and evaluate next steps.  This did not happen with students in 2020 but has been included

				mentoring will occur to monitor impact	as part of the new camp initiative for 2021.  Teachers had opportunity to give feedback and feedforward in end of year review.
	We will review and further refine the focus of parent teacher student interviews to allow richer conversations around student holistic aspirations for the year and review the changes with parent and student consultation.	AP Director of Humanities Principal SLT All staff	March then ongoing	Feedback from parents, students and staff will assist to affirm and refine our progress.	COVID-19 has made meeting with parents difficult – this review has been deferred into 2021.  This will be tasked to the new AP responsible for student outcomes.
	We will commence a review of the FUTURES programme and the delivery of career education both explicit and provision of opportunities across the school to ensure our students are well	Principal Year 12-13 Dean Year 10-11 Dean Academic Dean Outside Providers	Commencing Term 2 then ongoing	Student voice Ex-student voice Provider voice Parent voice All collated to refine practice	This did not happen in 2020 but has been given as a priority to the Senior Leader in charge of transitions.

	supported with the transition beyond Taranaki Diocesan. We will utilise TEC data to further investigate trends of our tertiary leavers.				
	We will continue training in the following areas through the CoL to support individual student success in Numeracy through ALiM	Principal SLT Curriculum Heads	As timetabled Linked to GRIT	SLT to collate data Staff voice in overall teacher judgement Student voice in evaluations of teaching techniques	Mathematics teachers engaged with Fiona Smale from Cognition Education. This continued throughout the year. Final outcomes were less than hoped for...math teachers struggled to link the outcomes of ALiM with their teaching practice. The 2021 math team will continue the engagement with Fiona Smale and will unpack the barriers encountered in 2020.

	The Heads of Curriculum positions will strength our review of our pedagogical philosophy and will provide opportunities for staff to share best practice in the GRIT programme and to explore work across curricula areas in order to promote outstanding individual student success.	Heads of Curriculum Principal	28 January and ongoing	Curriculum minutes Curriculum spirals and targets PLD in curriculum area Student voice Progress evaluations from students	Change in SLT structure and COVID-19 have made this target difficult. New position of Curriculum Leader of Sciences will help to access the required data ready for evaluation.
	We will explore the Digital Technologies curriculum and through the appointment of a designated within schools teacher implements programmes that introduce and enhance digital technology for students and staff.	Within school CoL staff member All staff	Commencing Term 1 and ongoing	Within School teacher will be supported for best practice data gathering and enquiry Within school teacher will be given opportunity for appropriate PLD Within school teacher will scope survey of staff and design	Staff have been working with Bex Langton (facilitated by KWa). Digital capacity of staff surveyed to inform PLD with Bex Langton. Worked with individual teachers to meet identified needs – variety of capabilities meant individual rather than group work better



				<p>priority PLD for us in house</p> <p>Teachers will demonstrate confidence taking risks with new techniques, these will be seen in unit plans Teachers will report positive experiences within house PLD</p>	<p>for initial phase-in of DT curriculum.</p> <p>Have further PD hours with Bex Langton to use in 2021 (enhance programs currently used).</p>
	<p>We will sustain the pastoral roles of form teachers and Heads of Houses to build pastoral and positive psychology capacity to enable staff to nurture individual student success.</p>	<p>Principal</p> <p>AP Student Outcomes</p>	<p>Commencing term 1 and Ongoing</p>	<p>Survey of students, staff and parents</p> <p>Wellbeing at school survey will note changes</p> <p>Development of philosophy and trial of activities in form times</p> <p>Student heads are mentored by Director of Student Outcomes</p> <p>Heads of Houses will be supported by Director of Student Outcomes</p>	<p>Principal has engaged with Kahui Ako lead Principal to facilitate timing of Well-Being in Schools survey.</p> <p>AP (Student Outcomes) has regular meetings with Heads of Houses and pastoral team.</p>

