



## FOR THE YEAR ENDED 31 DECEMBER 2022

### School Directory

**Ministry Number:** 3050

**Principal:** Nic Walker

**School Address:** Campbells Road  
Tia Marina 7246

**School Postal Address:** Marlborough

**School Phone:** 03 - 570 5621

**School Email:** [principal@tuamarina.school.nz](mailto:principal@tuamarina.school.nz)

**Accountant / Service Provider:**

89 Nazareth Avenue  
Christchurch  
Ph: 03 338 4444



# TUA MARINA SCHOOL

Annual Report - For the year ended 31 December 2022

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# Tua Marina School

## Member of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Gemma Franken	Presiding Member	Re-Elected Sep 2022	Sep 2025
Nic Walker	Principal ex Officio		
Bruce Bromwich	Parent Representative	Elected Sep 2022	Sep 2025
Victoria Greenwood-Loose	Parent Representative	Elected Sep 2022	Sep 2025
Sarah Kerr	Staff Representative	Elected Jun 2022	Sep 2025
Jason Tillman	Parent Representative	Elected Nov 2020	Nov 2023
Rosalind Mundy	Parent Representative	Elected Nov 2020	Nov 2023
Tony Sampson	Parent Representative	Elected Jun 2019	Jun 2022
Lana Woolley	Parent Representative	Elected Sep 2019	Sep 2022
Emily Soward	Staff Representative	Elected May 2019	May 2022

# Tua Marina School

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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


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


Gemma Franken

Nic walker

Full Name of Presiding Member

Full Name of Principal

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Signature of Presiding Member

Signature of Principal

30 June 2023

30 June 2023

Date:

Date:

# Tua Marina School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	1,236,417	1,222,673	1,163,000
Locally Raised Funds	3	74,731	31,850	51,457
Interest Income		5,945	900	1,513
Gain on Sale of Property, Plant and Equipment		(74)		
<b>Total Revenue</b>		<b>1,317,019</b>	<b>1,255,423</b>	<b>1,215,970</b>
<b>Expenses</b>				
Locally Raised Funds	3	25,299	34,300	33,219
Learning Resources	4	862,345	896,405	849,948
Administration	5	81,930	73,500	70,663
Finance		340	700	732
Property	6	289,112	304,371	255,053
		<b>1,259,026</b>	<b>1,309,276</b>	<b>1,209,615</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>57,993</b>	<b>(53,853)</b>	<b>6,355</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>57,993</b>	<b>(53,853)</b>	<b>6,355</b>

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

# Tua Marina School

## 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>		307,803	307,803	301,448
Total comprehensive revenue and expense for the year		57,993	(53,853)	6,355
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,322	7,322	-
<b>Equity at 31 December</b>		373,118	261,272	307,803

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.

# Tua Marina School

## 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	374,073	318,602	20,299
Accounts Receivable	8	62,455	62,455	53,020
GST Receivable		-	-	2,387
Prepayments		3,161	3,161	2,424
Inventories	9	2,113	2,113	2,200
Investments	10	220,000	220,000	170,000
Funds Receivable for Capital Works Projects	16	-	-	22,145
		661,802	606,331	272,475
<b>Current Liabilities</b>				
GST Payable		36,645	36,645	-
Accounts Payable	12	73,806	73,806	60,562
Revenue Received in Advance	13	4,929	4,929	41,549
Provision for Cyclical Maintenance	14	43,551	43,551	47,102
Finance Lease Liability	15	1,186	1,186	4,871
Funds held for Capital Works Projects	16	298,761	298,762	954
		458,878	458,879	155,038
<b>Working Capital Surplus/(Deficit)</b>		202,924	147,452	117,437
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	174,290	161,467	195,467
		174,290	161,467	195,467
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	3,000	46,551	4,558
Finance Lease Liability	15	1,096	1,096	543
		4,096	47,647	5,101
<b>Net Assets</b>		373,118	261,272	307,803
<b>Equity</b>		373,118	261,272	307,803

