

TAHATAI COAST SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 6742

Principal: Matt Skilton

School Address: 45 Evans Road, Papamoa, Tauranga

School Postal Address: 45 Evans Road, Papamoa, Tauranga

School Phone: 07 572 4600

School Email: tcs@tahatai.school.nz

Members of the Board:

Name	Position
Tim Acker	Presiding Member
Matt Skilton	Principal
Claire Wills	Parent Representative
Daniel Elliot	Parent Representative
Cory Sweeney	Parent Representative
Donna Te Wheoro	Parent Representative
Gemma Tebble	Staff Representative

Accountant / Service Provider: Findex (NZ) Limited

TAHATAI COAST SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Tahatai Coast School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

TIMOTHY LEWIS ACKER

Full Name of Presiding Member

MATTHEW SIMON SKILTON

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

24/6/24

Date:

24/6/24

Date:

Tahatai Coast School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	7,310,522	1,299,821	6,471,378
Locally Raised Funds	3	578,643	349,548	382,165
Interest		35,606	4,560	6,592
Gain on Sale of Property, Plant and Equipment		5,562	-	7,983
Total Revenue		7,930,333	1,653,929	6,868,118
Expense				
Locally Raised Funds	3	397,586	291,972	273,709
Learning Resources	4	5,271,616	726,232	4,817,522
Administration	5	276,207	278,324	279,981
Interest		12,266	9,444	4,107
Property	6	1,618,844	337,056	1,447,897
Other Expense	7	3,870	4,700	1,620
Total Expense		7,580,389	1,647,728	6,824,836
Net Surplus / (Deficit) for the year		349,944	6,201	43,282
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		349,944	6,201	43,282

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

Tahatai Coast School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,489,930	1,489,933	1,446,648
Total comprehensive revenue and expense for the year		349,944	6,201	43,282
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		1,839,874	1,496,134	1,489,930
Accumulated comprehensive revenue and expense		1,839,874	1,496,134	1,489,930
Reserves		-	-	-
Equity at 31 December		1,839,874	1,496,134	1,489,930

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.

Tahatai Coast School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,444,972	1,093,393	897,365
Accounts Receivable	9	352,512	344,544	383,196
GST Receivable		-	-	29,575
Prepayments		25,534	20,000	9,132
Inventories	10	24,332	26,000	35,348
Funds Receivable for Capital Works Projects	18	13,301	-	43,123
		1,860,651	1,483,937	1,397,739
Current Liabilities				
GST Payable		3,413	5,000	-
Accounts Payable	14	422,044	385,986	425,870
Revenue Received in Advance	15	213,459	210,000	199,187
Provision for Cyclical Maintenance	16	9,797	6,030	6,030
Finance Lease Liability	17	85,667	86,726	51,384
Funds held for Capital Works Projects	18	97,934	90,000	-
		832,314	783,742	682,471
Working Capital Surplus/(Deficit)		1,028,337	700,195	715,268
Non-current Assets				
Property, Plant and Equipment	12	961,377	891,949	891,466
Intangible Assets	13	6,472	6,472	8,092
		967,849	898,421	899,558
Non-current Liabilities				
Provision for Cyclical Maintenance	16	50,174	23,168	29,198
Finance Lease Liability	17	106,138	79,314	95,698
		156,312	102,482	124,896
Net Assets		1,839,874	1,496,134	1,489,930
Equity		1,839,874	1,496,134	1,489,930

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

Tahatai Coast School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,793,853	1,299,817	1,667,923
Locally Raised Funds		336,273	190,632	242,401
International Students		293,241	208,381	276,241
Goods and Services Tax (net)		32,988	34,575	(7,878)
Payments to Employees		(892,257)	(665,732)	(828,469)
Payments to Suppliers		(923,454)	(870,461)	(759,687)
Interest Paid		(12,266)	(9,444)	(4,107)
Interest Received		35,606	4,560	6,592
Net cash from/(to) Operating Activities		663,984	192,328	593,016
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		5,562	(2,463)	10,377
Purchase of Property Plant & Equipment (and Intangibles)		(169,877)	(235,007)	(212,149)
Net cash from/(to) Investing Activities		(164,315)	(237,470)	(201,772)
Cash flows from Financing Activities				
Finance Lease Payments		(79,819)	108,046	(124,158)
Funds Administered on Behalf of Other Parties		127,757	133,124	(137,842)
Net cash from/(to) Financing Activities		47,938	241,170	(262,000)
Net increase/(decrease) in cash and cash equivalents		547,607	196,028	129,244
Cash and cash equivalents at the beginning of the year	8	897,365	897,365	768,121
Cash and cash equivalents at the end of the year	8	1,444,972	1,093,393	897,365

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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.

