

TAURANGA GIRLS' COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



Ministry Number: 122

Principal: Tara Kanji

School Address: 930 Cameron Road, Gate Pa, Tauranga 3112

School Phone: 07 5788114

School Email: info@tgc.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Mariana Tapsell	Presiding Member	Elected	May-25
Tara Kanji	Principal ex Officio	Appointed	
Karen Aspey	Parent Representative	Elected	May-25
Joe Bourne	Parent Representative	Elected	Nov-23
Wayne Gribble	Parent Representative	Elected	Jun-23
Dave Guruge	Parent Representative	Elected	Nov-26
Yvonne Handley	Parent Representative	Coopted	Feb-23
Tristan Hewett	Parent Representative	Elected	May-25
Fiona McTavish	Parent Representative	Elected	Nov-23
Kahurangi Ngatai	Parent Representative	Elected	Mar-23
James Patea	Parent Representative	Elected	Nov-26
Anne Young	Parent Representative	Elected	Nov-26
Ansh Dohi	Student Representative	Elected	Sep-23
Anjali Pillay	Student Representative	Elected	Sep-24
Carolyn Nemeth	Staff Representative	Elected	May-25

Accountant / Service Provider: Self

TAURANGA GIRLS' COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 19</u>	Notes to the Financial Statements
<u>20 - 22</u>	Independent Auditor's Report

Tauranga Girls' College

Statement of Responsibility

For the year ended 31 December 2023

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

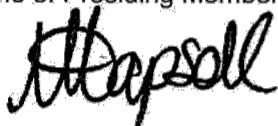
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Makara Mariana Tapsell

Full Name of Presiding Member



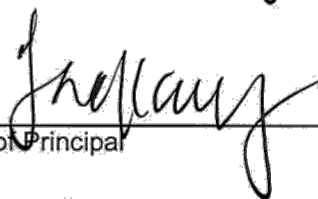
Signature of Presiding Member

20 May 24

Date:

Tara Kanji

Full Name of Principal



Signature of Principal

20 May 2024

Date:

Tauranga Girls' College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	16,575,766	14,280,451	14,557,520
Locally Raised Funds	3	1,229,559	710,159	775,008
Interest		169,861	115,000	59,537
Gain on Sale of Property, Plant and Equipment		2,970	-	4,066
Total Revenue		17,978,156	15,105,610	15,396,131
Expense				
Locally Raised Funds	3	1,084,206	687,760	666,259
Learning Resources	4	12,358,200	10,826,990	11,164,100
Administration	5	913,775	847,558	717,164
Interest		6,070	6,035	8,818
Property	6	3,656,545	2,833,764	2,786,312
Total Expense		18,018,796	15,202,107	15,342,653
Net Surplus / (Deficit) for the year		(40,640)	(96,497)	53,478
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(40,640)	(96,497)	53,478

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

Tauranga Girls' College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		3,610,003	3,610,003	3,370,913
Total comprehensive revenue and expense for the year		(40,640)	(96,497)	53,478
Contributions from / (Distributions to) the Ministry of Education		162,163	-	25,000
Contribution - Furniture and Equipment Grant		-	77,939	160,612
Equity at 31 December		3,731,526	3,591,445	3,610,003
Accumulated comprehensive revenue and expense		3,500,606	3,591,445	3,324,124
Reserves		230,920	-	285,879
Equity at 31 December		3,731,526	3,591,445	3,610,003
Reserves				
<i>Capital Reserve</i>				
Opening Balance		100,000		100,000
Transfers in		-		-
Transfers out		-		-
		100,000		100,000
<i>Student Council</i>				
Opening Balance		63,784		63,784
Transfers in		-		-
Transfers out		-		-
		63,784		63,784
<i>Workday</i>				
Opening Balance		54,590		50,873
Transfers in		-		3,717
Transfers out		37,610		-
		16,980		54,590
<i>MOE Principal's Release</i>				
Opening Balance		67,505		42,560
Transfers in		-		25,000
Transfers out		17,349		55
		50,156		67,505

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.

Tauranga Girls' College

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,021,880	788,815	1,097,200
Accounts Receivable	8	891,730	815,602	815,602
Prepayments		36,799	26,525	26,525
Investments		2,460,884	2,211,094	2,211,094
Funds Receivable for Capital Works Projects	16	277,528	228,103	228,103
		4,688,821	4,070,139	4,378,524
Current Liabilities				
GST Payable		103,609	118,658	118,658
Accounts Payable	11	1,061,560	882,063	882,063
Revenue Received in Advance	12	908,640	652,612	652,612
Provision for Cyclical Maintenance	13	165,649	101,080	101,080
Finance Lease Liability	14	15,868	38,754	38,754
Funds held in Trust	15	394,274	317,750	317,750
Funds held for Capital Works Projects	16	236,260	256,424	256,424
		2,885,860	2,367,341	2,367,341
Working Capital Surplus/(Deficit)		1,802,961	1,702,798	2,011,183
Non-current Assets				
Property, Plant and Equipment	9	2,288,809	2,016,790	1,889,363
		2,288,809	2,016,790	1,889,363
Non-current Liabilities				
Provision for Cyclical Maintenance	13	323,154	111,826	248,999
Finance Lease Liability	14	37,090	16,317	41,544
		360,244	128,143	290,543
Net Assets		3,731,526	3,591,445	3,610,003
Equity		3,731,526	3,591,445	3,610,003

