

TISBURY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 4029
Principal: Andrea Joyce
School Address: 3 Boundary Road, 11 RD, Invercargill 9877
School Postal Address: P O Box 7043, Invercargill 9844
School Phone: (03) 2168213
School Email: office@tisbury.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Emma Todd	Presiding Member	Elected	Sep-25
Andrea Joyce	Principal ex Officio		
Russell Jack	Parent Representative	Elected	Sep-25
Krystal Stephens	Parent Representative	Elected	Sep-25
Stacey Muir	Parent Representative	Elected	Sep-25
Russell Jack	Parent Representative	Elected	Sep-25
Steve Henderson	Parent Representative	Elected	Sep-25
Jacqui Ferris	Staff Representative	Elected	Sep-25
Deborah Hean	Parent Representative		Resigned Sep 22
Mark Calder	Parent Representative		Resigned Sep 22
Erin Wilson	Parent Representative		Resigned Sep 22

Accountant / Service Provider: Maggie Turnhout

TISBURY SCHOOL

Annual Report - For the year ended 31 December 2022

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Tisbury 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.

Emma Todd.

Full Name of Presiding Member



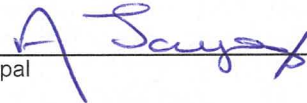
Signature of Presiding Member

21/6/23

Date:

Andrea Joyce

Full Name of Principal



Signature of Principal

21/6/23

Date:

Tisbury 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	1,045,301	1,041,594	1,098,290
Locally Raised Funds	3	18,023	11,049	25,817
Interest Income		2,052	2,000	1,822
Gain on Sale of Property, Plant and Equipment		286	-	-
Total Revenue		1,065,662	1,054,643	1,125,929
Expenses				
Locally Raised Funds	3	4,816	-	7,564
Learning Resources	4	755,219	812,094	859,524
Administration	5	76,581	80,484	73,925
Finance		1,917	1,100	1,420
Property	6	180,002	159,282	173,179
Loss on Disposal of Property, Plant and Equipment		986	-	1,164
		1,019,521	1,052,960	1,116,775
Net Surplus / (Deficit) for the year		46,141	1,683	9,154
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		46,141	1,683	9,154

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



Tisbury 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		284,187	284,188	275,033
Total comprehensive revenue and expense for the year		46,141	1,683	9,154
Equity at 31 December		330,328	285,871	284,187
Accumulated comprehensive revenue and expense		330,328	285,871	284,187
Equity at 31 December		330,328	285,871	284,187

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.



Tisbury 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	244,857	179,687	165,592
Accounts Receivable	8	50,241	46,043	46,043
GST Receivable		9,834	19,476	19,476
Investments	9	-	104,385	104,385
Funds Receivable for Capital Works Projects	14	31,368	5,004	5,004
		<u>336,300</u>	<u>354,595</u>	<u>340,500</u>
Current Liabilities				
Accounts Payable	11	63,153	53,621	53,621
Provision for Cyclical Maintenance	12	56,000	56,600	53,600
Finance Lease Liability	13	11,960	5,936	10,588
Funds held for Capital Works Projects	14	-	67,113	67,113
		<u>131,113</u>	<u>183,270</u>	<u>184,922</u>
Working Capital Surplus/(Deficit)		205,187	171,325	155,578
Non-current Assets				
Property, Plant and Equipment	10	152,790	129,907	149,906
		<u>152,790</u>	<u>129,907</u>	<u>149,906</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	18,667	14,750	14,750
Finance Lease Liability	13	8,982	611	6,547
		<u>27,649</u>	<u>15,361</u>	<u>21,297</u>
Net Assets		<u>330,328</u>	<u>285,871</u>	<u>284,187</u>
Equity		<u>330,328</u>	<u>285,871</u>	<u>284,187</u>

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



Tisbury School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		302,100	249,380	304,126
Locally Raised Funds		18,344	11,049	25,496
Goods and Services Tax (net)		9,641	-	(14,088)
Payments to Employees		(116,102)	(115,860)	(147,079)
Payments to Suppliers		(114,599)	(120,786)	(148,641)
Interest Paid		(1,917)	(1,100)	(1,420)
Interest Received		2,052	2,000	1,822
Net cash from/(to) Operating Activities		99,519	24,683	20,216
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		286	-	
Purchase of Property Plant & Equipment (and Intangibles)		(17,242)	-	(14,117)
Investments		104,385	-	(1,187)
Net cash from/(to) Investing Activities		87,429	-	(15,304)
Cash flows from Financing Activities				
Finance Lease Payments		(14,206)	(10,588)	(13,297)
Funds Administered on Behalf of Third Parties		(93,477)	-	74,109
Net cash from/(to) Financing Activities		(107,683)	(10,588)	60,812
Net increase/(decrease) in cash and cash equivalents		79,265	14,095	65,724
Cash and cash equivalents at the beginning of the year	7	165,592	165,592	99,868
Cash and cash equivalents at the end of the year	7	244,857	179,687	165,592

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.