Tahatai Coast School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Tahatai Coast 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 2023 to 31 December 2023 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 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 17.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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 are 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) 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	4% diminishing value
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

j) 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.

k) 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 surplus or deficit.

The reversal of an impairment loss is recognised in 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.

l) 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.

m) 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 and annual leave earned, by non teaching staff, 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.

n) Revenue Received in Advance

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

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

o) 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.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

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

q) 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.

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.

r) 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.

s) Budget Figures

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

t) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,793,853	1,299,817	1,654,237
Teachers' Salaries Grants	4,252,815	4	3,853,088
Use of Land and Buildings Grants	1,263,854	-	964,053
	<u>7,310,522</u>	<u>1,299,821</u>	<u>6,471,378</u>

The school has opted in to the donations scheme for this year. Total amount received was \$114,974.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	2,761	114,972	61,284
Fees for Extra Curricular Activities	180,360	-	76,204
Trading	71,500	-	66,878
Fundraising & Community Grants	10,454	2,004	15,892
Other Revenue	34,599	35,004	28,712
International Student Fees	278,969	197,568	133,195
	<u>578,643</u>	<u>349,548</u>	<u>382,165</u>
Expense			
Extra Curricular Activities Costs	227,714	145,572	140,120
Trading	78,162	-	65,961
Fundraising and Community Grant Costs	400	-	3,985
International Student - Student Recruitment	31,083	-	21,709
International Student - Employee Benefits - Salaries	31,738	27,600	14,801
International Student - Other Expenses	17,432	118,800	6,318
International Student - Overseas Travel	11,057	-	20,815
	<u>397,586</u>	<u>291,972</u>	<u>273,709</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>181,057</u>	<u>57,576</u>	<u>108,456</u>

During the year, the School hosted 44 International students (2022:23)

During the year ended December 2023 Rowan Barton (Head of International Students) travelled to South Korea at a cost of \$11,057 for the purpose of representing Tahatai Coast School at various Tauranga Korean Times marketing fairs to maintain the School's brand and presence in the market. The travel was funded from the net surplus from the international student fees revenue.

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	91,980	75,580	75,603
Information and Communication Technology	1,838	5,400	4,800
Library Resources	726	3,000	1,199
Employee Benefits - Salaries	4,919,032	452,736	4,474,343
Staff Development	28,528	39,996	21,927
Depreciation	229,512	149,520	239,650
	<u>5,271,616</u>	<u>726,232</u>	<u>4,817,522</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	7,726	7,500	7,501
Board Fees	3,000	4,740	3,425
Board Expenses	6,509	4,800	7,938
Communication	7,647	12,600	12,077
Consumables	21,114	14,700	15,996
Operating Leases	1,127	12,000	261
Other	61,447	65,148	64,595
Employee Benefits - Salaries	140,990	131,340	143,137
Insurance	10,766	9,996	9,721
Service Providers, Contractors and Consultancy	15,881	15,500	15,330
	<u>276,207</u>	<u>278,324</u>	<u>279,981</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	14,825	15,000	19,026
Consultancy and Contract Services	110,668	99,600	252,050
Cyclical Maintenance	38,658	12,600	25,272
Grounds	37,226	60,000	14,321
Heat, Light and Water	36,442	42,000	49,242
Rates	15,247	15,000	13,631
Repairs and Maintenance	29,500	30,300	50,788
Use of Land and Buildings	1,263,854	-	964,053
Security	14,738	8,496	7,761
Employee Benefits - Salaries	57,686	54,060	51,753
	<u>1,618,844</u>	<u>337,056</u>	<u>1,447,897</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. Other Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Intangible Assets	1,620	-	1,620
Transport	2,250	4,700	-
	<u>3,870</u>	<u>4,700</u>	<u>1,620</u>

8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	1,444,972	1,093,393	897,365
Cash and cash equivalents for Statement of Cash Flows	<u>1,444,972</u>	<u>1,093,393</u>	<u>897,365</u>

Of the \$1,444,972 Cash and Cash Equivalents, \$97,934 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 2024 on Crown owned school buildings.