	We will continue to strengthen our capabilities in restorative practice and Positive Psychology to underpin our special character pastoral care foundations and enhance our culture of wellbeing.	Principal AP Student Outcomes Deans Chaplain Head of Boarding BoP and BoT	Ongoing	We will use GRIT time to imbed Positive Psychology practice and will ensure that all staff attend and review their restorative practice capabilities. Student and staff feedback on selected initiatives	All staff have engaged with Marg Thorsborne PLD. Positive Ed and Positive Psychology practice revisited on a regular basis with staff (character strengths/leadership models/etc).
	MOUs with outside agencies will be further developed to ensure quality pastoral care is available to each and every student.	Principal	Ongoing	MOUs on record Process has positive feedback from providers	MOUs compiled. Providers yet to be engaged on feedback. This will be prioritised in 2021.

## NO LIMITS FOR ALL OF OUR STAFF

TARGET THREE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each girl and staff member in our school family will be recognised and valued for their unique gifts and talents. We will nurture and support each member of our school community to be agile, creative, adaptable, physically active and resilient	All staff and students will be supported, and data will be monitored around attendance, illness, absences, engagement and any other indicators unique to a situation to allow us to effectively offer supportive interventions	BoT Principal SLT Head Of House Form teachers Admin staff Boarding staff Students	Commencing Term 1 and ongoing	Explicit support for staff during GRIT Co constructed wellbeing programme and monitors of wellbeing developed	AP (Student Outcomes) supporting Heads of Houses to monitor attendance – system based on percentage attendance (MoE guidelines used). Initial conversations on how to develop/adapt a well-being program for Taranaki Dio explored with key staff members. Project will be part of 2021 SLT realignment when permanent roles appointed.
	We will continue to unpack the graduate profile and curriculum review to ensure that we are providing opportunities for girls to experience success.	Principal All staff	Commencing Term 1 and ongoing	Draft graduate profile is prepared to be discussed with students, staff and other stakeholders	Principal has started conversation with mentor around how to start this process. Will be directly linked to our review of our strategic direction in 2021.

	We will explore our reading data further and strengthen the SSR programme with dedicated time each day after lunch	AP student outcomes	Commencing Term 1 and ongoing	Data will be collated and analysed to inform next steps	Data has been collected and collated by Senior Leader in charge of SSR. Review of data and program will be prioritised for 2021.
	All staff will be given the opportunity to become familiar with or upskill their knowledge of Restorative Practice by working with Marg Thorsborne	Principal All staff Boarding House staff Day school admin staff	As arises	All staff will be confident in the philosophy of the practice	New staff attended Marg Thorsborne Restorative Practice PLD prior to lockdown. All staff have attended this PLD. Restorative Practice philosophy revisited on a regular basis.
	All pastoral staff will have the opportunity to explore the Positive Education tenets and to unpack how they can be implemented at Taranaki Dio	Principal SLT Heads of House Staff Chaplain	Late term 1 and ongoing	All staff will be confident in the philosophy of the practice	Post Lockdown this became a priority for the school as a number of students showed higher than usual degrees of anxiety. Academic outcomes support the success of this initiative.

	Data will be analysed around the current well-being of students in our care through the 2018 NZCER wellbeing survey working alongside our Kahui Ako. Any further tools available to benchmark current status will be used. Students will be involved in unpacking the data to more deeply understand their perceptions and a programme developed to address needs	Principal	As arises	<b>Student afternoon tea</b> <b>Deep questioning</b> <b>Scoping out current interventions</b> <b>Analysing gaps in curricula and service needs</b> <b>Immediate interventions where available</b> <b>Findings will focus on future planning</b>	This was not completed in 2020 – timeframe disrupted by COVID. Principal has engaged with Kahui Ako Lead Principal around next steps for 2021.
	Continued robust tracking of academic data and introduction of unpacking and tracking of overarching capabilities in the Humanities and Sciences Curriculum Areas to gain a broader and deeper understanding of each student's engagement	Principal AP of Student Outcomes Pastoral Team All staff	Beginning of term 1 and ongoing	<b>Enhanced curriculum minutes and student profiles</b> <b>Enhanced opportunities for Curriculum leads to meet one on one with staff</b>	Change in management structure has meant limited curriculum focus outside of individual teacher inquiry. New Curriculum Lead - Sciences role for 2021 will enable this initiative to be prioritised.

