

# TARANAKI DIOCESAN SCHOOL FOR GIRLS

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

<b>Ministry Number:</b>	180
<b>Principal:</b>	Matt Coleman
<b>School Address:</b>	61 Broadway North
<b>School Postal Address:</b>	Private Bag 714, Stratford, 4352
<b>School Phone:</b>	06 765 5333
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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 2022

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# Taranaki Diocesan School for Girls

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Debra Simeis

Full Name of Presiding Member

Debra Simeis

Signature of Presiding Member

31 MAY 2023

Date:

MATT COLEMAN

Full Name of Principal

M. Coleman

Signature of Principal

31 MAY 2023

Date:

**Taranaki Diocesan School for Girls**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Revenue</b>				
Government Grants	2	2,069,739	1,725,329	1,948,342
Locally Raised Funds	3	271,115	195,200	209,471
Use of Proprietor's Land and Buildings		343,500	549,600	343,500
Interest Income		3,615	1,000	1,416
Gain on Sale of Property, Plant and Equipment		4,337	-	-
		<u>2,692,306</u>	<u>2,471,129</u>	<u>2,502,729</u>
<b>Expenses</b>				
Locally Raised Funds	3	33,233	43,600	36,183
Learning Resources	4	1,689,701	1,524,110	1,617,952
Administration	5	397,696	222,272	216,170
Finance		6,701	7,111	10,092
Property	6	582,075	788,585	524,318
Loss on Disposal of Property, Plant and Equipment	11	-	-	555
		<u>2,709,406</u>	<u>2,585,678</u>	<u>2,405,270</u>
<b>Net Surplus / (Deficit) for the year</b>		(17,100)	(114,549)	97,459
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(17,100)</u>	<u>(114,549)</u>	<u>97,459</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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		182,170	91,481	80,810
Total comprehensive revenue and expense for the year		(17,100)	(114,549)	97,459
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		5,428	-	3,901
<b>Equity at 31 December</b>		170,498	(23,068)	182,170
Accumulated comprehensive revenue and expense		170,498	(23,068)	182,170
<b>Equity at 31 December</b>		170,498	(23,068)	182,170

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	51,677	378	49,597
Accounts Receivable	8	126,074	141,396	189,495
GST Receivable		6,538	3,730	8,009
Prepayments		412	3,763	397
Inventories	9	1,871	2,629	1,985
Investments	10	154,220	58,359	152,056
		<u>340,792</u>	<u>210,255</u>	<u>401,539</u>
<b>Current Liabilities</b>				
Accounts Payable	12	161,331	157,832	154,400
Revenue Received in Advance	13	-	10,765	20,858
Provision for Cyclical Maintenance	14	64,043	17,111	49,898
Finance Lease Liability	15	33,081	16,040	29,825
		<u>258,455</u>	<u>201,748</u>	<u>254,981</u>
<b>Working Capital Surplus/(Deficit)</b>		82,337	8,507	146,558
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	117,890	11,857	115,345
		<u>117,890</u>	<u>11,857</u>	<u>115,345</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	8,080	-	24,234
Finance Lease Liability	15	21,649	43,432	55,499
		<u>29,729</u>	<u>43,432</u>	<u>79,733</u>
<b>Net Assets</b>		<u>170,498</u>	<u>(23,068)</u>	<u>182,170</u>
<b>Equity</b>		<u>170,498</u>	<u>(23,068)</u>	<u>182,170</u>