Of the \$1,444,972 Cash and Cash Equivalents, \$213,459 is held by the School on behalf of international students. These are subject to conditions, and if these conditions are not met, the funds will need to be returned.

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	12,049	15,000	53,652
Teacher Salaries Grant Receivable	340,463	329,544	329,544
	<u>352,512</u>	<u>344,544</u>	<u>383,196</u>
Receivables from Exchange Transactions	12,049	15,000	53,652
Receivables from Non-Exchange Transactions	340,463	329,544	329,544
	<u>352,512</u>	<u>344,544</u>	<u>383,196</u>

10. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
School Uniforms	24,332	26,000	35,348
	<u>24,332</u>	<u>26,000</u>	<u>35,348</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	239,459	18,087	-	-	(21,495)	236,051
Furniture and Equipment	426,518	71,017	-	-	(92,658)	404,877
Information and Communication Technology	7,455	15,448	-	-	(6,044)	16,859
Motor Vehicles	47,140	49,834	-	-	(18,199)	78,775
Leased Assets	144,996	127,953	(3,410)	-	(85,676)	183,862
Library Resources	25,897	20,496	-	-	(5,440)	40,953
Balance at 31 December 2023	<u>891,466</u>	<u>302,834</u>	<u>(3,410)</u>	<u>-</u>	<u>(229,512)</u>	<u>961,377</u>

The net carrying value of furniture and equipment held under a finance lease is \$183,862 (2022: \$144,996).

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	294,141	(58,090)	236,051	276,054	(36,595)	239,459
Furniture and Equipment	1,133,715	(728,836)	404,878	1,071,447	(644,928)	426,518
Information and Communication Technology	58,403	(41,544)	16,858	42,955	(35,499)	7,455
Motor Vehicles	99,437	(20,661)	78,776	49,603	(2,463)	47,140
Leased Assets	289,099	(105,237)	183,862	188,268	(43,272)	144,996
Library Resources	199,292	(158,340)	40,952	178,797	(152,900)	25,897
Balance at 31 December 2023	<u>2,074,087</u>	<u>(1,112,708)</u>	<u>961,377</u>	<u>1,807,124</u>	<u>(915,657)</u>	<u>891,466</u>

13. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Logo Design Work	Internally generated software	Total \$
Cost			
Balance at 1 January 2022	-	8,100	8,100
Additions	5,392	-	5,392
Disposals	-	-	-
Balance at 31 December 2022/ 1 January 2023	5,392	8,100	13,492
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2023	5,392	8,100	13,492
Accumulated Amortisation and impairment losses			
Balance at 1 January 2022	-	3,780	3,780
Amortisation expense	-	1,620	1,620
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022 / 1 January 2023	-	5,400	5,400
Amortisation expense	-	1,620	1,620
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2023	-	7,020	7,020
Carrying amounts			
At 1 January 2022	-	4,320	4,320
At 31 December 2022 / 1 January 2023	5,392	2,700	8,092
At 31 December 2023	5,392	1,080	6,472

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2022: \$nil)

14. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	29,944	15,000	54,884
Accruals	40,457	34,636	34,636
Employee Entitlements - Salaries	340,463	329,544	329,544
Employee Entitlements - Leave Accrual	11,180	6,806	6,806
	422,044	385,986	425,870
Payables for Exchange Transactions	422,044	385,986	425,870
	422,044	385,986	425,870

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
International Student Fees in Advance	213,459	210,000	199,187
	<u>213,459</u>	<u>210,000</u>	<u>199,187</u>

16. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	35,228	29,198	21,756
Increase to the Provision During the Year	38,658	12,600	25,272
Use of the Provision During the Year	(13,915)	-	(11,800)
Provision at the End of the Year	<u>59,971</u>	<u>41,798</u>	<u>35,228</u>
Cyclical Maintenance - Current	9,797	6,030	6,030
Cyclical Maintenance - Non current	50,174	23,168	29,198
	<u>59,971</u>	<u>29,198</u>	<u>35,228</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools painting contract.

17. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	85,667		51,384
Later than One Year and no Later than Five Years	106,138		95,698
	<u>191,805</u>	<u>-</u>	<u>147,082</u>
Represented by			
Finance lease liability - Current	85,667		51,384
Finance lease liability - Non current	106,138		95,698
	<u>191,805</u>	<u>-</u>	<u>147,082</u>

18. 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 9.

	2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
B.H.K & Korora Remedial	<i>in progress</i>	(5,349)	-	-	-	(5,349)
Fire System Upgrade	<i>in progress</i>	(1,126)	63,287	-	-	62,162
Lockdown/PA System	<i>in progress</i>	(1,950)	71,814	(77,361)	-	(7,497)
Solar Panel Installation	<i>completed</i>	(5,424)	5,424	-	-	-
Tower Ventilation	<i>completed</i>	(9,517)	5,444	-	4,073	-
Window Replacement Tower Block	<i>completed</i>	(19,758)	552,024	(532,266)	-	-
Basketball Court	<i>completed</i>	-	1,739	(1,739)	-	-
Hall Basement Repairs	<i>in progress</i>	-	-	(455)	-	(455)
LSPM	<i>in progress</i>	-	36,972	(1,200)	-	35,772
Admin Building	<i>completed</i>	-	1,134	(1,134)	-	-
Totals		(43,123)	737,840	(614,156)	4,073	84,633

Represented by:

Funds Held on Behalf of the Ministry of Education	97,934
Funds Receivable from the Ministry of Education	(13,301)

	2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Admin Building	<i>completed</i>	(53,069)	-	(99,373)	152,442	-
B.H.K & Korora Remedial	<i>in progress</i>	(4,655)	-	(694)	-	(5,349)
Kids Club (DQLS) Upgrade	<i>in progress</i>	-	-	(1,126)	-	(1,126)
Lockdown/PA System	<i>in progress</i>	-	-	(1,950)	-	(1,950)
Solar Panel Installation	<i>in progress</i>	-	104,737	(110,161)	-	(5,424)
Tower Ventilation	<i>in progress</i>	-	106,658	(116,175)	-	(9,517)
Window Replacement Tower Block	<i>in progress</i>	-	-	(19,758)	-	(19,758)
Totals		(57,724)	211,395	(349,236)	152,442	(43,123)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(43,123)

19. 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.

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,000	3,245
<i>Leadership Team</i>		
Remuneration	554,820	515,434
Full-time equivalent members	4	4
Total key management personnel remuneration	557,820	518,679

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (2 members) committees that meet monthly and quarterly 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	180-190
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	11.00	6.00
111-120	3.00	1.00
121-130	2.00	0.00
	16.00	7.00

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

21. 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

23. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$68,574 (2022:\$580,508) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Lockdown/PA System	87,286	79,311	7,975
LSPM	41,080	1,200	39,880
Total	128,366	80,511	47,855

24. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,444,972	1,093,393	897,365
Receivables	352,512	344,544	383,196
Total financial assets measured at amortised cost	<u>1,797,484</u>	<u>1,437,937</u>	<u>1,280,561</u>

Financial liabilities measured at amortised cost

Payables	422,044	385,986	425,870
Finance Leases	191,805	166,040	147,082
Total financial liabilities measured at amortised cost	<u>613,849</u>	<u>552,026</u>	<u>572,952</u>

25. Events After Balance Date

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

Kiwisport

Kiwisport funding for the year ended 2022 was \$11,520. All funds were used on the wages of the sports co-Ordinator.

Good Employer Statement

Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Employer Responsibility Policy. We practise impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.