	and achievement to be responsive to their unique needs				
	A focused review on 2019 NCEA results with particular attention to endorsement results and realigning these with our NCEA delivery for the future.	Principal Ap of Student Outcomes All staff	Beginning of Term 1 and ongoing	Increase in endorsements to national outcomes	Review showed statistics that are inconclusive – decrease in Level 2 Merit endorsements, increase in level 3 Excellence endorsements. Number of students involved makes statistical models inaccurate. A better analysis model needs to be investigated which looks at individual students and their individual success rather than cohort based.

## ANNUAL TARGETS SUPPORTING GOAL TWO IN 2020

### NO LIMITS FOR AKO TE WHANAU

TARGET ONE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Our school and our Maori community will engage in reciprocal, learning-centred relationships. We will explore what it means to be Maori in the Taranaki Diocesan context through deliberate actions to establish rich and sustaining relationships with local iwi	We will continue to build relationships with our local marae, both Whakaahurangi and Ngati Maru and work towards a noho for BoT and senior staff and whanau	BoT and Principal	Commencing by End of Term 1 and ongoing	Staff will be involved, show developing confidence and competency.	Individual engagement with local Iwi and marae have yet to commence. Kaumatua from Whakaahurangi marae led pōwhiri for all Kahui Ako staff. Similar action to take place at the beginning of 2021 at Whakaahurangi marae.
	We will further imbed our content and use of te Reo school wide including in our devotions and worship	Principal, Chaplain, Chapel Team, staff	Commencing Term 1 and ongoing	Staff will be involved, show developing confidence and competency.	Principal includes elements of Te Ao Māori in assemblies and correspondence. Chapel team are developing their capacity. Staff are actively involved in the tikanga (e.g., speaking roles in pōwhiri)

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	We will explore latest findings in culturally responsive pedagogy to be responsive to the interests and abilities of our Maori learners during GRIT	Principal, SLT, staff with oversight of Maori students, SCT, all staff		Staff will be involved, show developing confidence and competency and this will be evident in their planning.	Staff have begun to explore Anna Milne's cultural audit. Clear progressions evident – teachers to develop capacity within their own classrooms.
	The staff will continue to attend Kapa Haka and support and encourage all students to explore this cultural experience – dedicated time on the timetable will be allocated to this	All teaching staff	Ongoing	Staff will be involved, show developing confidence and competency.	Many key staff are developing their confidence to participate E.g. DRa and MCo speaking on the Paepae, GSi representing TDSG through Māori learners initiatives. Staff at Kapa haka did not eventuate with the ongoing threat of COVID meaning much of the year was lost (online learning for kapa haka rōpū.
	We will continue to regularly track Maori student holistic progress, report outcomes to the BoT and work in a timely manner to provide	Assistant Principals (data) Principal Heads of Houses All staff	Commencing Term 1 and ongoing	Staff will actively contribute to discussions and awahi and support identified students	This was commenced at the beginning of the year (COVID-19 did derail this a bit as we lost close contact with some of our Māori learners).



	interventions that suit the unique needs of Maori learners				Senior Māori students were mentored effectively with NCEA results showing positive growth in learning. Junior students performed well as evidenced through diagnostic testing.
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## NO LIMITS FOR ALL OF OUR GIRLS

