ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	392
Principal:	Declan Sheridan
School Address:	238 Union Street, Milton, 9220
School Phone:	03 417 8620
School Email:	ths@tokohigh.school.nz

Solutions & Services
Collaborative School Administration

TOKOMAIRIRO HIGH SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 18	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport
	Independent Auditor's Report

Tokomairiro High 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.

Darlene Adams	Declan Sheridan
Full Name of Presiding Member	Full Name of Principal
Signed by: Darlene Adams 8DBBFF4BB551D9A2	Signed by: Declan Sheridan 523DEEAE4C4CE7A2
Signature of Presiding Member	Signature of Principal
Date: 12/05/2023	Date: 16/05/2023

Tokomairiro High School
Members of the Board
For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Darlene Adams	Parent Representative Presiding Member	Elected	Sep 2022 Jan 2023
Declan Sheridan	Principal	ex Officio	
Craig Lister	Presiding Member	Elected	Feb 2022
Kerri Clarke	Parent Representative	Elected	Sep 2025
Shane Griffin	Parent Representative	Elected	Sep 2022
Joseph Herbert	Parent Representative	Elected	Sep 2025
John Keoghan	Parent Representative	Elected	Sep 2025
Tony Mallon	Parent Representative	Elected	Sep 2025
Kris Simpson	Staff Representative	Elected	Sep 2025
Stevie Gunion	Student Representative	Elected	Oct 2022
Kaydence Noy	Student Representative	Elected	Oct 2023

Tokomairiro High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Revenue				
Government Grants	2	4,544,766	3,984,197	4,551,273
Locally Raised Funds	3	361,424	349,360	375,697
Interest Income		21,492	13,000	13,546
Gain on Sale of Property, Plant and Equipment		-	-	21,918
Other Revenue		-	-	48
		4,927,682	4,346,557	4,962,482
Expenses				
Locally Raised Funds	3	133,077	142,740	163,557
Learning Resources	4	3,373,044	3,318,875	3,646,776
Administration	5	497,732	203,631	373,407
Finance		6,915	-	8,214
Property	6	927,535	811,100	839,018
Loss on Disposal of Property, Plant and Equipment		8,542	-	-
		4,946,845	4,476,346	5,030,972
Net (Deficit) for the year		(19,163)	(129,789)	(68,490)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(19,163)	(129,789)	(68,490)

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

Tokomairiro High School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Equity at 1 January		1,089,254	1,089,254	1,157,944
Total comprehensive revenue and expense for the year		(19,163)	(129,789)	(68,490)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		18,711	-	-
Contribution to Ministry Project		(29,000)		
Changes in Prize Fund Equity		-	-	(200)
Equity at 31 December		1,059,802	959,465	1,089,254
Accumulated comprehensive revenue and expense		1,059,802	959,465	1,089,254
Equity at 31 December		1,059,802	959,465	1,089,254

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.

Tokomairiro High School
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Current Assets				
Cash and Cash Equivalents	7	71,309	75,239	188,638
Accounts Receivable	8	225,709	240,385	240,385
GST Receivable		7,804	23,700	23,700
Prepayments		16,284	7,712	7,712
Inventories	9	-	261	261
Investments	10	740,390	721,805	721,805
Funds Receivable for Capital Works Projects	17	-	38,136	38,136
		1,061,496	1,107,238	1,220,637
Current Liabilities				
Accounts Payable	12	322,474	361,541	361,541
Revenue Received in Advance	13	54,523	14,669	14,669
Provision for Cyclical Maintenance	14	101,066	19,406	31,122
Painting Contract Liability	15	-	-	18,854
Finance Lease Liability	16	28,687	26,599	26,599
Funds held for Capital Works Projects	17	-	183,819	183,819
		506,750	606,034	636,604
Working Capital Surplus/(Deficit)		554,746	501,204	584,033
Non-current Assets				
Property, Plant and Equipment	11	622,506	673,195	686,699
		622,506	673,195	686,699
Non-current Liabilities				
Provision for Cyclical Maintenance	14	77,249	152,760	119,304
Finance Lease Liability	16	40,201	62,174	62,174
		117,450	214,934	181,478
Net Assets		1,059,802	959,465	1,089,254
Equity		1,059,802	959,465	1,089,254

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

Tokomairiro High School
Statement of Cash Flows
For the year ended 31 December 2022