Statement of Variance Reporting



School Name:	Tahatai Coast School	School Number: 6742
Strategic Aim:	<p>'Improving Outcomes' for all students - Learners' valued knowledge of their home & community is being represented in the valued knowledge of our school.</p> <p>'Learners have the 'Power To Act'. - Learners develop the capacity to engage strategically in their learning, taking greater ownership & responsibility.</p> <p>Hauora - 'Working Smarter' - Our people value each other & want to participate and contribute to the busy nature of our kura. Our facilities enable quality teaching and learning to occur.</p>	
Annual Aim:	<p>1.(a) Lifting the achievement/mana of our Māori ākonga by strengthening our holistic approach to culturally responsive teaching and learning practices.</p> <p>READING: 1.(b) To increase the number of students achieving at or above the expected TCS level.</p> <p>WRITING: 1.(c) To increase the number of students achieving at or above the expected TCS level.</p> <p>MATHS: 1.(d) To increase the number of students achieving at or above the expected TCS level.</p> <p>2.(a) Further, enhance levels of coherence of pedagogy, best practice and confidence in Structured Literacy</p> <p>2.(b) Provide opportunity and support for the teaching and implementation of the Aoteroa Histories Curriculum.</p>	

	<p>2.(c) Continued working with iwi to improve confidence to teach with a Te Ao Māori lens i.e. Te Tai Whaneke.</p> <p>2.(d) Provide specialist programmes to cater for critical and creative learners.</p> <p>3.(a) Provide programmes that support student wellbeing and hauora.</p> <p>3.(b) Continue to invest in our staff to reflect their value, and to make a difference in daily operations and general wellbeing.</p> <p>3.(c) Ensure humour and fun is a part of everyday life.</p> <p>3.(d) Prioritise whakawhāungatanga - Relationships</p>
<p>Target:</p>	<p>Reading</p> <ul style="list-style-type: none"> ● To have 80% of all students (+2%) achieving at or above the expected level in reading [2022 78% achieved]. ● To have 70% of Māori male students (+10%) achieving at or above the expected level in reading [2022 60% achieved]. ● To have 72% of Māori students (+3%) achieving at or above the expected level in reading [2022 67% achieved]. ● To have 70% of Year 2 students (+14%) achieving at or above the expected level in reading [2022 56% achieved]. <p>Writing</p> <ul style="list-style-type: none"> ● To have 70% of all students (+3%) achieving at or above the expected level in writing [2022 67% achieved]. ● To have 62% of male students (+7%) achieving at or above the expected standard in writing [2022 55% achieved]. ● To have 55% of Māori male students (+17%) achieving at or above the expected standard in writing [2022 38% achieved].