TARGET TWO	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each girl in our school family will be recognised and valued for her unique learning needs. We will nurture and support each girl to achieve her own set of academic results that reflect her passions, abilities and potential	We will review and refine the focus of parent teacher student interviews to allow richer conversations around student holistic aspirations for the year and review the changes with parent and student consultation.	Principal All staff	March then ongoing	Staff will be involved, show developing confidence and competency.	COVID-19 has made meeting with parents difficult – this review has been deferred into 2021.  This will be tasked to the new AP responsible for student outcomes.
	We will continue training in the following areas through the CoL to support staff capability in Numeracy through ALIM	Principal SLT Curriculum Heads	Commencing Term 1 then ongoing	Staff will be involved, show developing confidence and competency.	Mathematics teachers engaged with Fiona Smale from Cognition Education. This continued throughout the year.  Final outcomes were less than hoped for...math teachers struggled to link the outcomes of ALIM with their teaching practice. The 2021 math team will continue the

					engagement with Fiona Smale and will unpack the barriers encountered in 2020.
	The Heads of Curriculum positions will strength our review of our pedagogical philosophy and will provide opportunities for staff to share best practice in the GRIT programme and to explore work across curricula areas in order to enhance staff capability.	Principal SLT Curriculum Heads All staff	28 January and ongoing	Staff will be involved, show developing confidence and competency.	Change in SLT structure and COVID-19 have made this target difficult. New position of Curriculum Leader of Sciences will help to access the required data ready for evaluation.
	We will explore the Digital Technologies curriculum and through the appointment of a designated within school teacher implement programmes that introduce and enhance digital	Heads of Curriculum Principal Dig Tech within school	As timetabled	Staff will be involved, show developing confidence and competency.	Staff have been working with Bex Langton (facilitated by WST). Digital capacity of staff surveyed to inform PLD with Bex Langton. Worked with individual teachers to meet identified needs – variety of capabilities

	technology pedagogy and capacity for staff				meant individual rather than group work better for initial phase-in of DT curriculum. Have further PD hours with Bex Langton to use in 2021 (enhance programs currently used).
	We will enhance the pastoral roles of form teachers and Heads of Houses to build pastoral and positive psychology capacity to enable staff.	Principal AP Student Outcomes	28 January and ongoing	Staff will be involved, show developing confidence and competency.	Principal has engaged with Kahui Ako lead Principal to facilitate timing of Well-Being in Schools survey. AP (Student Outcomes) has regular meetings with Heads of Houses and pastoral team.
	Staff will have access to EAP counselling	Principal	Commencing start of the year and ongoing	As arises	Information on how to assess EAP support shared with staff.
	The Pastoral Care handbook of practices will sit alongside current legislation, best practice and MOUs with any outside agencies that we work with	Principal	Commencing Term 1 and ongoing	Staff will be involved, show developing confidence and competency.	Good progress made engaging with outside agencies. Developing relationships that have a reciprocal nature with the outside agency having a better

	including but not limited to PHN Oranga Tamariki CAMHS – TDHB Tu Tama Wahine Tui Ora Avon medical centre NZ Police To secure appropriate care for vulnerable children in a confidential manner				understanding of our school culture and capabilities. Guidance and communication handbook still in the developmental stage (will need critiquing and then whole staff review before finalisation).
	Appropriate staff will attend MoE professional development in regard to their portfolios and best practice in areas such as Vulnerable Children's Act Traumatic Incident training Restrain and Seclusion training	Principal	Ongoing	Staff will be involved, show developing confidence and competency.	This professional development was not offered in 2020 (COVID rescheduling).
	We will continue to strengthen staff understanding and implementation of	Principal AP Student Outcomes Deans	Commencing term 1 and ongoing Linked to GRIT	Staff will be involved, show developing	New staff attended Marg Thorsborne Restorative Practice PLD prior to lockdown.

	restorative practice and Positive Psychology to add to their kete of special character, pastoral care foundations.	Chaplain Head of Boarding BoP and BoT		confidence and competency.	All staff have attended this PLD. Restorative Practice philosophy revisited on a regular basis. Positive psychology practice continues to be unpacked with staff (and introduced to new staff). Gratitude practiced weekly by staff in morning briefing.
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## NO LIMITS FOR ALL OF OUR STAFF