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

# Tua Marina School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		287,205	278,266	261,532
Locally Raised Funds		35,848	32,680	47,705
Goods and Services Tax (net)		39,033	41,646	(1,374)
Payments to Employees		(157,904)	(187,483)	(180,670)
Payments to Suppliers		(125,692)	(80,038)	(109,371)
Interest Paid		(340)	(700)	(732)
Interest Received		6,326	1,300	1,513
Net cash from/(to) Operating Activities		84,476	85,671	18,603
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(2,783)	(27,036)	(26,690)
Purchase of Investments		(50,000)	(70,000)	(20,000)
Net cash from/(to) Investing Activities		(52,783)	(97,036)	(46,690)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		7,322	7,322	
Finance Lease Payments		(5,194)	(9,673)	(3,689)
Funds Administered on Behalf of Third Parties		319,953	272,762	(38,516)
Net cash from/(to) Financing Activities		322,081	270,411	(42,205)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>353,774</b>	<b>259,046</b>	<b>(70,292)</b>
Cash and cash equivalents at the beginning of the year	7	20,299	59,556	90,591
<b>Cash and cash equivalents at the end of the year</b>	7	<b>374,073</b>	<b>318,602</b>	<b>20,299</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.



# Tua Marina School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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

###### **Note - The following disclosures are examples of critical accounting estimates. The school should consider disclosing information about key Cyclical maintenance**

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

###### **Useful lives of property, plant and equipment**

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

**Critical Judgements in applying accounting policies**

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

**Classification of leases**

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

**Recognition of grants**

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

**c) Revenue Recognition****Government Grants**

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

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

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

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

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

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

For Integrated Groups this note should also include the following:

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

**p) Funds held for Capital works**

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

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

**q) 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 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 Revenue and Expense. 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 Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools 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.

**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 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.

**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.

**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.

**u) 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	285,655	271,911	261,532
Teachers' Salaries Grants	728,166	728,166	687,695
Use of Land and Buildings Grants	222,596	222,596	213,773
	<u>1,236,417</u>	<u>1,222,673</u>	<u>1,163,000</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	46,579	5,700	16,971
Fees for Extra Curricular Activities	13,237	21,150	16,811
Trading	5,570	3,000	8,068
Fundraising & Community Grants	-	-	6,407
Other Revenue	9,345	2,000	3,200
	<u>74,731</u>	<u>31,850</u>	<u>51,457</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	16,147	28,100	23,197
Trading	7,135	3,700	6,855
Fundraising and Community Grant Costs	2,017	2,500	3,167
	<u>25,299</u>	<u>34,300</u>	<u>33,219</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>49,432</u>	<u>(2,450)</u>	<u>18,238</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	21,792	22,939	24,143
Information and Communication Technology	8,501	7,000	6,856
Library Resources	1,371	800	1,488
Employee Benefits - Salaries	802,473	826,166	784,884
Staff Development	2,261	5,500	1,877
Depreciation	25,947	34,000	30,700
	<u>862,345</u>	<u>896,405</u>	<u>849,948</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>
Audit Fee	5,513	4,000	5,250
Board Fees	4,255	3,500	3,480
Board Expenses	2,549	4,000	3,541
Communication	2,649	2,100	1,843
Consumables	223	1,300	231
Operating Lease	2,230	3,800	2,103
Other	19,304	17,800	20,128
Employee Benefits - Salaries	45,207	37,000	34,087
	<u>81,930</u>	<u>73,500</u>	<u>70,663</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>
Caretaking and Cleaning Consumables	2,788	1,300	1,020
Consultancy and Contract Services	-	1,000	-
Cyclical Maintenance Provision	(5,109)	-	-
Grounds	5,988	5,500	6,366
Heat, Light and Water	7,801	8,300	7,947
Rates	286	325	270
Repairs and Maintenance	19,218	19,850	(18,782)
Use of Land and Buildings	222,596	222,596	213,773
Employee Benefits - Salaries	35,544	45,500	44,459
	<u>289,112</u>	<u>304,371</u>	<u>255,053</u>

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

**7. Cash and Cash Equivalents**

	<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>
Bank Accounts	374,073	318,602	20,299
Cash and cash equivalents for Statement of Cash Flows	<u>374,073</u>	<u>318,602</u>	<u>20,299</u>