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

Tauranga Girls' College

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		5,001,192	4,547,342	4,214,703
Locally Raised Funds		687,303	260,252	520,342
International Students		723,758	449,907	525,387
Goods and Services Tax (net)		(15,025)	-	29,309
Payments to Employees		(2,309,868)	(2,188,836)	(2,144,027)
Payments to Suppliers		(3,507,794)	(3,268,757)	(2,782,928)
Interest Paid		(6,070)	(6,035)	(8,818)
Interest Received		181,285	115,000	40,684
Net cash from/(to) Operating Activities		754,781	(91,127)	394,652
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,970	-	2,173
Purchase of Property Plant & Equipment (and Intangibles)		(711,039)	(488,027)	(376,815)
Purchase of Investments		(249,790)	-	-
Proceeds from Sale of Investments		-	-	295,571
Net cash from/(to) Investing Activities		(957,859)	(488,027)	(79,071)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	77,939	185,612
Contributions from / (Distributions to) Ministry of Education		162,163	-	-
Finance Lease Payments		(41,341)	(25,227)	(79,208)
Funds Administered on Behalf of Other Parties		6,936	218,057	218,057
Net cash from/(to) Financing Activities		127,758	270,769	324,461
Net increase/(decrease) in cash and cash equivalents		(75,320)	(308,385)	640,042
Cash and cash equivalents at the beginning of the year	7	1,097,200	1,097,200	457,158
Cash and cash equivalents at the end of the year	7	1,021,880	788,815	1,097,200

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

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

Tauranga Girls' College

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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 13.

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 9.

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 14. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) 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 material.

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	50 years
Board Owned Buildings	50 years
Furniture and equipment	10–20 years
Information and communication technology	5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements *Short-term employee entitlements*

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) Funds held for Capital works

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

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

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

u) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	4,374,648	4,075,040	3,842,122
Teachers' Salaries Grants	9,471,122	7,947,680	8,551,332
Use of Land and Buildings Grants	2,190,480	1,785,429	1,785,429
Other Government Grants	103,043	87,562	104,896
Attendance Services	436,473	384,740	273,741
	<u>16,575,766</u>	<u>14,280,451</u>	<u>14,557,520</u>

The school has opted in to the donations scheme for this year. Total amount received was \$221,008.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	13,777	3,100	8,201
Curriculum related Activities - Purchase of goods and services	96,258	38,150	119,935
Fees for Extra Curricular Activities	469,648	124,120	233,294
Trading	22,859	20,790	22,185
Fundraising & Community Grants	16,222	56,450	42,637
Other Revenue	2,353	17,642	32,065
International Student Fees	608,442	449,907	316,691
	<u>1,229,559</u>	<u>710,159</u>	<u>775,008</u>
Expense			
Extra Curricular Activities Costs	654,765	320,918	419,377
Trading	20,736	8,090	1,247
Fundraising and Community Grant Costs	19,533	28,000	21,117
International Student - Student Recruitment	65,566	48,070	41,165
International Student - Employee Benefits - Salaries	203,555	184,328	110,422
International Student - Other Expenses	120,051	98,354	72,931
	<u>1,084,206</u>	<u>687,760</u>	<u>666,259</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>145,353</u>	<u>22,399</u>	<u>108,749</u>

Donations include the donation of a \$9000 grand piano and \$2104 in funds to support student equity.

During the year, the School hosted 55 (32.8FTE) International students and five short term groups (2022:13)

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	568,134	610,483	501,925
Attendance Services	425,323	396,590	251,704
Equipment Repairs	19,174	15,249	8,488
Information and Communication Technology	228,796	221,200	211,193
Library Resources	10,780	18,400	10,443
Employee Benefits - Salaries	10,639,601	9,069,968	9,713,578
Staff Development	140,798	134,500	97,606
Depreciation	325,594	360,600	369,163
	<u>12,358,200</u>	<u>10,826,990</u>	<u>11,164,100</u>

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	10,159	10,159	9,863
Board Fees	6,361	9,800	8,899
Board Expenses	25,225	12,100	20,051
Communication	11,539	13,000	13,760
Consumables	23,018	9,560	(22,904)
Operating Leases	854	1,000	958
Legal Fees	1,457	2,500	1,755
Other	96,366	84,300	89,446
Employee Benefits - Salaries	672,695	664,439	552,294
Insurance	29,385	32,700	24,656
Service Providers, Contractors and Consultancy	36,716	8,000	18,386
	<u>913,775</u>	<u>847,558</u>	<u>717,164</u>

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	20,152	15,000	14,685
Consultancy and Contract Services	366,939	318,027	258,787
Cyclical Maintenance	286,977	53,897	98,951
Grounds	24,347	21,350	24,692
Heat, Light and Water	210,964	217,120	149,534
Rates	42,909	41,907	38,433
Repairs and Maintenance	182,020	112,549	160,904
Use of Land and Buildings	2,190,480	1,785,429	1,785,429
Relocateable Rental	48,992	37,704	21,901
Security	25,563	13,000	14,941
Employee Benefits - Salaries	257,202	217,781	218,055
	<u>3,656,545</u>	<u>2,833,764</u>	<u>2,786,312</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	353,172	88,815	397,200
Short-term Bank Deposits	668,708	700,000	700,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,021,880</u>	<u>788,815</u>	<u>1,097,200</u>

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

Of the \$1,021,880 Cash and Cash Equivalents, \$236,260 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$1,021,880 Cash Equivalents, \$40,000 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. Funds are also held to cover homestay payments held in trust for international students expenses and homestay of \$390,509 and for the He Korowai Manaaki Trust scholarship funds of \$5000.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	37,293	74,449	74,449
Receivables from the Ministry of Education	77,720	53,066	53,066
Interest Receivable	12,102	23,526	23,526
Teacher Salaries Grant Receivable	764,615	664,561	664,561
	<u>891,730</u>	<u>815,602</u>	<u>815,602</u>
Receivables from Exchange Transactions	49,395	97,975	97,975
Receivables from Non-Exchange Transactions	842,335	717,627	717,627
	<u>891,730</u>	<u>815,602</u>	<u>815,602</u>

8. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	2,460,884	2,211,094	2,211,094
Total Investments	<u>2,460,884</u>	<u>2,211,094</u>	<u>2,211,094</u>

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	804,267	123,451	-	-	(46,406)	881,312
Building Improvements	86,758	12,503	-	-	-	99,261
Furniture and Equipment	583,162	185,138	-	-	(92,657)	675,643
Information and Communication						
Technology	250,995	292,853	-	-	(111,055)	432,793
Motor Vehicles	46,467	85,718	-	-	(21,176)	111,009
Textbooks	9,785	3,969	-	-	(4,644)	9,110
Leased Assets	74,799	14,002	-	-	(41,351)	47,450
Library Resources	33,130	7,406	-	-	(8,305)	32,231
Balance at 31 December 2023	1,889,363	725,040	-	-	(325,594)	2,288,809

The following note can be used for each class of asset that are held under a finance lease:

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	1,420,092	(662,231)	757,861	1,420,092	(615,825)	804,267
Building Improvements	222,711	-	222,711	86,758	-	86,758
Hostel	-	-	-	-	-	-
Furniture and Equipment	1,486,822	(811,178)	675,644	1,301,683	(718,521)	583,162
Information and Communication						
Technology	1,551,408	(1,118,615)	432,793	1,258,555	(1,007,560)	250,995
Motor Vehicles	233,037	(122,028)	111,009	147,319	(100,852)	46,467
Textbooks	235,272	(226,162)	9,110	231,303	(221,518)	9,785
Leased Assets	318,549	(271,099)	47,450	304,548	(229,749)	74,799
Library Resources	143,983	(111,752)	32,231	136,577	(103,447)	33,130
Balance at 31 December 2023	5,611,874	(3,323,065)	2,288,809	4,886,835	(2,997,472)	1,889,363

11. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	210,183	114,142	114,142
Accruals	18,360	27,021	27,021
Banking Staffing Overuse	12,172	-	-
Employee Entitlements - Salaries	797,601	690,936	690,936
Employee Entitlements - Leave Accrual	23,244	49,964	49,964
	1,061,560	882,063	882,063
Payables for Exchange Transactions	1,061,560	882,063	882,063
	1,061,560	882,063	882,063

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	266,265	154,583	154,583
International Student Fees in Advance	522,983	407,667	407,667
Other revenue in Advance	119,392	90,362	90,362
	<u>908,640</u>	<u>652,612</u>	<u>652,612</u>

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	350,079	350,079	331,804
Increase to the Provision During the Year	286,977	54,895	98,951
Use of the Provision During the Year	(148,253)	(192,068)	(80,676)
Provision at the End of the Year	<u>488,803</u>	<u>212,906</u>	<u>350,079</u>
Cyclical Maintenance - Current	165,649	101,080	101,080
Cyclical Maintenance - Non current	323,154	111,826	248,999
	<u>488,803</u>	<u>212,906</u>	<u>350,079</u>

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

14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	40,143	44,809	44,809
Later than One Year and no Later than Five Years	16,598	18,261	43,488
Later than Five Years			
Future Finance Charges	(3,783)	(7,999)	(7,999)
	<u>52,958</u>	<u>55,071</u>	<u>80,298</u>
Represented by			
Finance lease liability - Current	15,868	38,754	38,754
Finance lease liability - Non current	37,090	41,544	41,544
	<u>52,958</u>	<u>80,298</u>	<u>80,298</u>

15. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	394,274	317,750	317,750
	<u>394,274</u>	<u>317,750</u>	<u>317,750</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
G Block Ceiling	641	-	-	-	641
Block C Bathroom and site access	(31,393)	-	-	-	(31,393)
Drainage upgrade	255,093	-	(31,642)	-	223,451
Carpentry	(54,316)	-	(16,711)	-	(71,027)
Electrical	(14,185)	14,185	-	-	-
Block C Modification	(122,797)	-	(29,534)	-	(152,331)
Insulation A block	690	-	-	-	690
Gymnasium Changing Rooms	(5,412)	-	(5,330)	-	(10,742)
E Block Roof	-	19,893	(8,415)	-	11,478
K Block Toilet upgrade	-	-	(12,035)	-	(12,035)
Totals	28,321	34,078	(103,667)	-	(41,268)

Represented by:

Funds Held on Behalf of the Ministry of Education

236,260

Funds Receivable from the Ministry of Education

(277,528)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
G Block Ceiling	641	-	-	-	641
Block C Bathroom and site access	(31,393)	-	-	-	(31,393)
Drainage upgrade	256,597	-	(1,504)	-	255,093
Carpentry	59,552	-	(113,868)	-	(54,316)
Electrical	(12,793)	-	(1,392)	-	(14,185)
Block C Modification	(46,396)	376,545	(452,946)	-	(122,797)
Insulation a block	13,130	-	(12,440)	-	690
Gymnasium Changing Rooms	-	-	(5,412)	-	(5,412)
Fibre Centralisation	-	39,012	(39,012)	-	-
Totals	239,338	415,557	(626,574)	-	28,321

Represented by:

Funds Held on Behalf of the Ministry of Education

256,424

Funds Receivable from the Ministry of Education

(228,103)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	6,361	8,889
<i>Leadership Team</i>		
Remuneration	919,371	853,052
Full-time equivalent members	6	6
Total key management personnel remuneration	925,732	861,941

There are eight members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has Finance (three members) and Property (one members) committees that meet with school management monthly and quarterly respectively. The Presiding member meets with the Principal fortnightly during term time. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	210-220
Benefits and Other Emoluments	5-6	5-6

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	22.00	16.00
110 - 120	18.00	5.00
120 - 130	5.00	4.00
130 - 140	3.00	1.00
140 - 150	1.00	0.00
	49.00	26.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	\$11,250	-
Number of People	1	-

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$356,509 (2022:\$33006) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Drainage and Plumbing	410,558	54,049	356,509
Total	410,558	54,049	356,509

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2023 Actual \$	2022 Actual \$
No later than One Year	540	958
Later than One Year and No Later than Five Years	945	-
Later than Five Years		
	<u>1,485</u>	<u>958</u>

The total lease payments incurred during the period were \$854 (2022: \$951).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,021,880	788,815	1,097,200
Receivables	891,730	815,602	815,602
Investments - Term Deposits	2,460,884	2,211,094	2,211,094
Total financial assets measured at amortised cost	<u>4,374,494</u>	<u>3,815,511</u>	<u>4,123,896</u>

Financial liabilities measured at amortised cost

Payables	1,061,560	882,063	882,063
Finance Leases	52,958	55,071	80,298
Total financial liabilities measured at amortised cost	<u>1,114,518</u>	<u>937,134</u>	<u>962,361</u>

23. Events After Balance Date

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

Independent Auditor's Report

To the Readers of Tauranga Girls' College's Financial Statements

For the Year Ended 31 December 2023

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

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 21 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, arise from section 134 of the Education and training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Strategic Planning and Analysis of Variance, Evaluation of the School's Students' Progress and Achievement, Giving Effect to Te Tiriti o Waitangi Report, Equal Employment Opportunities Report, Kiwisport Report and Members of the Board of Trustees, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Richard Dey

William Buck Audit (NZ) Limited

On behalf of the Auditor- General
Tauranga, New Zealand

Tauranga Girls' College (122)

2023 Schools Audit Information

Kiwisport Funding 2023

Tauranga Girls College received \$35,814 for Kiwisport funding in 2023.

This funding was used to support:

The Sports Coordinator and Sports Administrator salaries to

- coordinate publicity
- sports enrolments and increased student participation rate

Equipment and support of existing and new sports in 2023

Lunchtime sports programme:

- training sports leaders;
- support of daily sports activities

Netball coordinator hours to coordinate netball teams

Tauranga Girls' College

Equal Employment Opportunities Report 2023

Tauranga Girls' College meets its obligations to provide good and safe working conditions by following our Equal Employment Opportunities and Employer Responsibility policies, taking time to induct new staff and to provide 'buddy support' as required. We provide equal employment opportunities to our employees by promoting professional development training and in engaging in the Professional Growth Cycle. We practice impartial selection of suitably qualified persons for appointment through our triangulation of those involved in shortlisting and in the interview process to ensure that all qualified persons are considered for the role without bias.

Tauranga Girls' College (122)

2023 Schools Audit Information

Evaluation of School Students Progress and Achievement

Student Achievement is monitored by both classroom teachers, the Pastoral Team and through monthly reporting by the Principal to the BoT. Students who are at risk of not attaining their qualification are monitored for additional support or narrated if on a two year journey (e.g due to additional learning needs).

Attendance is reported as is the progress to parents by the usual school reporting system which includes online meetings and face to face hui twice a year.

In addition to academic results, the College is on an Assessment for Learning journey and is making progress towards celebrating learning along with assessment outcomes.

Attached is the full summary of student progress along with a letter from the Prime Minister's Office congratulating the College on its NCEA Level 2 results.



RT HON CHRISTOPHER LUXON
PRIME MINISTER

Tara Kanji
Principal
Tauranga Girls' College

tkanji@tgc.school.nz

Dear Tara

We wanted to write to congratulate you on your school's excellent NCEA Level 2 results. We understand you have seen consistent improvement in these results for the last few years, and you, your teachers and your students should be immensely proud.

We recognise all the hard work that goes into these exceptional results from everyone in the school community, and it is testament to the skills and knowledge of your staff. We are also aware of the strong leadership and dedication that sits behind this success.

The Government wants all young people to receive a world-leading education that enables them to succeed in life. Your excellent NCEA results show that your students will be well-equipped to complete their education and reach their full potential. Thank you to you and your staff for the role you have played in this.

We look forward to seeing the results for the 2024 year, and we wish you and your school community all the best.

Yours sincerely

Rt Hon Christopher
Luxon **Prime Minister**

Hon Erica Stanford
Minister of Education

Achievement in NCEA 2023

@ Tauranga Girls' College



**Tauranga
Girls' College**
The School of Choice



TGC Cumulative Overall Results

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	76.7	89.4	66.2	48.8
2020	79.3	88.9	85.2	67.5
2021	81.4	81.0	78.9	58.2
2022	75.9	85.7	68.5	57.0
2023	85.6	85.9	71.7	60.6

2023 - National & Equity Band comparison

NCEA L1

TGC	Nat	Eq B
85.6	60.0	66.6

NCEA L2

TGC	Nat	Eq B
85.9	72.2	77.3

NCEA L3

TGC	Nat	Eq B
71.7	66.2	67.0

UE

TGC	Nat	Eq B
60.6	47.2	43.7

2023 - TGC Level 1 Literacy and Numeracy - 10 Credits

Academic

Year	Achievement	Year 11	Year 12	Year 13
2019	Literacy	89.0	98.0	98.1
2020	Literacy	91.0	97.5	98.1
2021	Literacy	91.8	97.0	99.5
2022	Literacy	89.8	98.1	98.8
2023	Literacy	93.8	98.0	99.0
2019	Numeracy	92.2	98.8	98.1
2020	Numeracy	91.4	99.6	99.0
2021	Numeracy	89.5	98.3	100.0
2022	Numeracy	86.4	95.7	99.4
2023	Numeracy	93.2	95.3	99.0

2023 - National & Equity Band comparison

Level 1 Literacy & Numeracy - 10 credits

NCEA L1 Literacy - Yr 11

TGC	Nat	Eq B
93.8	82.4	87.4

NCEA L1 Literacy - Yr 12

TGC	Nat	Eq B
98.0	90.7	95.1

NCEA L1 Numeracy - Yr 11

TGC	Nat	Eq B
93.2	81.5	85.0

NCEA L1 Numeracy - Yr 12

TGC	Nat	Eq B
95.3	87.7	94.1

2023 - Excellent and Merit Certificate Endorsements

Tauranga Girls' College			
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>			
2019	24.4	13.7	9.5
2020	23.6	21.3	11.2
2021	19.7	15.0	18.3
2022	21.1	19.9	23.0
2023	20.4	12.7	21.8
<u>Achieved with Merit</u>			
2019	39.2	28.8	31.4
2020	32.5	29.6	30.9
2021	35.7	26.7	27.5
2022	39.0	28.1	33.6
2023	38.0	32.3	32.4

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
European				
2019	84.0	95.1	72.1	58.8
2020	84.2	88.1	88.5	72.7
2021	88.4	80.0	81.7	61.8
2022	80.7	89.7	73.2	59.8
2023	88.9	90.6	77.3	68.2
Māori				
2019	61.2	82.4	54.1	24.6
2020	73.6	92.9	82.0	52.0
2021	69.7	76.9	67.3	34.6
2022	55.6	77.9	40.4	28.8
2023	72.9	76.6	57.7	42.3
Pacific Peoples				
2019	38.5	66.7	23.1	7.7
2020	70.0	69.2	63.6	27.3
2021	58.8	71.4	50.0	30.0
2022	72.7	64.3	100.0	25.0
2023	94.1	66.7	58.3	41.7

2023 TGC Cumulative Results by Ethnicity

Disparity Māori between NZ European Results 2023 @ TGC

Level 1	2019	2020	2021	2022	2023
NZ European	84	84.2	88.5	80.7	88.9
Māori	61.2	73.6	69.5	55.6	72.9
Disparity	22.8	10.6	19.0	25.1	16.0

Disparity Māori between NZ European Results 2023 @ TGC

Level 2	2019	2020	2021	2022	2023
NZ European	95.1	88.1	80.0	89.1	89.7
Māori	82.4	92.9	75.6	76.7	77.9
Disparity	12.7	+4.8	4.4	12.4	11.8

Disparity Māori between NZ European Results 2023 @ TGC

Level 3	2019	2020	2021	2022	2023
NZ European	72.1	88.5	80.9	72.8	77.3
Māori	54.1	82.0	65.4	41.5	57.7
Disparity	18	6.5	15.5	31.3	19.6

Disparity Māori between NZ European Results 2023 @ TGC

University Entrance	2019	2020	2021	2022	2023
NZ European	58.8	72.7	61.8	59.5	68.2
Māori	24.6	52.0	34.6	28.8	42.3
Disparity	34.2	20.7	27.2	30.7	25.9

Tauranga Girls' College (122)

2023 Schools Audit Information

Giving effect to Te Tiriti o Waitangi

In addition to the documentation below which is the extracts from the 2023 schools Annual Plan, the College having undertaken an extensive Maori Achievement Inquiry (MAI) has an action plan to ensure the voice of rangatahi and whanau are lived, experienced and realized.

Commitment to Te Tiriti o Waitangi - Strategic Objective One

Strategic Objective:

Embedding Mātauranga Māori across the curriculum, including the deliberate use of the local curriculum in learning.

Change 2 - Equal status for Mātauranga Māori in

NCEA Annual Goal:

Mātauranga Māori is being integrated across the curriculum.

Annual Target:

The use of Mātauranga Māori is evident in our year 9 and yr 10 curriculum.

Baseline Data:

Current curriculum programmes, including the school's localised curriculum. At TGC these programmes includes:

- Some learning areas are using Mātauranga Māori in their yr 9 and yr 10 curriculum
- Some PL has occurred on local curriculum and mātauranga Māori in 2022
- 2021 Learning area review summary
- KA WSL roles 2023
- Te Tai Whanake
- M.A.I. Action Plan

Commitment to Te Tiriti o Waitangi - Strategic Objective Two

Strategic Objective:

Strengthening connections and partnerships with iwi and whānau.

Annual Goal:

A working partnership between the kura, iwi, hapū and whānau is visible and continues to be strengthened

Annual Target:

By the end of 2023 whānau, iwi and hapū have had opportunities to be heard and be part of important decision making processes in the kura. Feedback has been sought through hui and consultation.

Baseline Data:

Existing relationships between TGC and the local iwi, hapū, and whānau

- Gabrielle Wall whānau hui minutes from Term 3 2022
- Marae visits - Huria Marae & Ngāti Ranginui engagement
- Tumuaki and Kaumatua/kuia hui with TPKA
- Cultural Narrative engagement led by Ngai Tamarawaho (hapu, Ngāti Ranginui)
- Te Moana a Nui a Kiwa Prizegiving - strong whānau support for this evening. Celebration of Merewhiua Bennett (Ngāti Ranginui), community award
- Pōhiri Process
- M.A.I Action Plan (to insert here)

Strategic Planning and Analysis of Variance 2023

Tauranga Girls' College

ERO Te Ara Huarau Profile Report

Vision	Tauranga Girls' College Strategic Plan 2023 - 2025 <i>Empowering learners to make a positive impact.</i>		
Intent	Learner centred	Commitment to Te Tiriti o Waitangi	Enhancing hauora and inclusion
Description	<i>Learning experiences that enable success.</i>	<i>Te Ao Māori is woven into our kura.</i>	<i>Feeling well, included and safe.</i>
Strategic objectives	<ol style="list-style-type: none"> 1. Building learning focused relationships with every learner (including staff) which address their individual needs and support their growth and success. 2. All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning. 3. Every learner (including staff) engages in and can articulate their learning journey using the effective learning capabilities framework. 	<ol style="list-style-type: none"> 1. Embedding Mātauranga Māori across the curriculum, including the deliberate use of the localised curriculum in learning. 2. Strengthening connections and partnerships with iwi and whānau. 3. Te Ao Māori informs systems, processes, and policies across all levels of the school, including taking a holistic, mana enhancing approach. 	<ol style="list-style-type: none"> 1. Learners are known, valued, and have their differences recognised and celebrated. 2. Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their own hauora and that of others. 3. An inclusive school culture which promotes wellbeing for all learners through strongly embedded school values and a restorative, mana enhancing approach.

Plan for when each strategic objective will be started by the school (Reflects priorities established by the school)			
Year	Learner Centred (learning experiences that enable success)	Commitment to Te Tiriti o Waitangi (Te Ao Māori is woven into our kura)	Enhancing hauora and inclusion (Feeling well, included and safe)
2023	<ul style="list-style-type: none"> 1.1 Building learning focused relationships with every learner (including staff) which address their individual needs and support their growth and success. 1.2 All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning. 	<ul style="list-style-type: none"> 2.1 Embedding Mātauranga Māori across the curriculum, including the deliberate use of the localised curriculum in learning. 2.2 Strengthening connections and partnerships with iwi and whānau. 	<ul style="list-style-type: none"> 3.2 Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their own wellbeing and that of others.
2024	<ul style="list-style-type: none"> 1.2 All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning. 1.3 Every learner (including staff) engages in and can articulate their learning journey using the effective learning capabilities framework. 	<ul style="list-style-type: none"> 2.1 Embedding Mātauranga Māori across the curriculum, including the deliberate use of the localised curriculum in learning. 2.2 Strengthening connections and partnerships with iwi and whānau. 	<ul style="list-style-type: none"> 3.1 Learners are known, valued, and have their differences recognised and celebrated. 3.2 Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their own wellbeing and that of others.
2025	<ul style="list-style-type: none"> 1.3 Every learner (including staff) engages in and can articulate their learning journey using the effective learning capabilities framework. 	<ul style="list-style-type: none"> 2.3 Te Ao Māori informs systems, processes, and policies across all levels of the school, including taking a holistic, mana enhancing approach. 	<ul style="list-style-type: none"> 3.3 An inclusive school culture which promotes wellbeing for all learners through strongly embedded school values and a restorative, mana enhancing approach.

Learner centred - Strategic Objective One

Strategic Objective: Building learning focused relationships with every learner (including staff) which address their individual needs and support their growth and success.					
Annual Goal: Learners (including staff) are actively engaged in building learning focused relationships.			Annual Target: By mid-year in 2023 every learner has discussed with their whānau teacher what their aspirations are, what their learning pathway involves, and next steps for 2023. By the end of 2023 every (whānau) teacher can articulate the aspirations of each of their learners and their next steps, and every learner has reflected on their learning for 2023 and has established next steps for 2024.		
Baseline Data: Current whānau time curriculum and student progress/growth reporting methods used. At TGC this currently includes: <ul style="list-style-type: none">● AfL student voice gathered in 2022● Whanaungatanga programme (matrix)● Voice gathered in whanaungatanga House hui Nov 2022● Gather historic Te Ara Ako learning conversation data from a control group of students to inform review. (ERO document:Next steps strengthening expectations and processes to further enhance whanaungatanga)					
Key Improvement Strategies:					
Action	Starting date	Deadline	Person responsible	Success indicator	Result
1. Review the current practice of Te Ara Ako conversations between the whānau teacher and learner.	Term 1	Mid Term 1	Wider pastoral team	SLT has data informed insights about whānau teachers' understanding of what a Te Ara Ako is and its purpose.	Review completed. Mixed results with most attempted conversations but not all completed, the pilot to address this for 2024

2. A shared understanding of Te Ara Ako practice is agreed to and actioned.	Mid Term 1	End of Term 2	Whole staff	Te Ara Ako conversations are seen in practice. (control groups of students and staff)	Staff have a shared co-constructed understanding of Te Ara Ako purpose, however, there is no measure of completion rates and the quality of the completion rates. <i>Recommendation to timetable Te Ara Ako in 2025 with deliberate and semi-prescribed mentoring activities with PL and guest speakers. Pilot for 2024 underway with materials for Term 1 ready to go by the end of the year. Other WT to have goal specific to Year 9-10. Consider ākonga wellbeing.</i>
3. Te Ara Ako occur throughout the year in whānau time.	Ongoing	Ongoing	Whānau teacher	Te Ara Ako are recorded in the "Learning Support" tab of KAMAR. (aspirations, pathway, and next steps for Terms 3 and 4 2023).	Te Ara Ako has been timetabled and staff have been doing Te Ara Ako, but there is no simple way to pull data to check entries. Reminders at the start of each term during briefing and by email. Feedback from staff around disruptions with House activities, PB4L, notices, assemblies etc., absence from WT impeding time. <i>Recommend some random spot checks of students across different whānau groups. Review whānau time end Term 1 2024</i>
4. Whānau time in Term 4 is used for learner self-reflection to support Te Ara Ako with whānau teachers.	Term 4	End of Term 4	Learners Whānau teacher	Whānau teachers record a summary of their learners' reflections and next steps.	This has not been completed. <i>Suggestion: Provide sentence starters to learners "learner logs" - link to Reporting and A4L Learning Capabilities - NHK to investigate</i>

5. Review gains and set goals for 2024.	Mid Term 4	End of Term 4		Goals and action plan developed to further progress this objective in 2024.	Te Ara Ako deliberate Whānau Time pilot is currently being planned for 2024. <i>Recommend continuing and strengthening communication on current Te Ara Ako in 2024 alongside the pilot.</i>
	Monitoring: Regular monitoring and updates at staff meeting Termly reports to the board against this objective				
	Resourcing: PLD budgets, Curriculum budgets				
	Resourcing 2024: Te Ara Ako Kāhui Ako leader role, deliberate grouping of this as a PGC, exploring external PL for this rōpū, time allowed for termly TAA with students, programme is deliberately planned for the pilot.				

Learner centred - Strategic Objective Two

Strategic Objective: All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning.					
Annual Goal: All learners are supported to be engaged, self managed learners with high expectations of themselves.			Annual Target: By mid 2023 the student management system (KAMAR) is used to record accurate information about the learner, their potential pathways and growth. By the end of 2023 all learners have participated in deliberate acts of learning to become more independent, active, and engaged learners.		
Baseline Data: <ul style="list-style-type: none">• PL sessions and topics from 2022• Learning behaviours in reports in 2021• Report comments and guidelines• Te Ara Ako Learning conversations• Focus on Clarity in Learning - A4L					
Key Improvement Strategies:					
Action	Starting date	Deadline	Person responsible	Success indicator	Result
Characteristics of an engaged learner are identified.	Term 1	End of Term 1	DP	Growth indicators are fit for purpose and support an effective data measurement system (being established)	Completed EOT1 - Assessment for Learning unpacked Learning and Teaching Capabilities - shared with staf for feedback./feedforward
Staff have an agreed understanding of what constitutes an engaged learner.	Term 1	Term 2	DP	All staff understand and can articulate what characterises an engaged learner.	EOT1 - Staf feedback on unpacked Learning and Teaching Capabilities was sought. Learner feedback now needs to be gathered. Revised version for fnalising. EOT3 - Staf have had input into a visual for A TGC learning model and language that is agreed upon for 2024 year.

Intentional teaching of what characterises an engaged learner.	Term 2	Term 4	DP	Learners can articulate what an engaged learner looks like.	EOT2 - Not begun yet. An agreed understanding has not been reached. Reviewed for 2024 Mid T4 - This mahi has not begun. Alignment between the TGC learning capabilities and how we all want to language and model learning needs to yet occur. This should be prioritised in 2024.
Review of data collected throughout the year to assess whether learners have been more active and engaged in 2023.	Term 4	End of Term 4	DP	Insights gathered to inform future progress against this objective.	Intention/whakaaro? To ask for staf to volunteer student voice from their observation sheets.
Set goals for 2024.	Term 4	End of Term 4		Goals and action plan developed to further progress this objective in 2024.	Set NCEA target and attendance focus goals to support learning centered goals
Suggested annual goal 2024: All learners are supported to be engaged, self managed learners with high expectations of themselves.			Annual Target: By mid 2023 the student management system (KAMAR) is used to record accurate information about the learner, their potential pathways and growth. By mid 2024 learners are beginning to use a common language of learning and make reference to our learning model in Te Ara Ako conversations; whānau time and in subject classes. By the end of 2023 all learners have participated in deliberate acts of learning to become more independent, active, and engaged learners.		
Monitoring: Updates about progress against this objective at formal and informal staff hui Termly reports to the Board about progress against this objective					
Resourcing: Curriculum budgets, PLD budgets					

Commitment to Te Tiriti o Waitangi - Strategic Objective One

Strategic Objective: Embedding Mātauranga Māori across the curriculum, including the deliberate use of the local curriculum in learning. Change 2 - Equal status for Mātauranga Māori in NCEA					
Annual Goal: Mātauranga Māori is being integrated across the curriculum.			Annual Target: The use of Mātauranga Māori is evident in our year 9 and yr 10 curriculum.		
Baseline Data: Current curriculum programmes, including the school’s localised curriculum. At TGC these programmes includes: <ul style="list-style-type: none">• Some learning areas are using Mātauranga Māori in their yr 9 and yr 10 curriculum• Some PL has occurred on local curriculum and mātauranga Māori in 2022• 2021 Learning area review summary• KA WSL roles 2023• Te Tai Whanake• M.A.I. Action Plan					
Key Improvement Strategies:					
Action	Starting date	Deadline	Person responsible	Success indicator	Result
Review Learning Areas readiness for the integration of mātauranga Māori in the year 9 and year 10 curriculum.	Term 1	End Term 1	DP	All Learning Areas have been reviewed.	Completed. All Learning Areas have been reviewed and have Mātauranga Māori in their Y9 and Y10 curriculum areas evidenced. Mātauranga Māori Review Report has been collated and shared with SLT, LOL and all staff.
The mātauranga Māori lead is visible in LOL hui, through termly expectations and milestones to guide LOLs.	Term 1	Termly	DP	Mātauranga Māori lead attends LOL hui and has provided clear guidance.	NHK regular input at LOL Hui across Terms 1-4 (minuted) Shared termly goals and

					recommendations to the LOL Hui in Term 3 and staff hui as well as in DP-LoL liaison hui.
Kāhui Ako WSL supports professional learning to support staff with integration of Mātauranga Māori and local curriculum in the Yr 9 and Y10 curriculum.	Term 1	Termly	Kāhui Ako within school team	Staff PLD knowledge enables MM resources to be created in Yr 9 and 10	Te Tai Whanake PL launch attended. KA MM led with DP TTW 📅 T.O.D 3rd November 2... TOD 24 Nov Taurikura and Mātauranga Māori activities
Working with iwi and hapū to develop a mātauranga Māori framework for kura wide use.	Term 2	Term 2	Kahui Ako	A TGC mātauranga Māori framework is created and utilised by staff.	This has not been created and recommended to review next year if learning areas need some uniformity.
Working with iwi and hapū to ensure the local mātauranga Māori curriculum and narratives are endorsed by mana whenua.	Term 1	Term 4	DP Kāhui Ako	Eg. Safe delivery of Te Tai Whanake	Completed with Te Tai Whanake Sep 22 LoL attended. 2x Kaumātua Hui Tumuaki/DP in KA T2, T4, Ngāti Ranginui hui x3 Mana Whenua 24 Nov TOD PL on Taurikura and cultural narrative
Learning Areas share and reflect on the integration of mātauranga Māori in the yr 9 and yr 10 curriculum.	Term 3	End Term 3	Leaders of Learning	LA's share examples of progress at Accord day T3.	No Accord day in T3, but mini wānanga on Te Ao Māori course aspirations. 📅 Staff Hui - 14 August 2...
PN and MML collaborate to support the LOLs with readiness for delivery of NCEA change 2.	Term 4	Term 4	DP and Principals	Lols are working towards implementing Change 2 -	T.O.D 3rd November gave time in LAs and 24 Nov too

			Nominee NZQA	Mana Ōrite mo te Mātauranga Māori.	
Monitoring: Termly reports to the Board about progress against this objective					
Resourcing: Curriculum budgets, PLD budgets, Kāhui Ako budgets					

Commitment to Te Tiriti o Waitangi - Strategic Objective Two

Strategic Objective: Strengthening connections and partnerships with iwi and whānau.					
Annual Goal: A working partnership between the kura, iwi, hapū and whānau is visible and continues to be strengthened			Annual Target: By the end of 2023 whānau, iwi and hapū have had opportunities to be heard and be part of important decision making processes in the kura. Feedback has been sought through hui and consultation.		
Baseline Data: Existing relationships between TGC and the local iwi, hapū, and whanau <ul style="list-style-type: none">Gabrielle Wall whānau hui minutes from Term 3 2022Marae visits - Huria Maraе & Ngati Ranginui engagementTumuaki and Kaumatua/kuia hui with TPKACultural Narrative engagement led by Ngai Tamarawaho (hapu, Ngāti Ranginui)Te Moana a Nui a Kiwa Prizegiving - strong whānau support for this evening. Celebration of Merewhiua Bennett (Ngāti Ranginui), community award<u>Pōhiri Process</u>M.A.I Action Plan (to insert here)					
Key Improvement Strategies:					
Action	Starting date	Deadline	Person responsible	Success indicator	Result
Termly whānau hui with a formal invitation to all TGC Māori whānau and iwi representatives.	Termly	Termly	DP	Termly hui occurred.	Term 1-3 Whānau Hui Term 4 Advisory and Kaumātua to review Te Ao Māori Course outline for feedback.
Directory is created of the kura’s partnerships and connections between iwi, hapu and other agency support to inform our working relationship	Term 1	End of Term 1	SLT and staff using agencies	SLT manage the visible directory with other key staff	STP has begun an Iwi directory of mahi Agencies & Services Supporting Student Well being - needs further development -NHK/FEP to

					collaborate KA sharing of Directory of Iwi contacts and kura contacts for tikanga/partnerships
Consultation processes are established, through collaboration, which will support future school decision making for a new wharenuī.	Mid term 1	Mid Term 2	Principal	All parties understand and approve of the consultation process developed. (Scoping)	Working with a consultant to get the lay of the land regarding MoE priorities before seeking iwi engagement.
Evaluating and reviewing the M.A.I Action Plan in consultation with local iwi and hapū. This can inform how we celebrate Māori success in the kura.	Term 3	Term 4	Kahui Ako	Recommendations from evaluation and review are reflected in 2024	Māhere Ako Plan for 2023
Review gains and set goals for 2024 based on feedback received from whānau, iwi and hapū.	Term 4	End of Term 4	Senior Leadership Team	Action plan for 2024 is developed.	Recommendation to get voice from whānau/Iwi/kaumātua on perceptions of our progress <i>Some qualitative anecdotes from Toni H, Kui Hiriwa, Koro Tu etc.</i>
<p>Monitoring: Termly reports to the Board about progress against this objective. Regular updates provided to the wider school community about progress against this objective.</p>					
<p>Resourcing: PLD budgets</p>					

Enhancing Hauora and Inclusion - Strategic Objective Three

Strategic Objective: 3.2 Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their hauora and that of others.					
Annual Goal: The TGC staff culture is one in which all staff are supported to learn, collaborate and grow for the benefit of their hauora.			Annual Target: Mid- year 2023 staff can identify the opportunities where their hauora has been supported by the kura.		
Baseline Data: NZCER Survey 2022 - raw data NZCER Survey 2022 - Analysis ERO internal evaluation					
Key Improvement Strategies:					
Action	Starting date	Deadline	Person responsible	Success indicator	Result / Evidence
Analysis of NZCER survey 2022, to inform the opportunities to support hauora	Term 1 2023/ Term 4 2022	Mid term 1	DP (hauora) Kahui Ako (hauora)	Insights gathered from NZCER are responded to.	Analysis completed with three recommendations
LoL’s gather baseline data of what current practices within learning areas support the hauora of staff. Consider social well being, school systems	Term 1	Mid term 1	LoL’s SLT KA (hauora)	Baseline data is collected from LoL’s and shared.	Learning Area contributed to practices that support hauora
Respond to data gathered in the NZCER survey and from LoL’s to strengthen school wide practices to support staff hauora	Term 1/ 2 onwards	Term 2	Staff Hauora Committee	Recommendations are made to SLT by the staff hauora committee in response to the data gathered.	Recommendations have been made by the staff hauora committee in readiness to be shared with staff.
LoL’s and SLT liaison review progress and set goals for 2024	Term 4	End of Term 4		Action plan developed for 2024.	Staff have identified in a survey, the ways in which their hauora is supported in their

					<p>learning area, through caring supportive relationships and also through the collaborative approach to planning and resource development.</p> <p>Recommendations:</p> <p>Learning Areas value planning time and school calendar to reflect this in hui cycle</p> <p>Learning Areas value a space where they can meet and collaborate</p>
<p>Monitoring: Termly check ins with all staff through SLT/ LoL Liaison to discuss professional growth, wellbeing, and/or current issues. SLT input into monthly BoT report around what Professional Learning has occurred and staff wellbeing.</p>					
<p>Resourcing: Professional Learning budgets</p>					