	<p>Maths</p> <ul style="list-style-type: none"> To have 80% of all students (+2%) achieving at or above the expected level in numeracy [2022 78% achieved]. To have 72% of Māori students (+2%) achieving at or above the expected level in numeracy [2022 70% achieved]. To have 60% of Year 3 Māori students (+7%) achieving at or above the expected level in numeracy [2022 53% achieved]. To have 65% of Year 4 Māori students (+4%) achieving at or above the expected level in numeracy [2022 61% achieved]. To have 83% of Pasifika students (+3%) achieving at or above the expected level in numeracy [2022 80% achieved].
Baseline Data:	<p>Reading</p> <ul style="list-style-type: none"> We had 78% of our students achieving at or above the expected level in reading in 2022. We had 60% of our Māori male students achieving at or above the expected level in reading in 2022. We had 67% of our Māori students achieving at or above the expected level in reading in 2022. We had 56% of our Year 2 students achieving at or above the expected level in reading in 2022. <p>Writing</p> <ul style="list-style-type: none"> We had 67% of all our students achieving at or above the expected level in writing in 2022. We had 55% of our male students achieving at or above the expected standard in writing in 2022. We had 38% of our Māori male students achieving at or above the expected standard in writing in 2022. <p>Maths</p> <ul style="list-style-type: none"> We had 78% of all our students achieving at or above the expected level in numeracy in 2022. We had 70% of our Māori students achieving at or above the expected level in numeracy in 2022. We had 53% of our Year 3 Māori students achieving at or above the expected level in numeracy in 2022. We had 61% of our Year 4 Māori students achieving at or above the expected level in numeracy in 2022. We had 80% of our Pasifika students achieving at or above the expected level in numeracy in 2022.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><u>Overall:</u> Target Students in Literacy and Numeracy: Used assessment information, OTJs and other data to gather evidence, identified target children and developed strategies designed to accelerate progress.</p> <p>Writing moderation across Whānau.</p> <p>Continued implementation of Te Reo Māori/Histories Curriculum.</p> <p>Thought critically about the data and which students we could further extend (i.e) moving those from 'at' to 'above'.</p> <p>Improved consistencies in practice, expectations and delivery - Literacy</p> <p>Review (Focus), especially writing, e.g. How often are the children writing across the year groups per week? What are the consistent practices? Highly effective teaching practices? Learnings from ALL? Integration of</p>	<p><u>Reading</u> To have 80% of all students (+2%) achieving at or above the expected level in reading [2022 78% achieved] 81.3% in 2023.</p> <p>To have 70% of Māori male students (+10%) achieving at or above the expected level in reading [2022 60% achieved] 67% in 2023.</p> <p>To have 72% of Māori students (+3%) achieving at or above the expected level in reading [2022 67% achieved] 74.4% in 2023.</p> <p>To have 70% of Year 2 students (+14%) achieving at or above the expected level in reading [2022 56% achieved] 74.3% in 2023.</p> <p><u>Writing</u> To have 70% of all students (+3%) achieving at/above the expected level in writing [2022 67% achieved] 65.4% in 2023.</p> <p>To have 62% of male students (+7%) at/above the expected</p>	<p><u>Reading</u> 5/5 targets made progress from 2022-2023 4/5 targets reached in reading Of note is the percentage of Year 2 & 3 students below the expected standard. Year 2 (26%) and Year 3 (29%). Pleasing to note the percentage of students at/above in Years 1, 4, 5 & 6. Year 1 (92%), Year 4 (81%), Year 5 (88%) and Year 6 (84%). The disparity between males and females below in reading is of note. The gap has narrowed from other years. Males (21.3%) and females (16.2%). Māori males have 33.3% below compared to 21.3% of all males. The gap has narrowed from other years. There has been an increase in the number of Māori males above in reading (6.5% in 2022 to 14.4% in 2023). Māori female data in reading is very similar to 'all' female data. When comparing 2022 and 2023 reading data, there are less students below in 2023 (18.8%), compared to 2022 (22.1%). Of our Māori ākonga, there were 33.1% below in 2022, compared to 25.6% in 2023. Of our boys, there were 27.6% below in 2022, compared to 21.3% in 2023.</p>	<p><u>Literacy</u> We have introduced the iDeal Structured Literacy platform to our kaimahi and are implementing the programme in 2024. We are hoping for more consistent literacy practices across the kura, using a platform that is user friendly, structured and has an impact on the literacy attainment of Establishment of Literacy Leadership Rōpū in 2024. There is a leader in each area of our kura (Year 0-2, Year 3-4 & Year 5-6). This group, along with the DP, are driving the change to the iDeal Structure Literacy approach. There has been a significant investment by the BoT in new decodable texts to support this programme. After the implementation of the spelling and reading sections of iDeal, there will be a major focus on writing. Writer's Toolbox was trialled in Year 6 in 2023. This programme has been extended to be used by all students in Year 6 and access provided to our Year 5 kaiako.</p> <p><u>Maths</u></p>



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

writing across the curriculum areas.

CoL areas of focus - transitioning, SENCO/Learning Support, Identity and Culture. Continued implementation of the outcomes of this mahi.

Continued to monitor the effect of learning interventions, i.e. Quick 60, ESOL.

Tighter review/monitoring of children working below - Consistent 'picking up' of these children. What further instruction were they receiving?
Intervention programmes?

Reviewed assessment practices - Were there other ways of gathering the data? Other ways of doing things?
Reporting to parents in other ways?

Continued revision of the Tahatai localised curriculum.

standard in writing [2022 55% achieved] 56% in 2023.
To have 55% of Māori male students (+17%) at/above the expected standard in writing [2022 38% achieved] 39% in 2023.

Maths

To have 80% of all students (+2%) achieving at or above the expected level in numeracy [2022 78% achieved] 79% in 2023.
To have 72% of Māori students (+2%) achieving at/above the expected level in numeracy [2022 70% achieved] 74% in 2023.
To have 60% of Year 3 Māori students (+7%) achieving at/above the expected level in numeracy [2022 53% achieved] 55% in 2023.

To have 65% of Year 4 Māori students (+4%) achieving at/above the expected level in numeracy [2022 61% achieved] 62% in 2023.

To have 83% of Pasifika students (+3%) achieving at/above the expected level in numeracy [2022 80% achieved] 78% in 2023.

Reading OTS	2020	2021	2022	2023
Māori (At/Above %)	63.5%	68.7%	63.9%	74.4%
All Students (At/Above %)	74.6%	79.4%	78%	81.2%
% Difference	11.1%	10.7%	11.1%	6.8%

Writing

2/3 targets made progress from 2022-2023

0/3 targets reached in writing

Of concern again is boys writing. While Māori boys have slightly improved (63.6% below in 2022 compared to 61.1% in 2023), this figure is alarming. 38.8% of NZ/European boys and 44.5% of 'all' boys are below compared to 21.6% and 25.3% of females respectively. 45.8% of our MELAA boys are below in writing compared to 25.8% of the MELAA females.

There are more Māori males above the standard compared to NZ/European males (6.1% compared to 5.6%).

With our 10 Pasifika ākonga, 5 of the 7 boys are below in writing.

When comparing 2022 and 2023 data, there are more ākonga below in 2023 (34.8%), compared to 2022 (31.4%). The 'all' boys below has also increased slightly, with 43.2% in 2022 compared to 44.5% in 2023.

We will continue to use PR1ME maths in Years 2-6. This will be supplemented by the use of rich problem solving activities. This programme is continually reviewed to ensure we are covering the NZC and that it is being delivered correctly across the kura.

Again, this has been provided by a substantial investment by the Tahatai BoT.

Te Reo Māori

In Terms 2-4, all kaimahi at Tahatai will have weekly lessons learning te reo Māori. This will give our kaimahi the confidence to correctly use more te reo Māori in their daily classroom practice.

Whakamana Māori Programme

A Whakamana Māori Programme was implemented in 2023. The programme will be extended to incorporate more tamariki Māori with the addition of a Year 1-3 rōpū.

Target Setting



MINISTRY OF EDUCATION
Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Review of whole school targets with the Leadership team. Setting of 2023 targets with Whānau Leaders and their teams. Bringing more ownership and a collective responsibility to work towards improvement.

In partnership with the Education Review Office, school leadership and staff, inquired into our focus of lifting the achievement/mana of our Māori ākonga by strengthening our holistic approach to culturally responsive teaching and learning practices.

Literacy Curriculum Review in

2023:

Focus - Reviewed the way we are teaching literacy across the school with a specific lens on 'Structured Literacy'. MOE funded. (Andrea Ford - Clarity Education).

Curriculum Teams in 2023 - Defined programmes, expectations in curriculum areas.

Whole Kura targets will be set with the Whānau Leaders and Senior Leadership team. These will then be presented to the BoT and written into our annual plan.

Whānau Targets will be set with

kaiako using the whole school targets and student data on our SMS. These are reviewed continually through Whānau Hui and there is a mid-year and end-of-year review of these targets to the BoT.

Writing OTJ's	2020	2021	2022	2023
Native (42/above %)	64.9%	56.8%	53.6%	55.6%
All Students (42/above %)	72.8%	68.9%	66.5%	65.4%
% Difference	7.7%	12%	14.9%	9.8%

Maths

4/5 targets made progress from 2022-2023

1/4 targets reached in maths

With 'all' ākonga, there are a similar number of students below between boys (20.1%) and girls (21.9%). However, there are more boys above the expected standard (22.2%) compared to girls (12.9%). This gap has narrowed from 2022 where there was 21.2% of boys above compared to 8.8% of girls.

There were 33.6% of Māori males below the expected standard using the maths OTJ data in 2022 compared to 31.1% in 2023. However, this is still higher than the 20.1% of 'all' males.

To note is that 2/3 (66.7%) of our Pasifika girls and 11/31 (35.5%) of our MELAA females are below the expected standard.

When comparing 2022 and 2023 data, there were 21.2% of students below in 2022 compared to 21% in 2023.

Our Māori girls were 19.7% below in 2022 compared to 21.1% in 2023.



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Strengthened opportunities for more student voice - students having more say in curriculum? How do they learn? etc.

We Live and We Learn Explorer Competencies - embedded in everyday practice, students being able to talk about these, understand the scaffolding of these (matrix).

Three reports to the Principal providing updates on progress against the achievement of the targets (target setting, Mid-year and EOY).