Of the \$374,073 Cash and Cash Equivalents, \$298,761 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

**8. Accounts Receivable**

	<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>
Receivables	2,609	2,609	348
Interest Receivable	-	-	381
Banking Staffing Underuse	-	-	814
Teacher Salaries Grant Receivable	59,846	59,846	51,476
	<u>62,455</u>	<u>62,455</u>	<u>53,020</u>
Receivables from Exchange Transactions	2,609	2,609	729
Receivables from Non-Exchange Transactions	59,846	59,846	52,291
	<u>62,455</u>	<u>62,455</u>	<u>53,020</u>

**9. Inventories**

	<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>
Stationery	-	-	578
School Uniforms	2,113	2,113	1,622
	<u>2,113</u>	<u>2,113</u>	<u>2,200</u>

**10. Investments**

The School's investment activities are classified as follows:

	<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>
Current Asset	-	-	-
Short-term Bank Deposits	220,000	220,000	170,000
	<u>220,000</u>	<u>220,000</u>	<u>170,000</u>
Total Investments	<u>220,000</u>	<u>220,000</u>	<u>170,000</u>

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2022</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Building Improvements	128,170				(5,411)	<b>122,759</b>
Furniture and Equipment	45,973	2,455			(10,054)	<b>38,374</b>
Information and Communication Technology	14,480				(5,532)	<b>8,948</b>
Leased Assets	5,626	2,061			(4,766)	<b>2,921</b>
Library Resources	1,218	1,472	(1,218)		(184)	<b>1,288</b>
<b>Balance at 31 December 2022</b>	<u>195,467</u>	<u>5,988</u>	<u>(1,218)</u>	<u>-</u>	<u>(25,947)</u>	<u>174,290</u>



	<b>Cost or Valuation</b>	<b>Accumulated Depreciation</b>	<b>Net Book Value</b>	<b>Cost or Valuation</b>	<b>Accumulated Depreciation</b>	<b>Net Book Value</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Building Improvements	182,913	(60,154)	<b>122,759</b>	182,913	(54,743)	<b>128,170</b>
Furniture and Equipment	244,904	(206,531)	<b>38,373</b>	242,449	(196,476)	<b>45,973</b>
Information and Communication T	104,551	(95,602)	<b>8,949</b>	104,551	(90,071)	<b>14,480</b>
Leased Assets	17,301	(14,380)	<b>2,921</b>	34,635	(29,009)	<b>5,626</b>
Library Resources	10,917	(9,629)	<b>1,288</b>	11,277	(10,059)	<b>1,218</b>
<b>Balance at 31 December</b>	<b>560,586</b>	<b>(386,296)</b>	<b>174,290</b>	<b>575,825</b>	<b>(380,358)</b>	<b>195,467</b>

**12. Accounts Payable**

	<b>2022 Actual</b>	<b>2022 Budget (Unaudited)</b>	<b>2021 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Creditors	5,105	5,105	1,106
Accruals	7,838	7,838	4,853
Banking Staffing Overuse	-	-	(736)
Employee Entitlements - Salaries	57,501	57,501	47,276
Employee Entitlements - Leave Accrual	3,362	3,362	8,063
	<b>73,806</b>	<b>73,806</b>	<b>60,562</b>
Payables for Exchange Transactions	73,806	73,806	60,562
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>73,806</b>	<b>73,806</b>	<b>60,562</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2022 Actual</b>	<b>2022 Budget (Unaudited)</b>	<b>2021 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Other revenue in Advance	4,929	4,929	41,549
	<b>4,929</b>	<b>4,929</b>	<b>41,549</b>

**14. Provision for Cyclical Maintenance**

	<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>
Provision at the Start of the Year	51,660	51,660	51,660
Use of the Provision During the Year	-5,109	-	-
Provision at the End of the Year	<u>46,551</u>	<u>51,660</u>	<u>51,660</u>
Cyclical Maintenance - Current	43,551	43,551	47,102
Cyclical Maintenance - Non current	3,000	46,551	4,558
	<u>46,551</u>	<u>90,102</u>	<u>51,660</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan which is prepared by a Ministry of Education appointed property consultant.