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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		720,036	512,218	508,582
Locally Raised Funds		302,772	195,200	207,446
Goods and Services Tax (net)		1,471	-	(4,279)
Payments to Employees		(565,602)	(463,798)	(382,596)
Payments to Suppliers		(391,242)	(224,509)	(238,565)
Interest Paid		(6,701)	(7,111)	(10,092)
Interest Received		2,216	1,000	1,454
Net cash from/(to) Operating Activities		62,950	13,000	81,950
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(36,513)	-	(10,890)
Purchase of Investments		(2,163)	-	(61,058)
Proceeds from Sale of Investments		-	-	40,520
Net cash from/(to) Investing Activities		(38,676)	-	(31,428)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		5,428	-	3,901
Finance Lease Payments		(27,622)	(34,905)	(27,109)
Net cash from/(to) Financing Activities		(22,194)	(34,905)	(23,208)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>2,080</b>	<b>(21,905)</b>	<b>27,314</b>
Cash and cash equivalents at the beginning of the year	7	49,597	22,283	22,283
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>51,677</b>	<b>378</b>	<b>49,597</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 2022

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

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

##### *PBE Accounting Standards Reduced Disclosure Regime*

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

##### *Critical Accounting Estimates And Assumptions*

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

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

##### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.



*Useful lives of property, plant and equipment*

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

**Critical Judgements in applying accounting policies**

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

*Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20b.

*Recognition of grants*

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

**c) Revenue Recognition**

**Government Grants**

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

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

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

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

The property from which the School operates is owned by the 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 where conditions exist**

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

**Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) 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 expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

### **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 and research expenditure 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

### **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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

**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 Expense.

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

**q) Funds held for Capital works**

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

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

**r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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

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

**t) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

**u) 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.

**v) 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.

**w) Budget Figures**

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

**x) Services received in-kind**

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

## 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	689,452	492,218	491,440
Teachers' Salaries Grants	1,365,117	1,213,111	1,433,918
Other Government Grants	15,170	20,000	22,984
	<u>2,069,739</u>	<u>1,725,329</u>	<u>1,948,342</u>

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	54,133	35,000	46,022
Fees for Extra Curricular Activities	175,717	147,700	151,425
Trading	2,045	500	597
Fundraising & Community Grants	30,125	-	-
Other Revenue	9,095	12,000	11,427
	<u>271,115</u>	<u>195,200</u>	<u>209,471</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	31,391	43,100	30,629
Trading	1,842	500	2,918
International Students - Student Recruitment	-	-	1,775
International Students - Other Expenses	-	-	861
	<u>33,233</u>	<u>43,600</u>	<u>36,183</u>
<i>Surplus for the year Locally raised funds</i>	<u>237,882</u>	<u>151,600</u>	<u>173,288</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	64,971	50,002	53,886
Library Resources	3,179	1,700	1,381
Employee Benefits - Salaries	1,566,997	1,421,179	1,508,188
Staff Development	10,235	17,400	12,557
Depreciation	44,319	33,829	41,940
	<u>1,689,701</u>	<u>1,524,110</u>	<u>1,617,952</u>



**5. Administration**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Audit Fee	7,907	7,907	7,677
Board Fees	-	-	1,379
Board Expenses	3,257	5,300	11,949
Communication	9,921	10,500	11,938
Consumables	13,539	10,700	9,741
Operating Lease	-	-	661
Other	113,782	19,400	16,178
Employee Benefits - Salaries	211,212	127,865	119,513
Insurance	984	1,000	979
Service Providers, Contractors and Consultancy	37,094	39,600	36,155
	<u>397,696</u>	<u>222,272</u>	<u>216,170</u>

**6. Property**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Caretaking and Cleaning Consumables	7,771	6,000	4,943
Cyclical Maintenance Provision	(1,342)	8,985	(12,994)
Grounds	14,801	12,000	16,090
Heat, Light and Water	22,722	24,000	24,867
Repairs and Maintenance	17,543	6,000	5,943
Use of Land and Buildings	343,500	549,600	343,500
Employee Benefits - Salaries	177,080	182,000	141,969
	<u>582,075</u>	<u>788,585</u>	<u>524,318</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

**7. Cash and Cash Equivalents**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Bank Accounts	51,677	378	49,597
Cash and cash equivalents for Statement of Cash Flows	<u>51,677</u>	<u>378</u>	<u>49,597</u>

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

### 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	16,308	38,576	50,694
Banking Staffing Underuse	5,780	-	22,175
Interest Receivable	1,842	481	443
Teacher Salaries Grant Receivable	102,144	102,339	116,183
	<u>126,074</u>	<u>141,396</u>	<u>189,495</u>
Receivables from Exchange Transactions	18,150	39,057	51,137
Receivables from Non-Exchange Transactions	107,924	102,339	138,358
	<u>126,074</u>	<u>141,396</u>	<u>189,495</u>

### 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	1,871	2,629	1,985
	<u>1,871</u>	<u>2,629</u>	<u>1,985</u>

### 10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	154,220	58,359	152,056
Total Investments	<u>154,220</u>	<u>58,359</u>	<u>152,056</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	24,468	36,484	-	-	(8,205)	52,747
Information and Communication Technology	5,075	868	-	-	(2,912)	3,031
Leased Assets	81,220	42,145	(32,705)	-	(31,673)	58,987
Library Resources	4,579	75	-	-	(1,529)	3,125
<b>Balance at 31 December 2022</b>	<b>115,342</b>	<b>79,572</b>	<b>(32,705)</b>	<b>-</b>	<b>(44,319)</b>	<b>117,890</b>

The net carrying value of equipment held under a finance lease is \$58,987 (2021: \$81,220)

### Restrictions

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

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	127,549	(74,802)	52,747	110,986	(86,270)	24,716
Information and Communication Technology	12,375	(9,344)	3,031	12,730	(7,903)	4,827
Motor Vehicles	-	-	-	621	(621)	-
Leased Assets	98,408	(39,421)	58,987	174,443	(93,223)	81,220
Library Resources	17,111	(13,986)	3,125	16,959	(12,377)	4,582
<b>Balance at 31 December</b>	<b>255,443</b>	<b>(137,553)</b>	<b>117,890</b>	<b>315,739</b>	<b>(200,394)</b>	<b>115,345</b>

## 12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	-	-	2,648
Accruals	7,907	6,451	7,677
Employee Entitlements - Salaries	102,144	103,877	116,183
Employee Entitlements - Leave Accrual	42,267	29,313	19,261
Accounts Payable	9,013	18,191	8,631
	<u>161,331</u>	<u>157,832</u>	<u>154,400</u>
Payables for Exchange Transactions	161,331	157,832	154,400
	<u>161,331</u>	<u>157,832</u>	<u>154,400</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other Revenue In Advance	-	10,765	20,858
	<u>-</u>	<u>10,765</u>	<u>20,858</u>

## 14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	74,132	8,126	87,126
Increase to the Provision During the Year	7,459	8,985	7,987
Use of the Provision During the Year	(667)	-	-
Other Adjustments	(8,801)	-	(20,981)
Provision at the End of the Year	<u>72,123</u>	<u>17,111</u>	<u>74,132</u>
Cyclical Maintenance - Current	64,043	17,111	49,898
Cyclical Maintenance - Non current	8,080	-	24,234
	<u>72,123</u>	<u>17,111</u>	<u>74,132</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.



## 15. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	36,079	16,040	37,139
Later than One Year and no Later than Five Years	22,650	43,432	61,201
Future Finance Charges	(3,999)	-	(13,016)
	54,730	59,472	85,324

### Represented by

Finance lease liability - Current	33,081	16,040	29,825
Finance lease liability - Non current	21,649	43,432	55,499
	54,730	59,472	85,324

## 16. 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 conditions 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 School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School 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 School Board as noted in Note 1(c). 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".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$102,596 (2021: \$0). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$0 (2021: \$0).

## 17. Remuneration

### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	-	1,379
<i>Leadership Team</i>		
Remuneration	744,781	663,774
Full-time equivalent members	6.52	5.41
Total key management personnel remuneration	744,781	665,153

There are 7 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	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	2022 FTE Number	2021 FTE Number
100 - 110	3.00	4.00
110 - 120	1.00	1.00
120 - 130	1.00	-
	5.00	5.00

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

## 18. 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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

## 19. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

### Holidays Act Compliance – schools payroll

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

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

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

## 20. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2022 (Capital commitments at 31 December 2021: nil).

### (b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	51,677	378	49,597
Receivables	126,074	141,396	189,495
Investments - Term Deposits	154,220	58,359	152,056

Total Financial assets measured at amortised cost	331,971	200,133	391,148
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### Financial liabilities measured at amortised cost

Payables	161,331	157,832	154,400
Finance Leases	54,730	59,472	85,324
Total Financial Liabilities Measured at Amortised Cost	216,061	217,304	239,724

## **22. Events After Balance Date**

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

## **23. Comparatives**

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



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TARANAKI DIOCESAN SCHOOL FOR GIRLS' FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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 20, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 2023. 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 24 to 29, 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

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Debra Simes	Presiding Member	Co-opted	Sep 2025
Matt Coleman	Principal	ex Officio	
Julie Larcom	Parent Representative	Elected	Sep 2025
Mannix Houpapa	Parent Representative	Elected	Sep 2022
Desiree Bond	Parent Representative	Co-opted	Sep 2025
Ilona Hanne	Parent Representative	Elected	Sep 2025
Angeline Krithi	Staff Representative	Elected	Sep 2022
Brent Woodhead	Staff Representative	Elected	Sep 2025
Rev Pat Scaiffe	Proprietors Representative	Appointed	Sep 2025
Abby Bernasconi	Student Representative	Elected	Sep 2022
Stacey Lodge	Student Representative	Elected	Sep 2023

## **Taranaki Diocesan School for Girls**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$2,778 (excluding GST). The funding was spent on sporting endeavours.

# Strategic Goals and Actions – Analysis of Variation

## 1. We will offer a 21<sup>st</sup> Century education for 21<sup>st</sup> Century leaders

### 1.1 Develop a multidisciplinary approach to education within Taranaki Diocesan

*Added a financial literacy component to the Futures programme*

*As part of the 2023 ERO-led curriculum review explore the potential to teach inter-disciplinary subjects*

### 1.2 Create learning spaces that encourage collaboration and creativity

*Students take ownership of learning spaces*

*Break out spaces around Lewis Building classrooms*

*Classroom set up designed to enhance connected learning*

### 1.3 Implement a learning focus on life skills to complement the course content

*Loves me not program for Year 12 students*

*Development of financial literacy programs for seniors*

*All seniors engage with Health & Safety and First Aid training*

### 1.4 Link critical thinking to cultural awareness

*Teachers use local contexts in their teaching programs*

*Focus on Kāhui Ako achievement challenge – cultural capacity – through Within*

*School Lead (running of Reo Roopu Māori Language class for staff*

*Students have awareness of global challenges and how to support others to address these*

### 1.5 Use digital literacy to enhance learner agency

*Expansion of use of Schoology to make learning more connected*

*Remote learning days to embed skills of learner agency*

*Digital review for 2023 – are there other platforms that will serve our needs better than the current one?*

*Teacher support for students on distance learning through Schoology*

### 1.6 Grow the capabilities and efficacy of the NZ Curriculum Key Competencies within our students

*Teachers specifically teach the key competencies of thinking, relating to others, using language, symbols & text, managing self and participating & contributing*

*Curriculum foci of literacy and numeracy, digital literacy and collaboration*

# Strategic Goals and Actions – Analysis of Variation

## 2. We will grow global citizens who are connected to Te Ao Māori through Te Tiriti o Waitangi

- 2.1 Engage with our whānau and iwi to develop a learner centred education model  
*Connections with Ngāti Maru, Ngāti Ruanui and W'akaa'urangi Marae*  
*All families invited to parent teacher conferences*
- 2.2 Develop a campus environment that affirms Māori as Māori  
*Whole school kapa haka*  
*Junior Te Reo Māori taught as a specific subject*  
*Teachers participating in school pōwhiri, whole school kapa haka, and staff kapa haka*
- 2.3 Enhance our learning goals around our local curriculum  
*Connected with W'akaa'urangi Marae to share stories and learning (St Mary's Day workshops on harakeke and poi)*
- 2.4 Embed Te Reo and Tikanga Māori into everyday practice  
*Whole school kapa haka*  
*Year 9 Te Reo Māori rotation*  
*Year 10 Te Reo Māori option*  
*Whole school haka pōwhiri at prize giving*  
*Recognition of importance through development of Māori name for the school*
- 2.5 Offer opportunities for students to connect beyond the boundaries of Taranaki Diocesan  
*Year 13 trip to Wellington*  
*Leaders to GRIP*  
*Leadership connections to local primary schools*  
*Barbara Kuriger youth leadership day*  
*BP Business Challenge*  
*Taranaki Science Fair*  
*TSSSA events*  
*School teams competing in local sporting competitions*
- 2.6 Implement environmentally sustainable practices for all resourcing  
*Exploring EOTC via KAMAR to reduce paper usage*  
*Encouragement for teachers and support staff to use digital forms*  
*Trialing of NZQA digital examinations*  
*Digital assessment submissions encouraged*

# Strategic Goals and Actions – Analysis of Variation

## 3. We will cultivate our students' connection with all sectors of their community, encouraging them to actively seek opportunities to serve, lead, collaborate and learn

### 3.1 Collaborate with external organisations to develop immersive opportunities for Taranaki Diocesan students to flourish

*Students engaging in vocational programmes through WITT*

*Students engaging in agriculture and equine programmes through the Primary ITO*

*Students enrolled in the Accelerator programme*

*Students connecting with the Whyora programme*

### 3.2 Contribute to the local community, so that we become a valued and visible presence

*Drama sessions at local primary schools*

*Fund raise/support local charities (e.g. women's refuge)*

*Junior activities week connections with local enterprises*

*Establishment of a YES programme in senior Business Studies*

### 3.3 Create a safe and inclusive boarding environment that will enhance a student's capacity to self-manage, relate to others, and to connect with our community

*Matron training days*

*Access to Restorative training professional development*

*Re-engage with NZ Board Schools Association after Covid hiatus*

### 3.4 Develop and support a vibrant Alumni community to enhance connectivity and contribution to Taranaki Diocesan

*Establishment of a Taranaki Diocesan Foundation*

*Re-connection to the Old Girls Network*

*Development of an alumni association*



# Strategic Goals and Actions – Analysis of Variation

## 4. We will embrace opportunities to challenge, nurture and empower every student at Taranaki Diocesan to embrace our Christian Faith and be confident, resilient and aspirational

### 4.1 Provide an authentic Christian experience that links to our Anglican traditions through the exploration of the Five Marks of Mission

*Connections with local and national charities*

*Appointment of a Reverend Kim Wright as the new school chaplain*

*Closer connections to Holy Trinity parish and missioner*

### 4.2 Invite our school community to be curious and engaged in their spiritual journey

*Whole school community services*

*Whole school community Christmas service*

*Whānau and family invited to school events (sporting events, cultural events, award ceremonies)*

### 4.3 Explore opportunities for individual students to develop their leadership strengths to enhance their confidence and resilience whilst contributing to their community

*Added new councils for 2023 that allow involvement at all year levels*

*GRIP Leadership Forum for school leaders*

*Barbara Kuriger Youth Leadership Day for Year 10 students*

### 4.4 Use positive education philosophies to enhance the well-being of our community through the lens of restorative practice

*Reengage with Marg Thorsborne around Restorative Practice training*

*New deans participated in professional development targeting relationships with learners*

### 4.5 Encourage involvement in sporting and cultural activities to support good health and well-being

*“Be Active Box” activities at lunchtimes*

*Swing set available for all students during day school and after school*

*TSSSA sporting event participation*

*Boarding house activities*

*Boarding house activities coordinator position established for 2023*

*Change in focus for Swimming and Athletic sports days from competition to participation*