TARGET THREE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each girl and staff member in our school family will be recognised and valued for their unique gifts and talents. We will nurture and support each member of our school community to be agile, creative, adaptable, physically active and resilient.	All staff will be supported	BoT Principal SLT Head Of House Form teachers Admin staff Boarding staff Students	Commencing Term 1 and ongoing	Staff will identify possible support systems and a timeline for implementation will be co-constructed	All staff are supported through various avenues.
	All pastoral staff will have the opportunity to explore the Positive Education tenets and to unpack how they can be implemented at Taranaki Dio with opportunities for pastoral staff to attend further Positive Education PLD to be explored where financial funding allows.	Principal	Commencing Term 1 and ongoing	Staff will be involved, show developing confidence and competency.	Principal engaged with Conferenz Schools Leadership forum. AP (Student Outcomes) engaged with Conferenz Well-Being in Schools forum. Feedback to staff around challenges and changes during staff PD debrief.

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	Staff will have access to EAP counselling	Principal	Commencing Term 1 and ongoing	Subscription will be paid	Subscription has been paid and all staff are aware of services offered.
	Appropriate staff will attend MoE professional development in regards to their portfolios and best practice in areas such as Vulnerable Childrens' Act Traumatic Incident training Restrain and Seclusion training	AP student outcomes Principal	Commencing Term 1 and ongoing	Staff will be involved, show developing confidence and competency.	This professional development was not offered in 2020 (COVID rescheduling).



## ANNUAL TARGETS SUPPORTING GOAL THREE IN 2020

### NO LIMITS FOR AKO TE WHANAU

TARGET ONE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Our school and our Maori community will engage in reciprocal, learning-centred relationships. We will explore what it means to be Maori in the Taranaki Diocesan context through deliberate actions to establish rich and sustaining relationships with local iwi.	The Kapa Haka Roopu will be supported through funding and staffing to enable them to excel in competition	BoT and Principal	Commencing by End of Term 1 and ongoing		Our Kapa haka Rōpū participated in the Puanga Festival (different format from previous years due to COVID).
	We will identify and awahi students with gifts and talents by assisting them to apply for scholarships, enter competitions and attend events.	Principal Staff	Commencing Term 1 and ongoing	Relevant scholarships will be applied for in a timely manner	No scholarships applied for. New relationship with Ngati Ruanui Education Trust – donated a trophy for prize giving with a monetary component.

	We will support and encourage all identified and interested students to participate in Whyora	Principal Staff	Commencing Term 1 and ongoing	All students who are interested will be enrolled in Whyora and ongoing communication will occur	Abbreviated program due to COVID – all students who identify as Māori had the opportunity to engage with WhyOra through the TDHB program and their Putaiao Science Experience.
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## NO LIMITS FOR ALL OF OUR GIRLS - GIFTED AND TALENTED OPPORTUNITIES

TARGET TWO	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each girl in our school family will be recognised and valued for her unique learning needs. We will nurture and support each girl to achieve her own set of academic results that reflect her passions, abilities and potential.	Identified elite students will be supported to excel through Appropriate mentors Scholarship applications Individuated timetables acknowledging time commitments Utilising Schoology to support classwork when absent	Principal Gifted and Talented Coordinator Academic Dean SLT Curriculum Heads Chaplain Head of Boarding All staff	Ongoing	Monitoring of all actions by the Gifted and Talented coordinator with termly reports	No G&T students identified for 2020. Students with passions for particular areas were given opportunities to experience extension and enhancement of their programs (Junior Math, Spirituality, Space, etc.).

	Identified elite students will be supported to participate in activities through Schoology	Principal Gifted and Talented Coordinator Academic Dean Chaplain All staff	Ongoing	<b>Schoology posts offer opportunities</b>	Students that had the opportunity to experience extension and enhancement through outside competition were supported by their teachers for any missed instruction.
	Identified elite students' successes will be celebrated through school Facebook, Heads Up, newsletters and media	Principal Gifted and Talented Coordinator PR staff	Ongoing	<b>Posts as appropriate</b>	Students who achieved outstanding results, either within the school environment or beyond the school gates, were celebrated through our media releases.

## ANNUAL TARGETS SUPPORTING GOAL FOUR IN 2020

### NO LIMITS FOR AKO TE WHANAU

TARGET ONE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Our school and our Maori community will engage in reciprocal, learning-centred relationships. We will explore what it means to be Maori in the Taranaki Diocesan context through deliberate actions to establish rich and sustaining relationships with local iwi.	The BoT and Principal will engage appropriate personnel to lead the BoT and school in a strategic review of current opportunities and teaching contexts for participation by our Maori whanau through student and whanau interviews	BoT and Principal	Commencing by End of Term 1 and ongoing	Ongoing communication and consultation with our families and iwi	Commenced in-house. Yet to be explored beyond the Taranaki Diocesan whānau.
	We will continue to build relationships with our local marae and work towards a noho for BoT and senior staff and whanau	BoT and Principal		Ongoing organisation of noho	Individual engagement with local Iwi and marae have yet to commence. Kaumatua from Whakaahurangi marae led pōwhiri for all Kahui Ako staff. Similar action to take place at the beginning of 2021 at Whakaahurangi marae.

## NO LIMITS FOR ALL OF OUR GIRLS

TARGET TWO	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each girl in our school family will be recognised and valued for her unique learning needs. We will nurture and support each girl to achieve her own set of academic results that reflect her passions, abilities and potential.	Implement our new uniform and look at sweat shirt and trouser options Consultation with parents re learner profile	Principal BoT	By beginning of 2020	Sub Committee through BoT Regular meetings	New uniform embedded for all new (and some existing) students. Sweatshirt option has been investigated through our Sports Uniform supplier. Consultation with community the next phase.

## NO LIMITS FOR ALL OF OUR STAFF

TARGET THREE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each staff member in our school family will be recognised and valued for their unique gifts and talents. We will nurture and support each member of our school community to be agile,	Staff wellbeing programme further developed	Principal SLT SCT All staff	Commencing term 1 with further unpacking of PERMA model	Co construction of wellbeing indicators and programme to enhance staff wellbeing	More emphasis on staff wellbeing (alongside student wellbeing) due to the unsettling effects of COVID and the ensuing lockdown. Staff meetings more rationalised and

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creative, adaptable, physically active and resilient.					personal wellbeing time calendared. Enhancement of the Gratitude diaries – embedded into staff culture.
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## ANNUAL TARGETS SUPPORTING GOAL FIVE IN 2020

TARGET	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Facilities that support the learning needs of our girls and the teaching needs of our staff in order for each girl to achieve to her potential	An IT strategic plan reviewed and implemented to support 21 <sup>st</sup> century teaching and learning	BoP/BoT/Principal	Commencing by the end of term 2.	IT strategic plan reviewed utilising New Era expertise	Change in IT Service provider to Cyclone. Strategic planning yet to commence. New server project finalised with install date beginning of 2021. More robust IT infrastructure will instil confidence in staff and students. BYOD policy for 2021
	Buildings that suit the needs and facilitate learning for 21 <sup>st</sup> century learners	BoP/BoT/Principal	Commencing by the end of term 2	Property plan refreshed with new Diocesan Trust agreement confirmed	Ongoing – engagement with Sarah Taylor from MoE. Old lab/library currently decommissioned but 10YPP will need to have confirmed the Ministries plan for this area.
	Full assessment to align with 10YPP and reprioritise needs	BoP/BoT/Principal	Commencing by the end of term 2	Property plan refreshed with new	Property manager has commenced process of prioritisation and

				Diocesan Trust agreement confirmed	project management of 10YPP targets. New strategic direction in 2021 will require 10YPP to align with it.
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# **Taranaki Diocesan School (Stratford)**

## **Statement of Kiwisport Funding**

### **For the year ended 31 December 2020**

#### **Kiwisport**

Kiwisport is a Government Funding initiative to support student's participation in organised sport. In 2020, the School received total Kiwisport funding of \$2,472.42 (excluding GST). The funding was paid to the Sports Co-Ordinator to assist in her role as Sports Co-Ordinator.