**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:

	<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>
No Later than One Year	1,328	1,328	4,871
Later than One Year and no Later than Five Years	1,178	1,178	543
Future Finance Charges	(226)	(226)	-
	<u>2,281</u>	<u>2,281</u>	<u>5,414</u>
<b>Represented by</b>			
Finance lease liability - Current	1,186	1,186	4,871
Finance lease liability - Non current	1,096	1,096	543
	<u>2,281</u>	<u>2,281</u>	<u>5,414</u>

**16. Funds Held for Capital Works Projects**

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

<b>2022</b>	<b>Opening</b>	<b>Receipts</b>	<b>Payments</b>	<b>Board</b>	<b>Closing</b>
	<b>Balances</b>	<b>from MoE</b>		<b>Contributions</b>	<b>Balances</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
MOE SIP Building Improvements	(3,221)	221	3,000	-	-
MOE SN Mod For Access Doors / Playground	(2,982)	2,982	-	-	-
MOE Hand Washbasins	683	-	(683)	-	-
MOE Playground	(130)	-	130	-	-
MOE Pool Pumpworks	(1,095)	13,526	(12,431)	-	-
MOE Lifecycle Replacement Heatpumps	271	-	(271)	-	-
MOE Floor & Wall Lining	(2,571)	-	2,571	-	-
MOE Block A Flat Roof	(12,146)	330,401	(19,493)	-	298,761
Totals	<u>(21,191)</u>	<u>347,130</u>	<u>(27,177)</u>	<u>-</u>	<u>298,761</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

298,761  
-

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
MOE SIP Building Improvements	(47,053)	10,429	(12,789)	46,192	(3,221)
MOE Shade Canopy	18,540	583		(19,123)	-
MOE SN Mod For Access Doors / Playground		31,290	(33,322)	(950)	(2,982)
MOE Hand Washbasins	10,897			(10,214)	683
MOE Playground	(130)				(130)
MOE Pool Pumpworks	13,188			(14,283)	(1,095)
MOE Lifecycle Replacement Heatpumps	21,928		(21,657)		271
MOE Floor & Wall Lining		21,860	(22,204)	(2,227)	(2,571)
MOE Accessibility Upgrade	7,817		(750)	(7,067)	-
MOE Transportable Accessible	291			(291)	-
MOE Special Needs Bathroom	36,669		(33,432)	(3,237)	-
MOE Block A ILE Upgrade	(32,676)			32,676	-
MOE Block A Flat Roof	(12,146)				(12,146)
Totals	<u>17,325</u>	<u>64,162</u>	<u>(124,154)</u>	<u>21,476</u>	<u>(21,191)</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.

## 18. Remuneration

### *Key management personnel compensation*

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,255	3,480
<i>Leadership Team</i>		
Remuneration	314,386	210,293
Full-time equivalent members	3	2
Total key management personnel remuneration	<u>318,641</u>	<u>213,773</u>

There are 6 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### *Principal 1*

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	100-110
Benefits and Other Emoluments	0-5	1-5
Termination Benefits	-	-

#### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100 - 110		1.00

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

## **19. Contingencies**

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

#### **Teacher Aide & Support Staff Settlement Wash Up**

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 Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

#### **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.

## **20. Commitments**

### **(a) Capital Commitments**

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

(a) \$344,148 contract for Various to be completed in 2023, which will be fully funded by the Ministry of Education. \$344,148 has been received of which \$31,794 has been spent on the project to date.

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

### **(b) Operating Commitments**

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2021: \$0).

## 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

	<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>
Cash and Cash Equivalents	374,073	318,602	20,299
Receivables	62,455	62,455	53,020
Investments - Term Deposits	220,000	220,000	170,000
Total Financial assets measured at amortised cost	<u>656,528</u>	<u>601,057</u>	<u>243,319</u>

### Financial liabilities measured at amortised cost

Payables	73,806	73,806	60,562
Finance Leases	2,282	2,282	5,414
Total Financial Liabilities Measured at Amortised Cost	<u>76,088</u>	<u>76,088</u>	<u>65,976</u>

## 22. Events After Balance Date

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



## Tua Marina School

*Me whakapau kaha*

*Working together to grow a healthy and happy community where every learner succeeds.*