	Note	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Cash flows from Operating Activities				
Government Grants		1,366,425	1,223,417	1,357,865
Locally Raised Funds		413,594	349,360	349,150
International Students		13,343	-	-
Goods and Services Tax (net)		15,896	-	(7,656)
Payments to Employees		(942,793)	(872,906)	(896,203)
Payments to Suppliers		(719,368)	(700,856)	(783,167)
Interest Received		20,507	13,000	18,126
Net cash from/(to) Operating Activities		167,604	12,015	38,115
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(44,842)	(96,500)	(176,142)
Purchase of Investments		(18,585)	-	-
Proceeds from Sale of Investments		-	-	84,332
Net cash(to)/from Investing Activities		(63,427)	(96,500)	(91,810)
Cash flows from Financing Activities				
Furniture and Equipment Grant		18,711	-	-
Contribution to Ministry Project		(29,000)	-	-
Finance Lease Payments		(24,036)	-	(28,464)
Painting Contract Payments		(18,854)	(28,914)	(18,855)
Funds Administered on Behalf of Third Parties		(168,327)	-	188,941
Net cash (to)/from Financing Activities		(221,506)	(28,914)	141,622
Net (decrease)/increase in cash and cash equivalents		(117,329)	(113,399)	87,927
Cash and cash equivalents at the beginning of the year	7	188,638	188,638	100,711
Cash and cash equivalents at the end of the year	7	71,309	75,239	188,638

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Tokomairiro High School
Notes to the Financial Statements
For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity
Tokomairiro High 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.

1.2. 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 expenditure threshold of $30 million per year. All relevant reduced disclosure concessions have been taken.

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

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

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

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

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

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

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

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

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

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.

1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. 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 recognised as 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.

1.4. 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.

1.5. Cash and Cash Equivalents
Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks. The carrying amount of cash and cash equivalents represent fair value.

1.6. Accounts Receivable
Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's 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.

1.7. Inventories
Inventories are consumable items held for sale and comprised of stationery, canteen 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.

1.8. 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.

1.9. 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 Statement of Comprehensive Revenue and Expense 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	5 - 50 years
Furniture and equipment	5 – 20 years
Information and communication technology	3 - 10 years
Motor vehicles	5 - 10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment
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 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 as 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.

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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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.

1.11. 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.

1.12. 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, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

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

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

1.14. 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.

1.15. 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.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.16. Financial Instruments
The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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, 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 the Statement of Comprehensive Revenue and Expense.

1.17. 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.

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

1.19. 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	1,118,513	956,457	1,038,781
Teachers' Salaries Grants	2,272,002	2,208,000	2,440,607
Use of Land and Buildings Grants	613,593	552,780	552,780
Healthy Lunches Grant	273,555	-	166,637
Other Government Grants	267,103	266,960	352,468
	4,544,766	3,984,197	4,551,273

The School has opted in to the donations scheme for this year. Total amount received was $35,250 (2021: $35,700).

3. Locally Raised Funds

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

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Revenue			
Donations & Bequests	29,614	29,750	51,670
Fees for Extra Curricular Activities	56,285	52,060	57,908
Trading	28,480	37,400	48,749
Fundraising & Community Grants	11,200	15,000	35,351
Other Revenue	222,502	215,150	182,019
International Student Fees	13,343	-	-
	361,424	349,360	375,697
Expenses			
Extra Curricular Activities Costs	61,625	72,840	67,204
Trading	21,434	31,000	60,260
Other Locally Raised Funds Expenditure	41,314	38,900	35,930
International Student - Other Expenses	8,704	-	163
	133,077	142,740	163,557
Surplus / (Deficit) for the year Locally raised funds	228,347	206,620	212,140

During the year the School hosted 1 International students (2021:0)

4. Learning Resources

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Curricular	279,581	310,125	327,161
Equipment Repairs	62,225	58,000	59,235
Information and Communication Technology	605	8,660	2,277
Library Resources	2,157	3,000	2,807
Employee Benefits - Salaries	2,905,370	2,815,086	3,144,517
Staff Development	14,668	14,000	15,922
Depreciation	108,438	110,004	94,857
	3,373,044	3,318,875	3,646,776

5. Administration

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Audit Fee	6,999	6,999	6,795
Board Fees	5,775	5,500	5,483
Board Expenses	3,028	5,500	12,992
Communication	4,065	3,100	8,069
Consumables	20,866	34,255	20,543
Healthy Lunches Expenses	273,555	-	166,637
Other	3,462	4,947	10,385
Employee Benefits - Salaries	160,408	124,000	123,699
Insurance	16,244	16,000	15,654
Service Providers, Contractors and Consultancy	3,330	3,330	3,150
	497,732	203,631	373,407

6. Property

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Caretaking and Cleaning Consumables	8,653	8,500	8,946
Cyclical Maintenance Provision	37,948	31,800	34,414
Grounds	6,225	6,000	10,585
Heat, Light and Water	52,556	49,950	49,038
Rates	5,419	5,500	5,354
Repairs and Maintenance	49,950	12,750	35,603
Use of Land and Buildings	613,593	552,780	552,780
Security	4,910	2,000	3,316
Employee Benefits - Salaries	148,281	141,820	138,982
	927,535	811,100	839,018

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

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Bank Accounts	71,309	75,239	188,638
Cash and Cash Equivalents for Statement of Cash Flows	71,309	75,239	188,638

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

Of the $71,309 Cash and Cash Equivalents, $6,737 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Receivables	11,297	36,956	36,956
Receivables from the Ministry of Education	18,497	-	-
Interest Receivable	4,272	3,287	3,287
Teacher Salaries Grant Receivable	191,643	200,142	200,142
	225,709	240,385	240,385
Receivables from Exchange Transactions	15,569	40,243	40,243
Receivables from Non-Exchange Transactions	210,140	200,142	200,142
	225,709	240,385	240,385

9. Inventories

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Canteen	-	261	261
	-	261	261

10. Investments

The School's investment activities are classified as follows:

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Current Asset			
Short-term Bank Deposits	740,390	721,805	721,805
Total Investments	740,390	721,805	721,805

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	**$**	**$**	**$**	**$**	**$**	**$**
Land	10,000	-	-	-	-	**10,000**
Building Improvements	324,824	-	-	-	(11,917)	**312,907**
Furniture and Equipment	113,828	13,203	-	-	(23,949)	**103,082**
Information and Communication Technology	93,067	30,114	-	-	(27,201)	**95,980**
Motor Vehicles	35,406	-	-	-	(10,444)	**24,962**
Leased Assets	82,058	8,610	(665)	-	(32,365)	**57,638**
Library Resources	27,516	1,524	(8,541)	-	(2,562)	**17,937**
Balance at 31 December 2022	686,699	53,451	(9,206)	-	(108,438)	**622,506**

The net carrying value of equipment held under a finance lease is $57,638 (2021: $82,058)

Restrictions
With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	$	$	$	$	$	$
Land	10,000	-	**10,000**	10,000	-	**10,000**
Building Improvements	570,394	(257,487)	**312,907**	570,394	(245,570)	**324,824**
Furniture and Equipment	586,660	(483,578)	**103,082**	573,456	(459,628)	**113,828**
Information and Communication Technology	315,173	(219,193)	**95,980**	285,059	(191,992)	**93,067**
Motor Vehicles	146,656	(121,694)	**24,962**	146,656	(111,250)	**35,406**
Leased Assets	118,339	(60,701)	**57,638**	120,257	(38,199)	**82,058**
Library Resources	87,722	(69,785)	**17,937**	124,999	(97,483)	**27,516**
Balance at 31 December	1,834,944	(1,212,438)	**622,506**	1,830,821	(1,144,122)	**686,699**

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	$	$	$
Creditors	48,628	77,275	77,275
Accruals	6,999	6,795	6,795
Employee Entitlements - Salaries	212,332	227,307	227,307
Employee Entitlements - Leave Accrual	54,515	50,164	50,164
	322,474	361,541	361,541
Payables for Exchange Transactions	322,474	361,541	361,541
	322,474	361,541	361,541

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	$	$	$
Other Revenue in Advance	54,523	14,669	14,669
	54,523	14,669	14,669

14. Provision for Cyclical Maintenance

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Provision at the Start of the Year	150,426	150,426	126,071
Increase to the Provision During the Year	34,621	31,800	34,414
Other Adjustments	3,327	-	-
Use of the Provision During the Year	(10,059)	(10,060)	(10,059)
Provision at the End of the Year	178,315	172,166	150,426
Cyclical Maintenance - Current	101,066	19,406	31,122
Cyclical Maintenance - Non current	77,249	152,760	119,304
	178,315	172,166	150,426

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work 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 School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Painting Contract Liability

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Due within one year	-	-	18,854
	-	-	18,854

In 2016 the Board signed an agreement with Programmed Maintenance Services (N.Z) Limited (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2016, with regular maintenance in subsequent years. The agreement had an annual commitment of $28,914. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. Finance Lease Liability

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

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
No Later than One Year	33,406	33,106	33,106
Later than One Year and no Later than Five Years	43,256	69,159	69,159
Future Finance Charges	(7,774)	(13,492)	(13,492)
	68,888	88,773	88,773
Represented by:			
Finance lease liability - Current	28,687	26,599	26,599
Finance lease liability - Non current	40,201	62,174	62,174
	68,888	88,773	88,773

17. 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.

2022	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Learning Support Mods. - 225766	(38,136)	70,105	(60,969)	29,000	-
LSC Repurpose - 220444	32,293	-	(32,293)	-	-
Asphalt Repairs Stage 1 - 226679	68,901	7,171	(76,072)	-	-
Asphalt Repairs Stage 2 - SIP 232603	82,625	4,538	(87,163)	-	-
Totals	145,683	81,814	(256,497)	29,000	-

Represented by:	
Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

2021	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Collective Works - 217273	(33,169)	45,826	(12,657)	-	-
Gym Changing Rooms - 222794	(383)	983	(600)	-	-
Horticulture Room Blk D - SIP 222792	(581)	1,181	(600)	-	-
Admin Upgrade Blk A - 222793	241	-	(241)	-	-
Learning Support Mods. - 225766	(3,250)	400,445	(435,331)	-	(38,136)
Science Heatpumps - SIP	-	11,213	(11,213)	-	-
LSC Repurpose - 220444	-	74,250	(41,957)	-	32,293
Food Tech Upgrade - SIP 226678	-	36,000	(36,000)	-	-
Asphalt Repairs Stage 1 - 226679	-	68,901	-	-	68,901
Floor Coverings Blk B, E, & Admin - 228217	-	34,033	(34,033)	-	-
Asphalt Repairs Stage 2 - SIP 232603	-	82,625	-	-	82,625
Totals	(37,142)	755,457	(572,632)	-	145,683

Represented by:

Funds Held on Behalf of the Ministry of Education	183,819
Funds Receivable from the Ministry of Education	(38,136)

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

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

	2022 Actual $	2021 Actual $
Board Members		
Remuneration	5,775	5,483
Leadership Team		
Remuneration	496,178	539,370
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	501,953	544,853

There are seven members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. The Board also has 1 Finance member that meets monthly with the Executive Officer and Property member that meet quarterly with the Principal. 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

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

	2022 Actual $000	2021 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	170 - 180
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	0 - 0	0 - 0

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

Remuneration $000	2022 FTE Number	2021 FTE Number
100 -110	4.00	5.00
110 -120	2.00	3.00
120 - 130	1.00	1.00
	7.00	9.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	$ -	$ 11,616
Number of People	-	1

21. Contingencies

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

Holidays Act Compliance – schools payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

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

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

Additional funding wash up payment:

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments in relation to Ministry projects at 31 December 2021: $145,683)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Cash and Cash Equivalents	71,309	75,239	188,638
Receivables	225,709	240,385	240,385
Investments - Term Deposits	740,390	721,805	721,805
Total Financial assets measured at amortised cost	1,037,408	1,037,429	1,150,828

Financial liabilities measured at amortised cost

Payables	322,474	361,541	361,541
Finance Leases	68,888	88,773	88,773
Painting Contract Liability	-	-	18,854
Total Financial liabilities measured at amortised Cost	391,362	450,314	469,168

24. Events After Balance Date

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

25. Comparatives

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

Analysis of Variance Reporting 2022

School Name:	Tokomairiro High School	**School Number**:	392

Strategic Aim:	Strategic aim 1: Academic Achievement - Inspire, engage and challenge all students to achieve personal excellence in learning
Annual Aim:	Annual aim 1: Striving for personal excellence in NCEA Annual aim 2: Year 7 – 10 students will strive for personal excellence
Target:	The rate of NCEA endorsements will continue to improve.
Baseline Data:	Baseline data: 2021 results Level 1: 68.6 % of students achieved level 1 Level 2: 79.3% of students gained level 2 Level 3: 52.6 % of students gained level 3

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Mentoring and tracking of senior students by senior dean and senior SLT AP Identify and develop a learning plan for each target student which details how and when intervention will be required. Monitoring of student progress. Attendance will be monitored and early notification to parents.	NCEA Level 1: 60% (29) students gained Achieved or higher. 5 students gained a Merit. No students gained an excellence endorsement. Level 2: 79.2% gained Achieved or higher. No student gained a merit or excellence endorsement. Level 3: 20% gained Achieved or higher. No student gained a merit or excellence endorsement. Attendance rates for the year strongly correlate with the lack of academic progress. Jan to Oct attendance rates were as follows: Year 11 – 65.1% Year 12 – 62.7% Year 13 – 52.6%	The continued influence of Covid19 had a detrimental effect on student attendance whether this was as a result of them catching the virus or taking steps to ensure they did not catch it. (Staying home) Students were identified early in the year and monitored by the AP and Senior Dean, however, our focus became much more on supporting the students to attend school rather than educational success. Follow up with students was poor and they did not receive the support they needed. Overall, we were quite disappointed with the results however, not surprised considering the year it had been.	Continue to focus on aiming for personal excellence. Identifying the students and challenging them to set goals and strive for an endorsement, is an essential part of the process, as is frequent monitoring of their progress. We will continue to make this a priority in 2023.
Planning for next year:			
More intensive monitoring of at-risk students (YARLEs) using workflows within Kamar to ensure there is early identification of students at risk of not making the necessary Progress. Also observe good practice at Blue Mountain who have been identified as good practitioners by ERO. Summary reports issued to parents regarding attendance and student engagement in class.			

School Name:	Tokomairiro High School	School Number:	392

Strategic Aim:	Strategic aim 1: Academic Achievement - Inspire, engage and challenge all students to achieve personal excellence in learning
Annual Aim:	Annual aim 2: Year 7 – 10 will improve their levels of literacy and numeracy
Target:	Targets: • Those students currently above or well-above the standard will continue to achieve at this level. • All students achieving below the expected level will make accelerated progress in writing and mathematics at years 7 to 10.
Baseline Data:	Baseline data:

Year 9 English Writing	1	2	3	4	5
			At or Above the Level		
	L1-2	L3B-4B	L4P-5B	L5P-5A	L6+
All students (27)	1	14	11	1	0
	3.7%	**50%**	**40.7%**	**3.7%**	0
Maori students (8)	0	4	3	1	0
	0	**50%**	**37.5%**	12.5%	0
Non-Maori students (19)	1	10	8	0	0
	5.26	**52.6%**	**42.1%**	**0**	0
Male students (19)	1	10	7	1	0
	5.26%	**52.26%**	**36.84%**	**5.26%**	0
Female students (8)	0	4	4	0	0
	0	**50%**	**50%**	**0**	0

Year 10 English Writing	1	2	3	4	5
			At or Above the Level		
	L1-3	L4B-4A-	L5B-5A	L6B-6P	L6A+
All students (33)	8	10	12	2	1
	24.3%	**30.3%**	**36.3%**	**6.1%**	**3.0%**
Maori students (7)	2	2	3	0	0
	28.5%	**28.5%**	**43%**	**0%**	0%
Non-Maori students (26)	6	8	9	2	1
	23.1%	**31.0%**	**35.0%**	**7.1%**	**3.8%**
Male students (22)	6	6	9	0	1
	27.2%	**27.2%**	**41.1%**	**0%**	**4.5%**
Female students (11)	2	4	3	2	0
	18.2%	**36.4%**	**27.2%**	**18.2%**	**0%**

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Alim project – two junior teachers Writing began as a focus area with writing across the curriculum a focus for all departments A year 10 Reading and Writing Diploma instigated. Post lockdowns the priority was to support students to return to school and also to engage in learning. The widespread contracting of the virus resulted in continual disruption to classroom practice as staff, students and relievers succumbed.	At the end of 2022: Writing Year 9 - 51.3% (19) below expected level - 32%(9) at or above expected level Year 10 - 60.7%(17) below expected level - 33%(10) above or well above expected level Mathematics Year 7/8 - 58% (38) below expected level - 69% (28) at or above expected level Year 9 - 65% (26) below expected level - 35% (14) at or above expected level Year 10 - 76% (19) below expected level - 24% (6) above or well above expected level	At the end of year 8 we tend to lose some of our most academic students to boarding schools. This shows in the year 9 data where there are fewer students achieving at above the expected level than for year 8 the previous year. 2022 was a difficult year to keep a focus on the writing programme. Our major focus after lockdown was wellbeing of staff and students and coping with the epidemic once the community became affected. Children came back to school very unsettled. Attendance and concentration levels were low for this group. Our year 10 students disadvantaged by the lockdown process and infection rates in the school changes of teachers in the Mathematics Department also affected their ability to settle in class. NB: Year 7 & 8 were taught in mixed year level classes. Two teachers were involved in the ALiM programme in 2022.	Support will need to be given to our year 11 students to support them to reach the necessary standards for NCEA level 1. Continue preparation for students to be able to cope with the demands of the new literacy and numeracy standards ready for 2024 Professional development for the current junior mathematics teacher needs to be a priority for 2023. Core maths classes will be in place for 2023 which will run over both semesters. Close monitoring and alternative programmes required for low learners (Level 2 and below). This includes some behavioural issues within the classrooms where a different environment could lead to their reintegration into Mathematical learning.

Planning for next year:

Continue with the ALiM project for 2021.
Provide PLD for new junior Mathematics teachers.
Review the curriculum to see if there is a better alternative to the semester system and devise a timetable that can meet the needs of our students and also continue to offer the range of subject to meet the future opportunities of students.
Introduce structured literacy at year 7/8 and also lexia programme.
Greater emphasis on ensuring students have a full programme of English and Maths during the year on the semester programme

School Name:	Tokomairiro High School	School Number:	392

Strategic Aim:	Strategic aim 2: All members of the school community work together to develop their personal strengths and capabilities
Annual Aim:	Annual aim 3: Students and teachers will identify and monitor their personal strengths and capabilities
Target:	Leadership opportunities will be available to students.
Baseline Data:	Baseline Data:

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Gateway / work experience students continued to focus on the capabilities they were developing through their work experience. Evidence was signed off by the employer. Leadership roles created within the school to provide opportunities for students to develop and mature. .	Gateways programme offered work experience opportunities where possible. Leadership was lacking in the senior school and selection of leaders was limited to a small and weak field.	After lockdown our focus was very much on engaging students in education and focusing on their wellbeing. Employers reluctant to take students for fear of expanding their bubble and disrupting their current workforce. Student School leaders required a	Our Kahui Ako Within School teacher worked working on developing further ideas regarding capabilities and looking into project-based learning. Our Vocational Pathways teacher is continuing to use capability identification and assessment in the Gateway / work experience programme.

		lot of time and support to get things done. Their poor attendance placed a lot of extra strain on staff who were supporting them	

Planning for next year:
Work with he Kahui Ako on a wellbeing project in conjunction with Core education to develop a wellbeing initiative that will work across all school and develop a common language. A focus on student resilience will be crucial as we attempt to return to normal. This return to normal is essential if intend to get back on track and gain some forward traction in all areas. Our within school teacher will lead this. Greater number of leadership roles available in the senior school. The head prefects will be support by 7 house captains who will take a focus on Cultural academic and sporting areas

School Name:	Tokomairiro High School	**School Number**:	392

Strategic Aim:	**Strategic aim 2:** All members of the school community work together to develop their personal strengths and capabilities
Annual Aim:	**Annual aim 4:** Promote Tikanga and Te Reo Maori for all
Target:	Te Reo waiata and karakia become common practice in school
Baseline Data:	Maori language courses available to staff.

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***

Cultural Competency developed through lesson observations School Waiata developed and become a regular part of school life.	More staff are using te reo, mostly for greetings or farewells. Most House Group teachers had the whakatauki displayed in their classroom. Restart the Toi Ora programme. There was an emphasis on Tuakana Teina which supported our older students in developing their mana. Cultural competency staff driver secured a position at the ministry and this was neglected over the year	Toi Ora programme did not get off the ground due to lack of support Whakatauki being seen around the school made it a more accepted part of our culture. Older students supporting the younger students led to a much closer whanau connection.	We need to continue having a focus on developing the skills of our teacher and wider staff in terms of tikanga Maori. Funding for 2022 has been rolled over so we can continue in 2023. PLD focus on Cultural Competency planned for 2023. Kaiako Maori continues in position and will be supported to gain full registration for the end of 2023l.

Planning for next year:

CORE Education have been engaged to run PLD focused on wellbeing.
Staff meetings continue to have a PLD section each meeting.
Toi Ora programme reinstated through the Kahui Ako.
Cultural competition to re reinstated

School Name:	Tokomairiro High School	School Number:	392

Strategic Aim:	Strategic aim 3: Provide a supportive environment where all learners have a sense of belonging and are confident in their identity and culture.
Annual Aim:	Annual aim 5: All learners are confident in their Identity and Culture and have a sense of belonging in our school.
Target:	Target: The Wellbeing survey indicates increased levels of "belonging".
Baseline Data:	Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Whanaungatanga a focus of all teaching and learning relationships. Acknowledgement of learners' culture a priority. We tried to make this a priority. All learners feel welcome in our school and are able to take part in all aspects of school life acknowledging student's culture was recognized as the most important aspect of settling a new student. Whanau/student/teacher conferences held once per term Surveys of whanau carried out twice per year.	Attempted to develop a range of activities that supported the development of the school culture but the regular reminders to keep away from others made this difficult	Our AST and kaimahi awhina hapori have encouraged whanau to be more involved with the school. Our AST left in term 1 so this came to a halt very quickly	Very little evidence of the community being involved in aspects of the school. This is also being experienced in other areas of the town with many community groups struggling to get any community support. Lions Rotary etc.

Planning for next year:

Explore opportunities for community involvement and encourage engagement.
Need to develop a long-term strategy to support the community to become part of the school.
The school needs to become part of the community.

School Name:	Tokomairiro High School	School Number:	392

Strategic Aim:	Strategic aim 3: Provide a supportive environment where all learners have a sense of belonging and are confident in their identity and culture.
Annual Aim:	Annual aim 6: All members of our school community are encouraged to develop a work-life balance.
Target:	All teachers and learners indicate they have an improved work-life balance in the Wellbeing questionnaire.
Baseline Data:	Due to Covid lockdown we did not collect baseline data.

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Learners were encouraged to take part in extra-curricular activities. Whanau and teacher worked together to provide further opportunities for students. Staff encouraged take part in recreational activities.	We found that less students took part in extra-curricular activities after lockdown – due in some part the season being cut short. Careful monitoring of the wellbeing of students took place.	Guidance counsellor employed for 2022 (0.6) and provided support for many students the need was so great that we need to consider increasing her hours	Wellbeing is the priority of our Kahui Ako. Welling programme discussed and approved for introduction in 2023 We will continue to focus on the wellbeing of students and staff.

Planning for next year:

Wellbeing is the continuing focus across our Kahui Ako.
Close monitoring of student and teacher wellbeing will continue.
Increase hours for our guidance counsellor.
Explore the possibility of a social worker in school to support all families in the district

Kiwisport - 2022

Kiwisport is a Government funding initiative to support students' participation in organised sport.

During 2021, Tokomairiro High School received a total Kiwisport funding of $4913.53 (excl GST)

The funding was spent on the Sports Coordinator's wages, outside sports coaches and additional sporting equipment.

Chairperson

Principal

Tel: +64 3 218 2959
Toll Free: 0800 182 959
Fax: +64 3 218 2092
invercargill@bdo.co.nz
www.bdo.co.nz

BDO INVERCARGILL
136 Spey Street
P O Box 1206
Invercargill 9840, New Zealand

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TOKOMAIRIRO HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Tokomairiro High School (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, 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 18, 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 16 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

Tel: +64 3 218 2959
Toll Free: 0800 182 959
Fax: +64 3 218 2092
invercargill@bdo.co.nz
www.bdo.co.nz

BDO INVERCARGILL
136 Spey Street
P O Box 1206
Invercargill 9840, New Zealand

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.

Tel: +64 3 218 2959
Toll Free: 0800 182 959
Fax: +64 3 218 2092
invercargill@bdo.co.nz
www.bdo.co.nz

BDO INVERCARGILL
136 Spey Street
P O Box 1206
Invercargill 9840, New Zealand

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 2 and on pages 19 to 29, but does not include the financial statements, and our auditor's report thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Aaron Higham
BDO Invercargill
On behalf of the Auditor-General
Invercargill, New Zealand