Tisbury School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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 12.

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 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 10.



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 13. Future operating lease commitments are disclosed in note 19b.

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 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) 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.

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	10–50 years
Furniture and equipment	5–20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

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

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



k) 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.

l) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

m) Funds held for Capital works

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

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

n) Provision for Cyclical Maintenance

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

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

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

o) 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.

p) 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.

q) Budget Figures

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

r) 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	299,929	249,380	295,946
Teachers' Salaries Grants	627,686	689,932	689,932
Use of Land and Buildings Grants	113,682	102,282	102,282
Other Government Grants	4,004	-	10,130
	<u>1,045,301</u>	<u>1,041,594</u>	<u>1,098,290</u>

The school has opted in to the donations scheme for this year. Total amount received was \$16,950.

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	3,378	7,500	8,829
Curriculum related Activities - Purchase of goods and services	4,083	-	4,486
Fees for Extra Curricular Activities	3,773	-	5,526
Trading	1,564	-	1,440
Fundraising & Community Grants	4,388	3,549	5,132
Other Revenue	837	-	404
	<u>18,023</u>	<u>11,049</u>	<u>25,817</u>
Expenses			
Extra Curricular Activities Costs	2,243	-	5,196
Trading	1,972	-	1,653
Fundraising and Community Grant Costs	601	-	715
	<u>4,816</u>	<u>-</u>	<u>7,564</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>13,207</u>	<u>11,049</u>	<u>18,253</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	29,268	19,102	32,931
Equipment Repairs	628	4,000	1,308
Information and Communication Technology	3,484	6,100	4,816
Library Resources	490	1,100	628
Employee Benefits - Salaries	679,316	755,792	781,843
Staff Development	8,814	6,000	6,216
Depreciation	33,219	20,000	31,782
	<u>755,219</u>	<u>812,094</u>	<u>859,524</u>



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,635	4,635	4,500
Board Fees	2,855	3,200	3,075
Board Expenses	7,069	5,300	7,617
Communication	2,468	2,500	2,432
Consumables	2,817	3,400	1,643
Operating Lease	5,351	3,000	4,368
Other	5,703	22,449	15,334
Employee Benefits - Salaries	38,317	30,000	28,109
Insurance	4,866	3,500	4,347
Service Providers, Contractors and Consultancy	2,500	2,500	2,500
	<u>76,581</u>	<u>80,484</u>	<u>73,925</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	5,318	4,500	4,694
Consultancy and Contract Services	4,658	2,000	1,085
Cyclical Maintenance Provision	6,317	3,000	7,205
Grounds	3,119	4,000	3,807
Heat, Light and Water	11,909	10,000	9,920
Rates	1,105	1,400	1,074
Repairs and Maintenance	6,545	11,600	15,460
Use of Land and Buildings	113,682	102,282	102,282
Security	1,194	500	593
Employee Benefits - Salaries	26,155	20,000	27,059
	<u>180,002</u>	<u>159,282</u>	<u>173,179</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	244,857	179,687	165,592
Cash and cash equivalents for Statement of Cash Flows	<u>244,857</u>	<u>179,687</u>	<u>165,592</u>



8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	-	321	321
Teacher Salaries Grant Receivable	50,241	45,722	45,722
	<u>50,241</u>	<u>46,043</u>	<u>46,043</u>
Receivables from Exchange Transactions	-	321	321
Receivables from Non-Exchange Transactions	50,241	45,722	45,722
	<u>50,241</u>	<u>46,043</u>	<u>46,043</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	-	104,385	104,385
	<u>-</u>	<u>104,385</u>	<u>104,385</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Building Improvements	86,612	3,077	-	-	(6,159)	83,529
Furniture and Equipment	29,053	11,062	-	-	(7,869)	32,245
Information and Communication Technology	6,369	1,370	(449)	-	(1,856)	5,434
Leased Assets	17,493	19,846	-	-	(15,888)	21,451
Library Resources	10,380	2,185	(987)	-	(1,447)	10,131
Balance at 31 December 2022	<u>149,907</u>	<u>37,540</u>	<u>(1,436)</u>	<u>-</u>	<u>(33,219)</u>	<u>152,790</u>

Restrictions

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



	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	200,369	(116,840)	83,529	197,293	(110,681)	86,612
Furniture and Equipment	204,169	(171,924)	32,245	193,107	(164,054)	29,053
Information and Communication Technology	19,133	(13,699)	5,434	19,046	(12,677)	6,369
Leased Assets	46,948	(25,497)	21,451	51,430	(33,937)	17,493
Library Resources	22,466	(12,335)	10,131	22,411	(12,031)	10,380
Balance at 31 December	493,085	(340,295)	152,790	483,287	(333,380)	149,907

11. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	7,077	2,199	2,199
Accruals	5,835	5,700	5,700
Employee Entitlements - Salaries	50,241	45,722	45,722
	<u>63,153</u>	<u>53,621</u>	<u>53,621</u>
Payables for Exchange Transactions	63,153	53,621	53,621
	<u>63,153</u>	<u>53,621</u>	<u>53,621</u>

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	68,350	68,350	61,145
Increase to the Provision During the Year	6,317	3,000	7,205
Provision at the End of the Year	<u>74,667</u>	<u>71,350</u>	<u>68,350</u>
Cyclical Maintenance - Current	56,000	56,600	53,600
Cyclical Maintenance - Non current	18,667	14,750	14,750
	<u>74,667</u>	<u>71,350</u>	<u>68,350</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.



13. 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	13,531	5,936	11,495
Later than One Year and no Later than Five Years	10,497	611	7,093
Future Finance Charges	(3,086)	-	(1,453)
	<u>20,942</u>	<u>6,547</u>	<u>17,135</u>
Represented by			
Finance lease liability - Current	11,960	5,936	10,588
Finance lease liability - Non current	8,982	611	6,547
	<u>20,942</u>	<u>6,547</u>	<u>17,135</u>

14. 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 \$
Special Needs Bathroom & LSC Office	67,113	131,961	(201,279)	-	(2,205)
Veranda Upgrade	(5,004)	107,768	(117,322)	-	(14,558)
Classroom Remodel	-	14,443	(29,048)	-	(14,605)
Learning Support Property Modifications	-	7,348	(7,348)	-	-
Totals	<u>62,109</u>	<u>261,520</u>	<u>(354,997)</u>	<u>-</u>	<u>(31,368)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(31,368)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Special Needs Bathroom & LSC Office	(12,000)	306,310	(227,197)	-	67,113
Veranda Upgrade	-	9,217	(14,221)	-	(5,004)
Totals	<u>(12,000)</u>	<u>315,527</u>	<u>(241,418)</u>	<u>-</u>	<u>62,109</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	67,113
Funds Receivable from the Ministry of Education	(5,004)



15. 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.

16. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,855	3,075
<i>Leadership Team</i>		
Remuneration	245,040	241,747
Full-time equivalent members	2	2
Total key management personnel remuneration	247,895	244,822

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. 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.

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	140 - 150
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	-
110 - 120	-	-
	-	-

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



17. Compensation and Other Benefits Upon Leaving

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

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

18. Contingencies

There are no contingent liabilities and no contingent assets 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.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

19. Commitments

(a) Capital Commitments

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

- (a) \$445,800 contract for special needs bathroom and LSC office to be completed in 2023, which will be fully funded by the Ministry of Education. \$438,271 has been received of which \$440,476 has been spent on the project to date; and
- (b) \$249,082 contract for veranda upgrade to be completed in 2023, which will be funded by the Ministry of Education for \$149,082 and the Board for \$100,000. \$116,985 has been received of which \$131,543 has been spent on the project to date; and
- (c) \$249,456 contract for classroom remodel to be completed in 2023, which will be funded by the Ministry of Education for \$144,429 and the Board for \$105,027. \$14,443 has been received of which \$29,048 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$694,882)

(b) Operating Commitments

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

(Operating commitments at 31 December 2021: nil)



20. 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	244,857	179,687	165,592
Receivables	50,241	46,043	46,043
Investments - Term Deposits	-	104,385	104,385
Total Financial assets measured at amortised cost	<u>295,098</u>	<u>330,115</u>	<u>316,020</u>

Financial liabilities measured at amortised cost

Payables	63,153	53,621	53,621
Finance Leases	20,942	6,547	17,135
Total Financial Liabilities Measured at Amortised Cost	<u>84,095</u>	<u>60,168</u>	<u>70,756</u>

21. Events After Balance Date

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

22. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Tisbury School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, 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 17, 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 21 June 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 18 to 22, 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.



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand

Annual Variance Target 2022

<p>Strategic Goal</p> <p>All students are making progress to meet the targeted indicators across the NZC</p>	<p>Target: To scaffold students who are At Risk of not progressing over time.</p>																					
	<p>Target: Implement maths programmes to accelerate the progress of a cohort of students in relation to the progress that they made in 2021.</p>																					
	<p>Baseline Data: At the end of 2021 staff identified that the overall maths data has shown a downward trend over the past two years, and specifically for a cohort of students. The data indicated:</p>																					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Cohort of Students:</th> <th style="width: 15%;">2020 November</th> <th style="width: 15%;">2021 November</th> <th style="width: 15%;">2022 November</th> </tr> </thead> <tbody> <tr> <td>“Above” : Expectation - progress made has exceeded expectations</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> <tr> <td>“At” : Expectation - progress made to meet appropriate curriculum outcomes.</td> <td style="text-align: center;">11</td> <td style="text-align: center;">8</td> <td style="text-align: center;">8</td> </tr> <tr> <td>“At Risk” : Expectation - progress made within appropriate curriculum level but at the lower end.</td> <td style="text-align: center;">4</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> </tr> <tr> <td>“Below” expectation - students may have made progress but insufficient to meet expectations.</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>		Cohort of Students:	2020 November	2021 November	2022 November	“Above” : Expectation - progress made has exceeded expectations			1	“At” : Expectation - progress made to meet appropriate curriculum outcomes.	11	8	8	“At Risk” : Expectation - progress made within appropriate curriculum level but at the lower end.	4	7	5	“Below” expectation - students may have made progress but insufficient to meet expectations.	3	3	4
	Cohort of Students:	2020 November	2021 November	2022 November																		
“Above” : Expectation - progress made has exceeded expectations			1																			
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“Below” expectation - students may have made progress but insufficient to meet expectations.	3	3	4																			
<p>This cohort consists of: 7 Girls and 11 Boys. 6 Māori and 12 NZE students.</p>																						
	What:	Who/Cost:																				
Term 1/2/3	<ul style="list-style-type: none"> ● Students surveyed about their attitude towards math. ● Undertake professional development workshops with math providers. ● Classroom observations and discussions to identify and support teachers professional development. 	Classroom teachers with their peers. Lead Teacher of Maths. PG Development using math PG providers: <ul style="list-style-type: none"> - Rob Profitt-White - Alex Laurie : “ maths no problem”. 																				
Term 4	Analysis of maths will be a progress comparison from End 2020/2021 to 2022.	Teacher in charge to work with the Principal to present data showing the outcome of progress.																				
Monitoring:	Teachers will make overall teacher judgements using appropriate NZMath moderation tools.																					
Resourcing:	School Funding	PLD Budget: \$2,000 / Resources:\$3,000																				
<p>REPORTING TO THE BOARD: November / June / November</p>																						

Report:

November 2022

Progress Over time:	November 2021 to June 2022	June 2022 to November 2023
Accelerated Progress	61%(11)	11% (2)
Sufficient Progress	11% (2)	89%(16)
Insufficient Progress	28%(5)	No one

This chart indicates that all the variance students made progress. The direct impact on student outcomes (in chart above) indicates that some students have moved from at to above, and that some have moved from at risk to at.

However, 2022, again, has been a very muddley year. The impact of teacher and student illness, due to covid and flu, resulted in at least a term's worth of learning being totally disrupted. On top of this, teacher development around the new programme and how to implement it was a steep learning curve. During term 3 another change was made on the realisation that running the programme across two year levels was not meeting the learning needs of students.

Moving into 2023 staff are keen to monitor two cohorts of students moving through the school measuring the impact of the change in math delivery. The cohorts will be Year 2 Focus Just In Time Maths and Year 5 Maths No Problem with some of the Just In Time Maths..

June 22:

First and foremost, there has to be an acknowledgment of the impact, again, covid 19 has had on student outcomes for the first part of 2022.

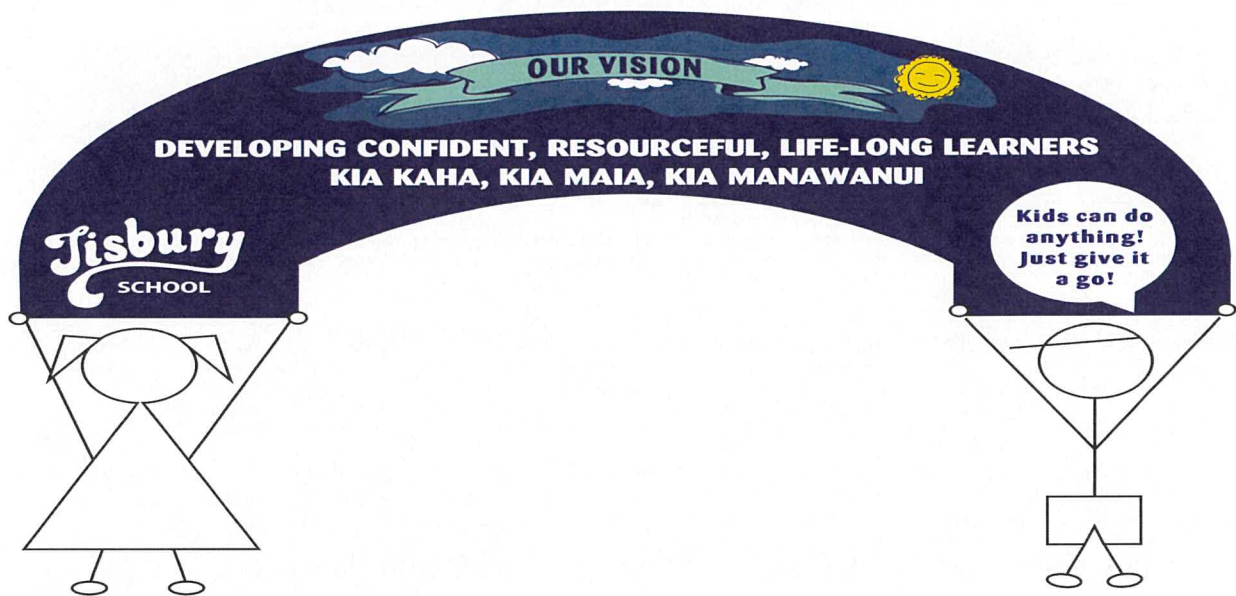
The math curriculum refresh has also had an impact on teachers making judgements of student progress using "signposts" rather than curriculum levels. This has seen teachers using The Learning Progression Framework for math which does not align directly with curriculum levels at this point in time.

In implementing Maths No Problem, which had a shaky start due to teacher development not being available until midterm 1. The approach provides a variety of methods that enables children to relate to place value understandings in a variety of contexts.

In addition teachers are also using Just In Time Maths aspects which has resulted in students using maths language more readily to justify their thinking mathematically.

November 21:

Report to the board identified a cohort of students where their progress had not increased over two years as expected. In discussion with other professionals, the lead teacher for maths identified a programme that the school is to implement in 2022 to ascertain if the programme will allow students to show greater progress and increase the number of students operating "at/above".



14 November 2022

KIWISPORT FUNDING 2022

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, Tisbury School received total Kiwisport funding of (\$1483.13), excluding GST. The funding was spent as follows:

Purchase of various sports equipment including Hula Hoops, Netballs, Hand Balls, Basketballs and Trophies.

School roll is 119.

Signed: _____
A Joyce
Principal

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Invercargill 9877

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Invercargill 9844

Ph: 03 2168213
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Web Page: www.tisbury.school.nz

Principal
Andrea Joyce

(M.ed.Admin., B.Ed, Dip.Tch)

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	When looking for new personnel ensure we are looking for the best "person" for the position. When responsibility roles are available ensure all qualified personnel have the same opportunity to apply Yes.
How do you practise impartial selection of suitably qualified persons for appointment?	Through using NZSTA Grading System Matrix
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	We do the best we can when opportunities arise to ensure we are including Maori applicants in the employment process.
How have you enhanced the abilities of individual employees?	Through Professional Learning Growth Plan
How are you recognising the employment requirements of women?	As Above
How are you recognising the employment requirements of persons with disabilities?	As Above

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	

Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		x
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	