2022 Strategic Goals			
<b>Goals</b>	Goal 1- Community Reconnect and rebuild.	Goal 2- Mathematics Improve student outcomes in mathematics by growing teacher capability.	Goal 3- Curriculum / Pedagogy Design and document our local Tua Marina School Curriculum.
<b>Rationale</b>	Every school, every child and every whānau in NZ has been affected by Covid-19. There is an element of disconnectedness between home and school as a result.	Our Maths achievement data should be better than it is. There have been lots of changes to the way that maths is taught and assessed in recent years. There are some excellent assessment and learning resources that our team needs to learn about.	We have a number of new teachers so the time is right to develop our collective beliefs about teaching and learning. We do not have a well documented local curriculum. This year we have a unique opportunity to develop strong collaborative teaching practices. There are new curriculum areas that we need to teach in 2022 and 2023.

## 2022 Analysis of Variance section

Goal 1- Community Reconnect and rebuild.			
Goal / Target	What happened	Reasons for variance	Where to next?
Consistent communication: HERO is used as a single point of communication with the school community.	All whanau and staff are able to access HERO and this platform was used incredibly well to communicate with whanau.  We did not use HERO for real time reporting.	Our goal stated 90% of parents would use HERO. Because we only used HERO as a single point of communication, we were able to exceed 90% engagement.  Staff are proficient in the basic use of HERO but more staff PLD will be needed if we are to use the goals function and use HERO for true real time reporting.	Continue to use HERO as the primary platform for communication. Use the free version of Seesaw for sharing learning and celebrations in the junior school.  Continue to upskill staff in the use of HERO for reporting, goal setting and assessment.
Staff are confident using the full suite of HERO products HERO and/or	Staff were offered some training during the year and all staff can use the basic HERO functions.	There was not enough time allocated during the year to train staff to a point where we were able to use HERO as a single space for reporting.	Review the reporting schedule to ascertain if HERO will be used as a single platform for reporting.
Agree on clear pathways of communication and communicate these with all stakeholders.	Communication was streamlined.	No variance	Continue to use HERO for school coms.
Investigate if other products or apps will supplement HERO.	HERO is not user friendly for our junior akonga.	Some user interface issues with HERO. Logging in and signing on for junior students is very difficult.	Determine how students will self assess and share work with whanau.
Get the school community back into the school at the earliest opportunity.	We were able to get the community into the school for a number of events this year when the CPF allowed. Parents were invited back to assemblies, we held the very	Although some events were cancelled at the start of 2022, we were able to get a large number of our parent community back through the school gates.	Xmas fair or a similar event.

	successful Hui and Hangi, interschool sporting events, leaver's dinner etc.		
Run a series of parent maths workshops that include a face to face maths evening.	No parent workshops were run. We did run a regular "Maths Hotspot" in the fortnightly newsletter that informed parents what they could do at home to support learning in mathematics.	Covid-19 meant that getting parents into the school in the early part of the year was problematic.	
Reading together programme.	This was not offered in 2022	There were some philosophical clashes with the BSL reading programme.	Support the junior school staff as they enter year 2 of BSL.
Reinvigorate the PTA and other groups that support Tua Marina School.	The PTA met regularly and ran a number of events and fundraising activities during 2022.	There was no Tua Marina School Xmas fair held in 2022. The planning for such a big end-of-year event needs to start at the beginning of the year and have some key volunteers taking on significant leadership roles.	Continue to support the PTA by having a staff member or principal attend meetings. Support the PTA to structure their group so there are clear roles and responsibilities.
The Tua Marina School community feels connected to the school.	The 2022 community consultation did not raise any concerns with the way we communicate. There was some excellent feedback about the Hui and Hangi.	There were great strides made to re-engage the community after all of the Covid-19 disruption. 2022 saw a significant increase in the numbers of parents who came through the school gates for events. The staff team feel that the connection with whanau now needs to be extended into one which builds more powerful learning connections.	Open classrooms up for parents on a Friday afternoon. Some clear structures will need to be put around this to ensure whanau are involved and supporting learning, rather than just passively observing what is happening.



<b>Goal 2- Mathematics</b> <b>Improve student outcomes in mathematics by growing teacher capability.</b>			
<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reasons for variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
Support the teaching team to become experts in assessment practices in Mathematics	We received regular visits from an expert facilitator who supported the teachers to use the Mathematics LPF to guide quality planning and teaching. Curriculum leadership is delegated and developed. All teachers were able to use PaCT to make 2 judgements during the year.	No variance to report	Continue to link coverage of the maths aspects to the big idea overview and cover all 8 areas twice a year.
Document and launch our new approach to the maths curriculum.	Other than a coverage plan, no clear curriculum or pedagogical documentation was created during 2022.	The importance of this fell off the radar as we focussed on learning about the LPFs. Competing priorities.	Ensure the Maths Curriculum is documented in 2023.
Use HERO to store and then analyse student achievement data.	Most student achievement information has been loaded into HERO. Term 4 NZCER data has not been loaded into HERO	NZCER is still the best place to analyse PAT data. HERO is a great place to store the data for individual students. Some data was not transferred into HERO due to staff capability and some minor technical issues.	Clearly define responsibilities in Job Descriptions. The staff member with assessment responsibility will need to spend some time upskilling in 2023.
Set specific goals for smaller groups of students who require accelerated progress. Target group of girls in years 3-4-5 Selection based on PAT and Pact assessments from term 1	The female students in year 3-4-5 Median scores in PAT data improved significantly between term 1 and term 4. Year 3 female students 21.4 to 36.1 Year 4 female students 30.6 to 38.9 Year 5 female students 38.9 to 45.1	PAT data was collected at the beginning and end of year was the best way to ensure accurate data. The specific goal of making accelerated progress over one year in Maths was achieved by 10 of the 12 students targeted.	Continue to monitor accelerated progress of girls in relation to progress of all students to check that girls progress is tracking in a similar pattern.
Provide whanau with knowledge and resources so they are well placed to support their children at home with mathematics	Regular maths highlights in the newsletter. No parent maths events held.	Variance mentioned in goal 1.	Ensure maths week 2023 involves whanau.

<b>Goal 3- Curriculum / Pedagogy</b> <b>Design and document our local Tua Marina School Curriculum.</b>			
<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reason for variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
Document our Tua Marina Integrated and Conceptualised School Curriculum	Very little progress was made in this area in 2022.	Change of key leadership personnel meant that the induction of new staff was prioritised. Some progress was made documenting how the 7 Principles of Learning and the TMS values guided the TMS curriculum.	Make documenting the TMS local curriculum a high priority in 2023. This could dovetail well into the work that the school will do with an external facilitator "Local Curriculum".
Use the 7 Principles of Learning to guide our pedagogy.	The teaching team revisited the 7 Principles of Learning (7 PoL) in 2022. A clear and practice based understanding of 3 of the 7 PoL was developed and documented. <ul style="list-style-type: none"> <li>• Emotions being integral to learning</li> <li>• Assessment for Learning</li> <li>• Building Horizontal Connections</li> </ul>	No variance to report	Explore the remaining 4 Principles of Learning in 2023.
Explore, define and document our schoolwide beliefs around learning through play.	No real work or progress was made in this area.	Other goals and work was prioritised over this goal as the year progressed.	Investigate the status quo. Ensure our desired learning through play practices and outcomes are researched based.
Grow the staff's Digital Fluency.	We utilised the 25 hours of MoE funded Hybrid learning PLD. With the support of an external facilitator we reviewed how effectively the staff were using ICT, in particular the Chromebooks, for learning.	All staff are able to use technology more effectively and efficiently. Some significant barriers were found in how well staff were able to use the IPADs and Chromebooks for learning. Specialist ICT support was hard to find and caused some very frustrating barriers.	Invest in specialist ICT support. Sort out the Microsoft licensing issue. Review our pedagogical practises around how ICT (devices) are used to enhance learning.

Grow effective collaboration, effective moderation and effective co-teaching pedagogy.	6 of our 7 teachers were able to work in collaborative environments (2 teachers in one classroom). The "data team" model was used to develop collective teacher efficacy where specific short term learning goals were set for those students who are below expectations in reading, writing and mathematics.	Staffing levels in 2022 provided a unique opportunity to significantly reduce staff:student ratios. The teachers and akonga who were able to work and learn in the collaborative environments with reduced student to teacher numbers thrived. Teachers reported that teaching was more enjoyable and rewarding, that they felt that they could actually do their job and that they were able to better meet the needs of individual students.	Within the boundaries of staffing and funding entitlements, hold onto the elements of collaborative practice that made the greatest difference in 2022.
Communicating our curriculum	No progress was made in this area.	As we were not able to document the TMS curriculum we did not have anything to communicate.	Document the TMS curriculum.

### Planning for next year

Induction a new Principal in Term 2  
 Continue to use HERO as the primary platform for communication and use the free version of Seesaw for sharing learning and celebrations in the junior school.  
 Continue to upskill staff in the use of HERO for reporting, goal setting and assessment with a view to use HERO for realtime reporting from mid-year 2023  
 Determine how students will self assess and share work with whanau using HERO.  
 Continue to support the PTA by having a staff member or principal attend meetings. Support the PTA to structure their group so there are clear roles and responsibilities.  
 Involve whanau and other community members in learning by opening classrooms up fortnightly on a Friday afternoon. Some clear structures will need to be put around this to ensure whanau are involved and supporting learning, rather than just passively observing what is happening.  
 Continue to link coverage of the maths aspects to the big idea overview and cover all 8 areas twice a year.  
 Ensure time is allocated to document the TMS curriculum. This work must include a real focus on defining what research and evidence based practices are most effective in a play based learning environment.  
 Clearly define responsibilities in Job Descriptions. The staff member with assessment responsibility will need to spend some time upskilling in 2023.  
 Invest in specialist ICT support. Sort out the Microsoft licensing issue.  
 Review our pedagogical practices around how ICT (devices) are used to enhance learning.  
 Within the boundaries of staffing and funding entitlements, hold onto the elements of collaborative practice that made the greatest difference in 2022. Grow the data team model of collective teacher efficacy.

## **Kiwi Sport Funding Report**

Kiwisport is a Government Funding Initiative to support students' participation in organised sport.

In 2022, the school received total Kiwisport Funding of \$409.00 (excluding GST). The funding was spent on extra equipment for Basketball, Kio Rahi and JumpJam.

The number of students that participated in organised sport was 117.

## Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	Tua Marina School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff. Regular checks of grounds and buildings through compliance checks.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Tua Marina School uses School Docs to ensure there is a comprehensive suite of policies and guidelines to ensure all employees are treated fairly from recruitment to employment.
How do you practise impartial selection of suitably qualified persons for appointment?	By using the policies and guidelines that are part of the Tua Marina School School Docs. The BoT receives regular reports about appointment processes and in many cases the BoT is involved in the appointment and interview process.
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	Staff professional learning and development with outside providers.  Continually changing our teaching practice individually and as an organisation so that inclusive and cognizant of key stakeholders aims and aspirations.
How have you enhanced the abilities of individual employees?	Individual growth plans that are supported by appropriate professional development and learning. Being proactive and working with employees to take on leadership responsibilities. collaborative and individual goal setting and involvement in Professional Growth Cycle practices.
How are you recognising the employment requirements of women?	All staff were given PLD opportunities and all staff, including women, were supported with this.
How are you recognising the employment requirements of persons with disabilities?	As above

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) program/policy. The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF TUA MARINA SCHOOL'S FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Tua Marina School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, 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 3 to 19, 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 30 June 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 arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing, Analysis of Variance, Kiwisport Report and the Good Employer Disclosure, but does not include the financial statements, and our auditor's report thereon.

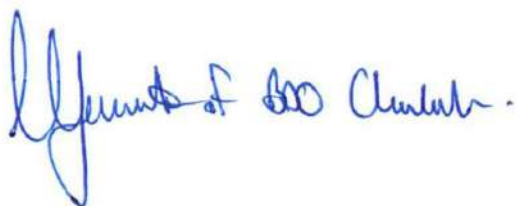
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone,  
BDO Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand