

TARANAKI DIOCESAN SCHOOL FOR GIRLS

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 180

Principal: Matt Coleman

School Address: 61 Broadway North

School Postal Address: Private Bag 714, Stratford, 4352

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Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

TARANAKI DIOCESAN SCHOOL FOR GIRLS

Annual Report - For the year ended 31 December 2021

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Taranaki Diocesan School for Girls

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Debra Simes

Full Name of Presiding Member

Debra Simes

Signature of Presiding Member

27 May 2022

Date:

Matt Coleman

Full Name of Principal

M. Coleman

Signature of Principal

27 May 2022

Date:

Taranaki Diocesan School for Girls
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,948,342	1,748,413	1,744,057
Locally Raised Funds	3	209,471	50,900	173,318
Use of Land and Buildings Integrated		343,500	528,600	549,600
Interest Income		1,416	2,200	2,329
International Students	4	-	-	10,530
		2,502,729	2,330,113	2,479,834
Expenses				
Locally Raised Funds	3	33,547	1,300	52,933
International Students	4	2,636	-	4,419
Learning Resources	5	1,576,012	1,400,562	1,371,824
Administration	6	216,170	198,730	235,562
Finance		10,092	1,000	7,098
Property	7	524,318	672,850	744,136
Depreciation	12	41,940	45,000	35,574
Loss on Disposal of Property, Plant and Equipment		555	-	-
		2,405,270	2,319,442	2,451,546
Net Surplus / (Deficit) for the year		97,459	10,671	28,288
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		97,459	10,671	28,288

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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		80,810	44,508	48,508
Total comprehensive revenue and expense for the year		97,459	10,671	28,288
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,901	4,000	4,014
Equity at 31 December		182,170	59,179	80,810
Retained Earnings		182,170	59,179	80,810
Equity at 31 December		182,170	59,179	80,810

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 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	49,597	15,153	22,283
Accounts Receivable	9	189,495	158,978	141,396
GST Receivable		8,009	3,663	3,730
Prepayments		397	907	3,763
Inventories	10	1,985	2,731	2,629
Investments	11	152,056	36,391	131,518
		401,539	217,823	305,319
Current Liabilities				
Accounts Payable	13	154,400	136,537	157,832
Revenue Received in Advance	14	20,858	11,463	10,765
Provision for Cyclical Maintenance	15	49,898	3,271	87,011
Finance Lease Liability	16	29,825	30,407	16,040
		254,981	181,678	271,648
Working Capital Surplus/(Deficit)		146,558	36,145	33,671
Non-current Assets				
Property, Plant and Equipment	12	115,345	29,074	90,686
		115,345	29,074	90,686
Non-current Liabilities				
Provision for Cyclical Maintenance	15	24,234	-	115
Finance Lease Liability	16	55,499	6,040	43,432
		79,733	6,040	43,547
Net Assets		182,170	59,179	80,810
Equity		182,170	59,179	80,810

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 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		508,582	508,413	530,946
Locally Raised Funds		207,446	50,900	135,561
International Students		-	-	(933)
Goods and Services Tax (net)		(4,279)	-	(67)
Payments to Employees		(382,596)	(341,100)	(330,130)
Payments to Suppliers		(238,565)	(235,520)	(213,738)
Interest Paid		(10,092)	-	(7,100)
Interest Received		1,454	2,200	1,930
Net cash from/(to) Operating Activities		81,950	(15,107)	116,469
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(10,890)	-	(5,115)
Purchase of Investments		(61,058)	-	(95,127)
Proceeds from Sale of Investments		40,520	-	-
Net cash from/(to) Investing Activities		(31,428)	-	(100,242)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,901	4,000	4,014
Finance Lease Payments		(27,109)	(12,222)	(36,440)
Net cash from/(to) Financing Activities		(23,208)	(8,222)	(32,426)
Net increase/(decrease) in cash and cash equivalents		27,314	(23,329)	(16,199)
Cash and cash equivalents at the beginning of the year	8	22,283	38,482	38,482
Cash and cash equivalents at the end of the year	8	49,597	15,153	22,283

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 2021

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 is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the School's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the School however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

Land and buildings owned by the 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:

Building Improvements	10-75 years
Buildings	40 years
Furniture and Equipment	5-20 years
Information and Communication Technology	3-5 years
Motor Vehicles	10 years
Textbooks	4 years
Library Resources	8 years

Leased assets held under a Finance Lease

Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

The property from which the school operates is owned by the 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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

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

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

t) Borrowings

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

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	469,248	485,013	410,920
Teachers' Salaries Grants	1,433,918	1,240,000	1,214,477
Other MoE Grants	22,192	1,400	62,231
Other Government Grants	22,984	22,000	56,429
	1,948,342	1,748,413	1,744,057

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	46,022	37,400	44,489
Fees for Extra Curricular Activities	151,425	1,500	113,840
Trading	597	-	801
Fundraising & Community Grants	-	-	933
Other Revenue	11,427	12,000	13,255
	209,471	50,900	173,318
Expenses			
Extra Curricular Activities Costs	30,629	1,300	50,649
Trading	2,918	-	2,284
	33,547	1,300	52,933
<i>Surplus for the year Locally raised funds</i>	175,924	49,600	120,385

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	0	0	1
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
International Student Fees	-	-	10,530
Expenses			
Student Recruitment	1,775	-	3,558
Other Expenses	861	-	861
	2,636	-	4,419
<i>Surplus/(Deficit) for the year International Students</i>	(2,636)	-	6,111

5. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	53,886	53,252	44,902
Library Resources	1,381	1,810	1,150
Employee Benefits - Salaries	1,508,188	1,331,100	1,318,481
Staff Development	12,557	14,400	7,291
	1,576,012	1,400,562	1,371,824

6. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,677	6,500	6,451
Board Fees	1,379	-	4,030
Board Expenses	11,949	6,500	11,132
Communication	11,938	6,650	9,664
Consumables	9,741	30,600	5,046
Operating Lease	661	-	-
Legal Fees	-	1,000	-
Other	16,178	14,500	9,239
Employee Benefits - Salaries	119,513	125,000	149,502
Insurance	979	980	904
Service Providers, Contractors and Consultancy	36,155	7,000	39,594
	216,170	198,730	235,562

7. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,943	6,200	6,453
Cyclical Maintenance Provision	(12,994)	15,000	5,873
Grounds	16,090	6,500	11,178
Heat, Light and Water	24,867	24,000	22,990
Repairs and Maintenance	5,943	2,550	5,862
Use of Land and Buildings	343,500	528,600	549,600
Employee Benefits - Salaries	141,969	90,000	142,180
	524,318	672,850	744,136

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

8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	49,597	15,153	22,283
Cash and cash equivalents for Statement of Cash Flows	<u>49,597</u>	<u>15,153</u>	<u>22,283</u>

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

Of the \$49,597 Cash and Cash Equivalents, \$31,719 is tagged by the School for the purpose of furthering Asian language learning. A liability has not been recognised in respect of this amount.

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	50,694	65,337	38,576
Banking Staffing Underuse	22,175	-	-
Interest Receivable	443	83	481
Teacher Salaries Grant Receivable	116,183	93,558	102,339
	<u>189,495</u>	<u>158,978</u>	<u>141,396</u>
Receivables from Exchange Transactions	51,137	65,420	39,057
Receivables from Non-Exchange Transactions	138,358	93,558	102,339
	<u>189,495</u>	<u>158,978</u>	<u>141,396</u>

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	1,985	2,731	2,629
	<u>1,985</u>	<u>2,731</u>	<u>2,629</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset Short-term Bank Deposits	152,056	36,391	131,518
Total Investments	<u>152,056</u>	<u>36,391</u>	<u>131,518</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Furniture and Equipment	25,182	6,657	(555)	-	(6,568)	24,716
Information and Communication Technolog	3,014	4,167	-	-	(2,354)	4,827
Leased Assets	56,266	56,264	-	-	(31,310)	81,220
Library Resources	6,224	66	-	-	(1,708)	4,582
Balance at 31 December 2021	90,686	67,154	(555)	-	(41,940)	115,345

The net carrying value of equipment held under a finance lease is \$81,220 (2020: \$56,266)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	110,986	(86,270)	24,716	106,519	(81,337)	25,182
Information and Communication Technolog	12,730	(7,903)	4,827	8,563	(5,549)	3,014
Motor Vehicles	621	(621)	-	621	(621)	-
Textbooks	-	-	-	15,016	(15,016)	-
Leased Assets	174,443	(93,223)	81,220	118,179	(61,913)	56,266
Library Resources	16,959	(12,377)	4,582	16,896	(10,672)	6,224
Balance at 31 December	315,739	(200,394)	115,345	265,794	(175,108)	90,686

13. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	11,279	8,358	18,191
Accruals	7,677	6,294	6,451
Employee Entitlements - Salaries	116,183	93,558	103,877
Employee Entitlements - Leave Accrual	19,261	28,327	29,313
	154,400	136,537	157,832

Payables for Exchange Transactions

154,400 136,537 157,832

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other Revenue In Advance	20,858	11,463	10,765
	20,858	11,463	10,765

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	87,126	87,126	82,271
Increase to the Provision During the Year	7,987	15,000	4,855
Adjustment to the Provision	(20,981)	-	-
Use of the Provision During the Year	-	(98,855)	-
Provision at the End of the Year	<u>74,132</u>	<u>3,271</u>	<u>87,126</u>
Cyclical Maintenance - Current	49,898	3,271	87,011
Cyclical Maintenance - Term	24,234	-	115
	<u>74,132</u>	<u>3,271</u>	<u>87,126</u>

16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	37,139	30,407	22,154
Later than One Year and no Later than Five Years	61,201	6,040	52,976
Future finance charges	(13,016)	-	(15,658)
	<u>85,324</u>	<u>36,447</u>	<u>59,472</u>
Represented by			
Finance lease liability - Current	29,825	30,407	16,040
Finance lease liability - Term	55,499	6,040	43,432
	<u>85,324</u>	<u>36,447</u>	<u>59,472</u>

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.

The Proprietor of the School (St Mary's Diocesan Incorporated) 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(c). The estimated value of this use during 2021 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	1,379	4,030
<i>Leadership Team</i>		
Remuneration	663,774	346,963
Full-time equivalent members	5.41	3.00
Total key management personnel remuneration	665,153	350,993

There are 8 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that met as needed. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	4.00	3.00
110 - 120	1.00	-
	5.00	3.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2021 (Capital commitments at 31 December 2020: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	49,597	15,153	22,283
Receivables	189,495	158,978	141,396
Investments - Term Deposits	152,056	36,391	131,518

Total Financial assets measured at amortised cost	391,148	210,522	295,197
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Financial liabilities measured at amortised cost

Payables	154,400	136,537	157,832
Finance Leases	85,324	36,447	59,472

Total Financial Liabilities Measured at Amortised Cost	239,724	172,984	217,304
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23. Events After Balance Date

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

24. Comparatives

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

25. COVID 19 Pandemic on going implications

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The School has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board operated boarding facilities.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TARANAKI DIOCESAN SCHOOL FOR GIRLS' FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

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 1 to 19, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 27 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the School payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 23 to 56, 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

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Debra Simes	Presiding Member	Elected	Sep 2022
Matt Coleman	Principal		
Julie Larcom	Parent Representative	Co-opted	Sep 2022
Mannix Houppapa	Parent Representative	Elected	Sep 2022
Desiree Bond	Parent Representative	Co-opted	Sep 2022
Ilona Hanne	Parent Representative	Elected	Sep 2022
Nicola Carver	Staff Representative	Elected	Oct 2021
Angeline Krithi	Staff Representative	Appointed	Sep 2022
Christine McCallum	Proprietors Representative	Appointed	Mar 2021
Rev Pat Scaiffe	Proprietors Representative	Appointed	Sep 2022
Kaila Van In	Student Representative	Elected	Oct 2021
Abby Bernasconi (New)	Student Representative	Elected	Sep 2022

Taranaki Diocesan School for Girls

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$2,721 (excluding GST). The funding was spent on sporting endeavours.

ANALYSIS OF VARIANCE REPORTING 2021

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 students have no limits to what they can achieve.

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

Priority/Strategic Goal Three: Outstanding individual achievement by talented 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 supports our belief that our students have no limits to what they can achieve.

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

ANNUAL TARGETS SUPPORTING GOAL ONE IN 2021

NO LIMITS FOR AKO TE WHANUA

TARGET ONE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Our school and our Māori community will engage in reciprocal, learning-centred relationships. We will explore what it means to be Māori 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 Māori whānau	BoT and Principal	Commencing in Term 1 as part of our strategic plan review and ongoing throughout the year	Ongoing report to BoT once the strategic plan has been finalised. Use the Anne Milne Cultural Audit with our school community and develop a strategy to address gaps.	Connected with Rumatiki from Ngati Maru and Marea and Vincent from Ngati Ruanui. Kathe Tawhiwhirangi has been booked to run a combined boards workshop. Nothing additional due to the national Covid Alert.
	We will continue to build relationships with our local marae, both Whaakahurangi and Ngati Maru and work towards a noho for BoT and senior staff and whānau	BoT, Principal, Staff	Commencing at the start of the year and ongoing	Staff engaging with Whakaahurangi marae through Kahui Ako pōwhiri	All staff attended Kāhui Ako pōwhiri at Whakaahurangi marae. Visit from Rumatiki from Ngati Maru. MCo meeting with Ngati Maru leaders to discuss partnership between the

					<p>two entities (returned artifacts as a gesture).</p> <p>Nothing additional due to the national Covid Alert.</p>
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	We will continue to unpack and co construct our bicultural curriculum	Principal, Staff	Commencing beginning of the year and ongoing	A living document for all staff to share, add to and respond to, showing specific evidence that a bicultural curriculum exists in our school	Share document up in staff room. MCo has connected with Hukarere Māori Girls School for a relationship building visit. Visit to Hukarere was excellent and they were invited back. Covid challenges have pushed the return visit into 2022. This will be the time to explore potential exchanges for students and staff.
	We will further imbed our content and use of Te Reo Māori school-wide, including in our worship during chapel services	Principal, Chaplain, Chapel Team, Staff	Commencing Term 1 and ongoing	Increased use of greetings in Te Reo Māori, Schoology message greetings, and any other forms of communication. Manaakitanga further embedded in our school culture. Confident students comfortable using Maori greetings. Classroom feels like their turangawaewae. Senior students wishing to take Te Reo as a	Staff are encouraged to use Te Reo Māori within all of their communications to the Taranaki Dio community. Staff have opportunity to engage with Te Reo Māori PD. Junior students are learning Te Reo Māori as part of their languages' rotation. Delivery model is through Zoom.

				subject will be supported through Te Kura. Major staff involvement in pōwhiri. Junior students learning Te Reo Māori through online classes.	Administration staff attended Cultural Capacity workshop run by Wharekuka Tongaawhikau...feedback was very positive.
	We will explore latest findings in culturally responsive pedagogy to be responsive to the prior knowledge, strengths, interests and abilities of each of our Māori learners during GRIT times	Principal, SLT, mentors of senior Māori students, SCT, all staff	Commencing Term 2 and ongoing	Teachers confident and competent when empowering our Ako Te Whenua and their whānau. All students are confident developing and sharing their pepeha within and beyond the school community	During Curriculum meetings LAH discuss progress of Ako Te Whenua. As part of the school badge process, students need to share their pepeha with their teacher or senior student of choice. Nothing additional due to the national Covid Alert.
	Access online Te Reo Māori learning for our junior students	Principal, SLT curriculum	Conversation to commence Term 1 for a Term 2 start.	Students are engaged with Te Reo Māori delivery – course evaluations can inform of next steps	Year 9 languages class is split between Te Reo and Japanese language. Exploration with both boards around employing a Te Reo teacher for 2022 – most likely to be a future focus but explore capabilities within other staffing applicants.

	We will unpack our own tikanga Māori and teach pepeha to each year 9 girl and mihi to each girl in Year 13 so that all students are confident to introduce themselves in a Māori context	Principal, Year 9 Social Studies teachers, senior Māori students, Whaea Shauna (through the FUTURES programme), Whaea Wharekuka through online Te Reo Māori courses	Commencing Term 1 and ongoing	Students will be confident to introduce themselves and comfortable in a variety of bicultural settings including our school pōwhiri	Year 9s have explored their whakapapa in their Me and Myself unit. Seniors yet to explore mihi. Nothing additional.
	The staff will continue to demonstrate Ako and attend Kapa Haka to support the roopu and encourage all students to explore this cultural experience We will continue to explore mutually positive partnerships with local iwi and with the iwi that each girl identifies with.	BOT, Principal	Commencing Term 1 and ongoing	We will seek feedback from students and Whaea Wharekuka to inform next steps. Staff will feel comfortable and confident to participate in celebrations and ceremonies – kai korero for males and karanga for females	Principal has had conversations with Rumatiki from Ngati Maru. Have made contact with Ngati Ruanui. Nothing additional due to the national Covid Alert.
	We will continue to regularly track Māori student progress, both academic and holistic, and report outcomes to the BoT. We will work in a timely manner to provide interventions that suit the unique needs of each individual Māori learner so that they can achieve at their level, and realise	Assistant Principals Principal Heads of Houses Senior Academic Mentors All staff	Commencing Term 1 and ongoing	A shared document will be created that tracks the progress of each individual Māori learner. All staff will access this material to inform their teaching, and mentors to nurture holistic individual student success. Heads of House and academic mentors will awahi the student and	This has commenced throughout the school, but the central repository has not been started. Feedback to the BoT via Principal's Report, data evaluation by teaching staff, mentoring for senior students is developing well.

	their own and their whānau aspirations			initiate interventions with at risk students and provide feedback to students making positive progress. February and Sept evaluations will show significant progress	
	As part of our pastoral care plan, we will closely monitor and holistically affirm the well-being of each member of our Ako Te Whenua	All staff	Commencing Term 1 and ongoing	As part of the Principal's report to the BoT the Principal will share success stories, challenges and possible strategies/interventions around our Māori students.	Nothing specific yet shared, but individual Ako Te Whenua regularly awhi'd through Principal's Assembly and through our presence on Facebook. Nothing additional.

NO LIMITS FOR ALL OF OUR STUDENTS

TARGET TWO	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each student in our school family will be recognised and valued for their unique learning needs. We will nurture and support each student to achieve their own set of academic results that reflect their passions, abilities and potential.	All 2020 processes to nurture and support each student will be sustained and, where applicable, enhanced.	Principal All staff	Ongoing	Processes will be reviewed upon completion and recommendations for improvements will be noted for 2022	Middle Leadership model to be reviewed after 2 year pilot. Middle leadership review has been completed – varied responses but staff felt not enough curriculum specific support (current leaders stretched too thin?) New model will have 4 Curriculum Middle Leaders – 3 for subject support and 1 focused on additional curriculum support.
	We will value each student's vision-board, including within the timetable time for regular and purposeful academic mentoring of senior	Assistant Principal Principal Academic Mentors House teachers	Start of the year camp and then ongoing	Student discussions with house teachers and academic mentors to identify effective strategies – these will be shared with teachers.	Part of the School Camp procedures. Linked to parent – teacher meetings.

	students, and monitoring of junior process goal outcomes.			Teachers will use these to inform practice. Mini surveys of students at regular intervals around goals will occur to monitor impact.	Senior mentoring has further been embedded into the common practices of the school. Success varies depending on the relationship between the student and the staff member.
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	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.	Heads of House Principal SLT Academic Mentors	Terms 1 and 3 P-T-S Conferences	Feedback from parents, students and staff will inform next steps	The review has been postponed until 2022 due to the impact of Covid meaning we have not had a robust sequence of connections with our whānau.
	We will commence a review of the Senior Futures program and the delivery of career education (both explicitly and provision of opportunities across the	Year 12-13 Dean Year 10-11 Dean Principal Academic Dean Outside Providers	Commencing Term 2 then ongoing	Gather data from current and past students to inform review of Futures program. Collate data from external providers to	Initial conversation scheduled. This has been delegated to AP who will investigate over the summer break in preparation for 2022.

	school) to ensure our students are well supported with the transition beyond Taranaki Diocesan. We will utilise TEC data to further investigate trends of our tertiary leavers.			establish what pathways our students are using, and investigate other opportunities for tertiary training	
	We will continue to embed the practices established through the Kahui Ako Numeracy Support to support individual student success (through the ALIM program in 2021)	Principal AP Curriculum Junior Mathematics Teachers	Employment of a specialist Mathematics teacher at beginning of 2021	AP Curriculum to collate diagnostic and achievement data. Student evaluations that target changes in Mathematics confidence (lower levels of Mathematics anxiety)	Not yet commenced. Focus for Math teaching in 2021 was on upskilling new Math teacher in content and delivery of sound program – extension will be deferred until 2022 with employment of new teacher (unsure yet of previous experience and professional development).
	Curriculum Lead positions will strengthen our review of our pedagogical philosophy and will provide opportunities for staff to share best practice.	Curriculum Leads AP Curriculum Principal	Term 1 and ongoing	Curriculum minutes Curriculum inquiries All staff to engage with subject associations PLD in curriculum area Evaluations from students around	All staff have joined relevant subject associations. Limited opportunities for subject specific PD – all currently around RoS. Further time assigned for RoS unpacking in Term 4.

	PLGs to explore teaching pedagogies across curricular areas to promote outstanding teaching and individual student success			classroom culture and teaching Curriculum Leads to tender a mid-year and end of year report to the BoT on successes and challenges	Four more days scheduled for 2022. Curriculum leads to present MY report at June meeting.
	We will continue to integrate the Digital Technologies curriculum into teaching programs	Curriculum Leads TIC Digital Curriculum All staff	Commencing Term 1 and ongoing	TIC Digital Curriculum continue to support teachers for best practice Bex Langton will continue to work with the teachers to adapt/develop programs of learning	No TIC DC in 2021 but WSL – Agency delivered PD with a DT focus. Curriculum in 2022 will look at DT as a rotation for junior students.

	We will sustain the pastoral roles of Heads of Houses and form teachers to build pastoral and positive psychology capacity to enable staff to nurture individual student success.	Principal AP Pastoral	Commencing Term 1 and ongoing	Consultation with students, staff and whānau around current importance – Me and My School survey will note changes. Development of philosophy/strategy and trial of activities in house time. Student Heads are mentored by P & DP. Heads of Houses will be supported by AP Pastoral	Kāhui Ako have set a date in Term 3 to collect data from Me and My School survey. DP has worked with pastoral team to upskill. Deans meet regularly to unpack challenges and develop expertise. All junior students have completed the “Me & My School” survey – this data will be unpacked when available.
	Establish a Middle Dean within the school to support the Heads of Houses with pastoral care	Principal AP Pastoral	Position established beginning of Term 1 and ongoing Review of position mid-year and end of year	Fewer pastoral incidents escalating to the SLT Review of the position to determine value to the pastoral system	Position established and anecdotal feedback is positive. Review to commence in Term 4. Review as part of the restructuring of the middle leadership structure. Current Y11 Dean keen to continue in the role.
	We will continue to strengthen our capabilities in Restorative Practice and Positive Psychology to underpin	Principal AP Pastoral Deans Chaplain Head of Boarding	Ongoing throughout the year	We will use GRIT time to imbed Positive Psychology practice and ensure that all staff attend and review their	Yet to commence (GRIT used in first half of year for Learner Agency/Digital Curriculum).

	our special character pastoral care foundations and enhance our culture of wellbeing.	BoP and BoT		restorative practice capabilities. Student and staff feedback on selected initiatives	DP has included this as part of the ongoing training for the pastoral team.
	MOUs with outside agencies will be further developed to ensure quality pastoral care is available for each student.	Principal	Beginning of year and ongoing	Current MOUs on record Process has positive feedback from providers	MoUs stored in Executive Officer's filing cabinet. Nothing further to add.

NO LIMITS FOR ALL OF OUR STAFF

TARGET THREE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each student 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, wellbeing, absences, engagement and any other indicators to allow us to effectively offer supportive interventions	BoT Principal SLT Heads of Houses House teachers Admin staff Boarding staff Students	Commencing Term 1 and ongoing	Explicit support for staff during GRIT/after school meeting time Co-constructed wellbeing programme for students is developed Calendared and timetabled time for wellbeing enhancement	Time in calendar for staff well-being actioned. Student well-being program still to be developed. This has been the major focus for the school given the challenges that Covid has presented. All decision making has had well-being at the heart.

*Courageous
Resolute
Successful*

	We will continue to unpack the graduate profile and curriculum review to ensure that we are providing opportunities for our students to experience success	Principal All staff	Commencing Term 2 taking into account data from Special Character Review, Cultural Review and community consultation	Draft graduate profile is prepared to be discussed with students, staff and other stakeholders, based on collected data	This will be part of the Strategic Planning process – reverse engineered from the Strategic Plan. Strategic planning still in the development phase – graduate profile will distill out of the strategic goals and action plan.
	We will explore our reading data further and strengthen the SSR programme with dedicated time each day	AP Curriculum	Commencing Term 1 and ongoing	Data will be collected, collated and analysed to inform next steps	Data not yet collected. With a limited SLT this review will be pushed back to 2022.
	All staff will be given the opportunity to become familiar with or enhance their knowledge of Restorative Practice	Principal SLT Pastoral Team All teaching staff Boarding House staff Day school admin staff	As arises	All staff will have the opportunity to undergo training and be confident in the philosophy of restorative practice	No training offered in Taranaki in 2021. Nothing further to add.
	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 have the opportunity to unpack the Positive Education training and be confident in the philosophy of Positive Education	Yet to commence (GRIT used in first half of year for Learner Agency/Digital Curriculum). GRIT in the 2 nd half of the year has been focused on well-being as a reaction to the ongoing Covid challenges.

	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	Term 3	<p>Student afternoon tea to gather voice on current strategies in place for meeting the varied needs of the students</p> <p>Scoping out current interventions</p> <p>Analysing gaps in curricular and service needs</p> <p>Immediate interventions where available</p> <p>Findings will focus on future planning</p>	<p>Not yet commenced.</p> <p>This was done in a slightly different manner in reaction to the Covid challenges – voice was gathered as part of the Strategic Review process.</p> <p>In addition, all junior students completed the Me & My School survey...data will be unpacked when available.</p>
	Continued robust tracking of academic data in the junior school 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 and achievement to be responsive to their unique needs	Principal AP Curriculum Pastoral Team All staff	Beginning of term 1 and ongoing	<p>Enhanced curriculum minutes and student profiles</p> <p>Enhanced opportunities for Curriculum Leads to meet one on one with staff</p> <p>Heads of House to monitor academic growth through the Progress Report Indicators</p>	<p>Curriculum Area minutes shared with SLT. Meeting minutes overview to be included in report to BoT. HoH have looked at PI 1 and PI 2 for patterns.</p> <p>Ongoing oversight by HoHs to identify negative patterns.</p> <p>New middle leadership structure to offer more support to teachers 1:1</p>

	A focused review on 2020 NCEA results with particular attention to endorsement results and realigning these with our NCEA delivery for the future.	Principal AP Curriculum All teaching staff	Beginning of Term 1 and ongoing	Using historical data and our understanding of our students from academic mentoring to set endorsement goals for all senior students	Heads of curriculum to work with TICs to identify where potential gains in endorsements are evident.
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ANNUAL TARGETS SUPPORTING GOAL TWO IN 2021

NO LIMITS FOR AKO TE WHANUA

TARGET ONE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Our school and our Māori community will engage in reciprocal, learning-centred relationships. We will explore what it means to be Māori 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 Whaakahurangi and Ngāti Maru, and work towards a noho for BoT and senior staff and whānau	BoT and Principal	Commencing End of Term 1 and ongoing	A noho is arranged with positive outcomes for all parties	Principal and Curriculum Leads to visit Ngāti Ruanui's runanga learning facility. Connections made with Ngāti Maru and Ngāti Ruanui through the Kāhui Ako. No clear date identified. Both boards to be a part of Cultural Capacity workshop at beginning of 2022.
	We will further embed our content and use of Te Reo Māori 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 with Te Ao and Te Reo Māori	Staff offered opportunity to engage with Online Te Reo Māori course (better than 50% uptake including hostel matrons).

	We will explore latest findings in culturally responsive pedagogy to be responsive to the interests and abilities of our Māori learners during GRIT sessions	Principal SLT Staff with oversight of Māori students SCT All staff	Term 2 and ongoing	Staff will be involved, show developing confidence and competency in the use of Te Reo Māori and this will be evident in their planning	Yet to be evaluated, WSL role will explore this as her pedagogical focus on return from maternity leave. WSL has presented an action plan for 2022 to embed our cultural capacity framework into the school culture.
	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 actively involved in all aspects of Te Ao Māori and show developing confidence and competency with Reo and Tikanga	Staff have the option to attend Kapa Haka but the timeslot is compromised by pastoral commitments (a timetable review is imminent). A conversation has been had with the current kapa haka tutors to explore whole school kapa haka that is embedded in the timetable rather than an optional add-on.
	We will continue to regularly track Māori students' holistic progress, report outcomes to the BoT and work in a timely manner to provide interventions	AP Pastoral Principal Heads of Houses All staff	Commencing Term 1 and ongoing	Staff will actively contribute to discussions and awhi and support identified students	Māori students' progress highlighted and discussed at staff and Board meetings. Nothing further to add.

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	that suit the unique needs of Māori learners				
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NO LIMITS FOR ALL OF OUR STUDENTS

TARGET TWO	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each student in our school family will be recognised and valued for their unique learning needs. We will nurture and support each student to achieve their own set of academic results that reflect their passions, abilities and potential	We will review and refine the focus of parent-teacher-student conversations to allow richer discussions around student holistic aspirations for the year and review the changes with parent and student consultation.	Principal All staff	Terms 1 & 3 meetings	Feedback from parents & students highlights more confidence in the process of course selection/ career guidance/engagement with secondary-tertiary pathways	Staff PMI after events to highlight areas for improvement. Focus of Term 1 meetings less about curriculum progress and more about a triangulated approach to supporting the learners. Due to Covid lockdown no second P-T meetings were scheduled. This initiative will be pushed into 2022.
	We will continue training in the following areas through the Kahui Ako to support staff capability in Numeracy through ALIM	Principal AP - Curriculum Curriculum Lead - Sciences	Commencing Term 1 then ongoing	Mathematics staff will engage with ALIM project and targeted students will show accelerated learning through robust testing	New staff in Math area mean ALIM not realistic in 2021. Will look at 2022 staffing and cohort. Focus for Math staff has been pedagogy and curriculum confidence rather than extension. New Math teacher will be evaluated for ALIM appropriateness.
	The Curriculum Lead positions will strengthen	Principal AP - Curriculum	Commencing middle Term 1 and ongoing	Staff will be involved in Professional Learning	All staff have had multiple PGC meetings in their

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	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 curricular areas to enhance staff capability and learning programs.	Curriculum Lead - Sciences All staff		Groups that show developing confidence and competency in their across-curriculum teaching.	PLGs. Anecdotal feedback has been very positive. Curriculum leads have supported staff (but this will need to be reviewed). Key part of appraisal conversations between principal and teaching staff has been engagement in PLG and what positives and challenges have come out of it.
	We will explore the attributes of Learner Agency through the appointment of a designated Within School Lead targeting the Kahui Ako challenge of Learner Agency	WSL Principal Curriculum Leads	As timetabled	A program of teacher growth is developed by the WSL, based on current research, that enhances teacher & student understanding of Learner Agency. Students display increasing levels of agency around their learning.	Support from WSL has been positive – has been working with whole staff and with individuals. Role will extend into Terms 3 & 4 as a special project. Teachers have continued to explore their Learner Agency journey – as part of the appraisal conversation teachers have been asked to quantify their engagement with Learner Agency.
	We will enhance the pastoral roles of Heads of Houses and House	Principal Deputy Principal	Beginning Term 1 and ongoing	Staff will be involved in the unpacking of latest research around pastoral	Deputy principal has worked with whole pastoral team and with

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	Teachers to build pastoral capacity and positive psychology within staff.			care in girls schools', show developing confidence and competency with the Positive Psychology model.	Deans. Focus on improving capacity to deal with pastoral challenges. After the Middle Leadership Review the model has been changed to horizontal deans so the HoH role will be disestablished in its current form.
	Staff will have access to EAP counselling	Principal	Commencing Term 1 and ongoing	Staff expressing the need for pastoral support will have access to services offered by EAP	Subscription renewed and staff made aware of availability. At regular intervals throughout the year and after particularly difficult events, staff have been reminded about having access to EAP counselling.
	The Guidance & Communications handbook will sit alongside current legislation, best practice, and MOUs with any outside agencies that we work with including but not limited to PHN Oranga Tamariki CAMHS – TDHB	Principal	Developed initially by end of Term 2 and then reviewed end of Term 4	Guidance & Communications handbook developed and shared with all staff to enable consistent and robust pastoral care and guidance for all students	Work in progress (delayed due to staffing changes). MOUs still to be developed. This is a continuing project that will incorporate the new pastoral model.

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	Tu Tama Wahine Tui Ora Avon medical centre NZ Police To secure appropriate care for vulnerable children in a confidential manner				
	Appropriate staff will attend MoE professional development regarding their portfolios and best practice in areas such as Vulnerable Childrens' Act Traumatic Incident training Restrain and Seclusion training	Principal AP - Pastoral	As available	Targeted staff will be involved, show developing confidence and competency	Nothing yet offered through MoE. Nothing additional to add.
	We will continue to strengthen staff understanding and implementation of Restorative Practice and Positive Psychology to add to their kete of special character and pastoral care foundations.	Principal AP - Pastoral Deans Chaplain Boarding Manager	Commencing Term 1 and ongoing	New staff will attend Restorative Practice training and will show developing confidence and competency around positive relationships with students and staff	No Restorative Practice training offered in 2021 regionally. Nothing further to add.

NO LIMITS FOR ALL OF OUR STAFF

TARGET THREE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each student 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 through a variety of initiatives – curriculum-based and pastoral.	BoT Principal SLT Heads of Houses Form teachers Admin staff Boarding staff Students	Commencing Term 1 and ongoing	Staff will identify possible learning opportunities and support systems, and a timeline for implementation will be co-constructed	Majority of staff attended Kāhui Ako Super-Staff Meeting. Attended a range of sessions delivered by outside providers. Focus for 2021 has been around the RoS...this will be ongoing into 2022.
	All pastoral staff will have the opportunity to explore the Positive Education tenets and to unpack how they can be implemented at Taranaki Diocesan.	Principal	Commencing Term 1 and ongoing	Pastoral staff will be involved, showing developing confidence and competencies with the Positive Education tenets.	This is ongoing and being “drip fed” to staff to keep it current and relevant. Drip feeding continues. We will have a review early in 2022 to assess next steps.
	Staff will have access to EAP counselling	Principal	Commencing Term 1 and ongoing	Subscription will be paid	Subscription renewed and staff made aware of availability. Staff regularly reminded of their ability to access EAP counselling.

	Appropriate staff will attend MoE professional development regarding their portfolios and best practice in areas such as Vulnerable Childrens' Act Traumatic Incident training Restrain and Seclusion training	AP - Pastoral Principal	Commencing Term 1 and ongoing	Targeted staff will be involved, show developing confidence and competencies.	Nothing yet offered through MoE. Nothing further to report.
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ANNUAL TARGETS SUPPORTING GOAL THREE IN 2021

NO LIMITS FOR AKO TE WHANUA

TARGET ONE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Our school and our Māori community will engage in reciprocal, learning-centred relationships. We will explore what it means to be Māori in the Taranaki Diocesan context through deliberate actions to establish rich and sustaining relationships with local iwi.	The Kapa Haka Rōpū will be supported through funding and staffing to enable them to increase their skill base leading to excelling in competition	BoT and Principal	Commencing late Term 1 and ongoing	Kapa haka rōpū will engage with skilled and qualified tutors and participate in local and regional competitions	Kāhui Ako Kapa Haka rōpu Established. Our girls are able to attend (challenges around other extra-curricular commitments). Opportunities for live performance has been curtailed by Covid – online events have been engaged in.
	We will identify and awhi students with gifts and talents by assisting them to apply for scholarships, enter competitions and attend events.	Principal AP - Curriculum Teaching staff	Commencing Term 1 and ongoing	Teachers will use the Purdue Indicators to formally identify gifted & talented students (based on initial hunches) Relevant scholarships will be applied for and identified students will be entered in extension	G & T students part of the Learning Support register. Nothing further to report.

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				programs and competitions	
	We will support and encourage all students who identify as Māori to participate in the WhyOra program	Principal AP – Curriculum TIC Māori students	Commencing Term 1 and ongoing	All students who identify as Māori will be given the opportunity to engage with the WhyOra program	TiC Cultural Capacity engaged with Why Ora. Junior students engaged but senior students less involved. Engagement from students in Why Ora program including junior Pūtaiao workshops.

NO LIMITS FOR ALL OF OUR STUDENTS - GIFTED AND TALENTED OPPORTUNITIES

TARGET TWO	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each student in our school family will be recognised and valued for their unique learning needs. We will nurture and support each student to achieve their own set of academic results that reflect their passions, abilities and potential.	Identified talented students will be supported to excel through appropriate mentors, scholarship applications, individuated timetables (acknowledging time commitments) Staff will utilise Schoology to support classwork constraints	Principal AP - Curriculum Academic Dean Curriculum Leads Chaplain Boarding Manager All staff	Beginning Term1 and ongoing (as the need arises)	Monitoring of all actions by the AP - Curriculum with reports to the BoT mid-year and end of year	Students doing courses outside the school curriculum supported. Nothing further to report.
	Identified talented students will be supported to participate in activities through the use of Schoology LMS	Principal AP - Curriculum Academic Dean Chaplain All staff	Beginning Term 1 and ongoing	Information is shared via Schoology to keep targeted students informed of opportunities	As needed. Nothing further to report.
	Identified talented students' successes will be celebrated through school Facebook, Heads Up, newsletters and other media	Principal AP - Curriculum TIC Public Relations	Ongoing throughout 2021	Details of student successes are shared through appropriate media as the need arises	Regular updates shared via school media releases. DRa has continued to showcase students and events through our social media presence.

ANNUAL TARGETS SUPPORTING GOAL FOUR IN 2021

NO LIMITS FOR AKO TE WHANUA

TARGET ONE	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Our school and our Māori community will engage in reciprocal, learning-centred relationships. We will explore what it means to be Māori 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 Māori whānau through student and whānau interviews	BoT and Principal	Commencing by End of Term 1 and ongoing	Ongoing communication and consultation with our whānau and iwi	Strategic review has commenced with a timeline in place for completion. Covid has slowed this process down – will be pushed into 2022.
	We will continue to build relationships with our local marae and work towards a noho for BoT and senior staff and whānau	BoT and Principal	Ongoing throughout 2021	Organisation of, and participation in, a noho with relevant parties	Not yet established. Relationships with Ngāti Maru and Ngāti Ruanui have begun. As per Strategic Goals 1 and 2.

NO LIMITS FOR ALL OF OUR STUDENTS

TARGET TWO	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Each student in our school family will be recognised and valued for their unique learning needs. We will nurture and support each student to achieve their own set of academic results that reflect their passions, abilities and potential.	New uniform will finish roll-out by end of 2021 (all students will have the new uniform in 2022 except for some blazers)	Principal BoT	Ongoing through 2021	All students in the new uniform by 2022	All students in Years 9 – 10 and 12 in new uniform. Majority of students in years 11 and 13 in new uniform. Two summer hats added to the uniform options.

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, creative, adaptable, physically active, and resilient.	Staff wellbeing programme further developed	Principal Deputy Principal TIC Wellbeing All staff	Commencing Term 1 with further unpacking of Marty Seligman's PERMA model, with wellbeing indicators developed by end of Term 2	Co-construction of wellbeing indicators and wellbeing program to further enhance staff wellbeing	Still to be developed. Due to short handedness in SLT this project has yet to be rolled out. Will be part of 2022 goals.

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ANNUAL TARGETS SUPPORTING GOAL FIVE IN 2021

TARGET	STRATEGIC ACTIONS	RESPONSIBILITY	TARGET DATE	INDICATORS OF PROGRESS	OUTCOMES
Facilities that support the learning needs of our students and the teaching needs of our staff for each student to achieve to their potential	IT strategic plan reviewed and implemented to support 21 st century teaching and learning	BoP BoT Principal	Beginning Term 1 and ongoing	New server build installed, and BYOD policy and procedures reviewed	New server up and running. Fine details still being ironed out (remote server still running Server 2012). BYOD Policy to be reviewed. Digital infrastructure now updated. Next round of SNUP discussed and plans generated with N4L.
	Buildings that facilitate teaching and learning for 21 st century learners	BoP BoT Principal	Commencing Term 2	Property plan refreshed in line with most current strategic direction for the school	Sonia and Matt working with property team to update property plan. Will be part of Strategic Review discussion. WSL engaged by BoP to complete review of 10YPP. BoT cyclical maintenance plan will distil out of this.
	Full assessment of school infrastructure to align with revised 10YPP	BoP BoT Principal	Term 2 and ongoing	Property plan refreshed in line with most current strategic direction for the school	Sonia and Matt working with property team to update property plan. Will be part of Strategic Review discussion.

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					Strategic goals still to be finalised – 10YPP will reflect these strategic goals.
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