The Board was reported twice about the achievement of students in reading, writing and maths (school wide analysis of progress and achievement).

Mathematics OTTs	2020	2021	2022	2023
Māori (At/Above %)	82.5%	69.7%	70.8%	73.9%
All Students (At/Above %)	83.9%	79.2%	76.8%	79%
% Difference	1.4%	9.5%	8%	5.1%

Why did this happen?

Lack of consistency in literacy practices across the kura especially in the teaching of a structured literacy programme and writing.

Continual focus on the learning needs of our tamariki Māori with a holistic view.

The Whakamana Māori Programme has been very successful in many aspects including the building of self-esteem, knowledge of tikanga, reo Māori, mana and the celebration of who the ākonga are as Māori. 'Being Māori is my Superpower' is a theme that has been embedded in this programme.

Whole school and Whānau (Teams), target setting has kept us moving towards our 'north star' in terms of where we want our Tahatai tamariki to be achieving. There are clear systems to identify cohorts, gender, ethnicities and individual tamariki to target and the way in which these are reported and reflected upon.



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Planning for next year:

Strategic Initiative

Provide an authentic, innovative, localised curriculum.

Actions

Localise and implement the NZ Curriculum refresh programme including Aotearoa New Zealand Histories, Literacy, Maths and Social Sciences. Through Local Curriculum Design, plan opportunities for children to see their culture reflected in all curriculum areas. Continue to evolve our Structured Literacy Approach to teaching and learning through the Ideal online programme. Improve outcomes in Writing by implementing Writer's Toolbox in Year 5 and 6.

Strategic Initiative

Use Data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs.

Actions

Teams track and discuss learning needs as part of their professional growth cycle and team discussions. Teams implement a range of initiatives and evaluate their success to improve achievement. Formative assessment is used in all core subjects to ensure teachers are targeting the diverse needs of their ākonga.

Strategic Initiative

Develop culturally sustainable practice to enhance education outcomes for our tamariki Māori and for all our children.

Actions

Continue to develop culturally sustaining practices that support our Tamariki Māori and all children. Ākonga and Kaiako engage in the Kapa Haka specialist programme to further enhance their Te Reo Māori and confidence for singing waiata. Provide the Whakamana Māori Programme and Cultural Arts Programme for Tamariki Māori to immerse themselves in Te Ao Māori.

Strategic Initiative

Celebrate and embrace the cultural diversity at Tahatai Coast School.

Actions

Create an environment where tamariki are connected to their culture and feel confident in their identity. Continue to work to make our school environment reflect our multicultural and diverse community.

Strategic Initiative

Develop a shared leadership capability to enhance the understanding and effectiveness for the learning journey of our akongā.

Actions

Provide SLT support for curriculum leads to develop their leadership capability and effectiveness leading their team.

SLT to provide regular coaching hui for Whānau Leaders.

Create professional development opportunities for middle and senior leaders that creates a sense of excitement, value and grows their leadership capabilities.

Strategic Initiative

Foster authentic learning partnerships with whānau and the wider community.

Actions

Whānau hui to be held each term.

Continue to explore and implement approaches that capture whānau voice to support development of learning programmes at TCS.

Maintain and enhance existing partnerships (relationships) with Ngā Pōtiki and Ngai Te Rangi.

Offer opportunities for whānau to be actively involved in the school.

Maintain positive partnerships with our Kahui Ako, to develop cultural connections, curriculum delivery and learning support.

Maintain a positive working partnership with our Parent-teacher Association.

Strategic Initiative

Create an environment that is fun for all students.

Actions

Explore ways to enrich learning experiences.

Continue to explore ways that support student hauora.

Strategic Initiative

Create a community culture where we celebrate and share within Tahatai Coast School.

Actions

Actively look at ways that we can celebrate and share learning achievements with our children and their whānau.

Review our whare system to develop consistencies for implementing this within learning spaces.

Independent Auditor's Report

To the Readers of Tahatai Coast School's Financial Statements

For the Year Ended 31 December 2023

The Auditor-General is the auditor of Tahatai Coast School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 25 June 2024. 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, arise from section 134 of the Education and training Act 2020.

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 of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, Good Employer Statement, School Directory, Members of the Board of Trustees and Statement of Variance, 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.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand