

# **St Joseph's School (Takapuna)**

## **Annual Report for the year ended 31 December 2019**

<b>Ministry Number:</b>	1498
<b>Principal:</b>	Alister Bridgman
<b>School Address:</b>	2 Taharoto Rd, Takapuna, Auckland 0622
<b>School Postal Address:</b>	2 Taharoto Rd, Takapuna, Auckland 0622
<b>School Phone:</b>	09 489 4994
<b>School Email:</b>	office@sj.school.nz
<b>Service Provider:</b>	Edtech Financial Services Ltd

## St Joseph's School (Takapuna)

# Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Alistar Bridgman	Principal	Employed Jan 2017		
Natasha Luxford	Teacher-Assistant Principal	Re-elected June 2019	Teacher	
Riaan Geldenhuys	Parent Rep. - Chairperson	Elected June 2019	Lawyer	Jun-22
Bridget Allen	Parent Rep.	Elected June 2019	PR Consultant	Jun-22
Vanessa Bates	Parent Rep. - Finance	Re-elected June 2019	Hotel Manager	Jun-22
Janie Ryder	Parent Rep.	Elected June 2019	Housewife	Jun-22
Paula Vitali	Parent Rep.	Elected June 2019	Housewife	Jun-22
Gallo Boyle	Proprietor Rep. - Finance	Re-appointed June 2019	Self-employed	Jun-22
Tressa Joseph	Proprietor Rep.	Re-appointed June 2019	Software Specialist	Jun-22
Mons. David Tonks	Proprietor Rep.	Parish Monsignor	Priest	
Eric Esnouf	Proprietor Rep.	Appointed September 2019	IT Manager	Jun-22
Anna Casey	Proprietor Rep.	Re-appointed June 2019	Lawyer	Resigned August 2019
Cath O'Brien	Parent Rep.	Elected June 2016	Regulatory Manager	Exp. June 2019
Mark Street	Parent Rep.	Elected June 2016	Manager	Exp. June 2019
Simon Marshall	Parent Rep.	Elected June 2016	Manager	Exp. June 2019

# **St Joseph's School (Takapuna)**

## **Annual Report**

For the year ended 31 December 2019

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# St Joseph's School (Takapuna) Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees 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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Ronan Goldenhays.  
Full Name of Board Chairperson

[Signature]  
Signature of Board Chairperson

29 May 2020  
Date:

Alistar Bridgman  
Full Name of Principal

[Signature]  
Signature of Principal

29 May 2020  
Date:

# St Joseph's School (Takapuna)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	2,332,461	2,137,645	2,215,514
Locally Raised Funds	3	257,972	263,400	244,297
Use of Land and Buildings Integrated		1,079,892	1,079,896	1,079,896
Interest Income		15,279	14,500	14,510
		<u>3,685,604</u>	<u>3,495,441</u>	<u>3,554,217</u>
<b>Expenses</b>				
Locally Raised Funds	3	32,907	44,950	40,089
Learning Resources	4	2,040,075	1,908,918	1,912,119
Administration	5	178,485	183,438	184,214
Finance		2,116	1,183	4,286
Property	6	1,252,703	1,276,900	1,216,166
Depreciation	7	106,721	110,000	97,260
Loss on Disposal of Property, Plant and Equipment		6,709	-	8,752
		<u>3,619,716</u>	<u>3,525,389</u>	<u>3,462,886</u>
<b>Net Surplus for the year</b>		65,888	(29,948)	91,331
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>65,888</u>	<u>(29,948)</u>	<u>91,331</u>

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

**St Joseph's School (Takapuna)**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January		691,840	691,840	600,509
Total comprehensive revenue and expense for the year		65,888	(29,948)	91,331
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		11,689	-	-
Equity at 31 December	22	769,417	661,892	691,840
Retained Earnings		769,417	661,892	691,840
Equity at 31 December		769,417	661,892	691,840

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.

# St Joseph's School (Takapuna)

## Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	47,335	40,174	54,256
Accounts Receivable	9	115,149	92,000	94,946
GST Receivable		23,323	15,000	15,394
Prepayments		6,878	7,000	12,719
Inventories	10	1,226	800	781
Investments	11	415,922	350,000	412,027
		<u>609,833</u>	<u>504,974</u>	<u>590,123</u>
<b>Current Liabilities</b>				
Accounts Payable	13	141,626	113,100	133,536
Revenue Received in Advance	14	6,783	7,000	6,946
Provision for Cyclical Maintenance	15	9,000	4,000	10,907
Finance Lease Liability - Current Portion	16	47,417	45,329	43,800
		<u>204,826</u>	<u>169,429</u>	<u>195,189</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>405,007</u>	<u>335,545</u>	<u>394,934</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	518,525	489,640	489,640
Capital Works in Progress		3,300	-	3,300
		<u>521,825</u>	<u>489,640</u>	<u>492,940</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	33,750	43,733	33,366
Finance Lease Liability	16	123,665	119,560	162,668
		<u>157,415</u>	<u>163,293</u>	<u>196,034</u>
<b>Net Assets</b>		<u>769,417</u>	<u>661,892</u>	<u>691,840</u>
<b>Equity</b>	22	<u>769,417</u>	<u>661,892</u>	<u>691,840</u>

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

# St Joseph's School (Takapuna)

## Statement of Cash Flows

For the year ended 31 December 2019

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		604,182	587,645	628,639
Locally Raised Funds		260,809	266,454	239,927
Goods and Services Tax (net)		(7,929)	394	3,814
Payments to Employees		(252,724)	(276,350)	(266,501)
Payments to Suppliers		(445,460)	(519,683)	(453,583)
Cyclical Maintenance Payments in the year		(10,855)	-	-
Interest Paid		(2,116)	(1,183)	(4,286)
Interest Received		16,081	14,893	14,124
<b>Net cash from Operating Activities</b>		<b>161,988</b>	<b>72,170</b>	<b>162,134</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	(8,752)
Purchase of PPE (and Intangibles)		(132,903)	(517,578)	(102,295)
Purchase of Investments		(3,895)	-	(97,722)
Proceeds from Sale of Investments		-	62,027	-
<b>Net cash from Investing Activities</b>		<b>(136,798)</b>	<b>(455,551)</b>	<b>(208,769)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		11,689	-	-
Finance Lease Payments		(43,800)	369,299	(48,394)
<b>Net cash from Financing Activities</b>		<b>(32,111)</b>	<b>369,299</b>	<b>(48,394)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(6,921)</b>	<b>(14,082)</b>	<b>(95,029)</b>
Cash and cash equivalents at the beginning of the year	8	54,256	54,256	149,285
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>47,335</b>	<b>40,174</b>	<b>54,256</b>

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

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



# St Joseph's School (Takapuna)

## Notes to the Financial Statements

For the year ended 31 December 2019

### 1. Statement of Accounting Policies

#### Reporting Entity

St Joseph's School (Takapuna) (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

#### Basis of Preparation

##### Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

##### 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 Act 1989 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".

##### Standard Early Adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 25.

##### PBE Accounting Standards Reduced Disclosure Regime

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

##### Measurement Base

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

##### Presentation Currency

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

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

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### *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. 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.

#### *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.

### **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 Grants**

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as revenue in the period the School uses the land and buildings.

#### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

#### **Interest Revenue**

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

#### **Use of Land and Buildings Expense**

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

#### **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.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 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.

### Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

### Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

### Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

### 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.

### Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the School may incur on sale or other disposal.

The School has met the requirements under Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 to buildings owned by the Proprietor 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.

Property, plant and equipment acquired with individual values under \$200 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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:

Buildings - School	10 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

### Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

#### Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

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.

## St Joseph's School (Takapuna)

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 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.

### Employee Entitlements

#### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 to but not yet taken at balance date.

### Revenue Received in Advance

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

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

### Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

### Financial Assets and Liabilities

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 categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

### 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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

### Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

### 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.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 2 Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	528,787	494,145	559,541
Teachers' Salaries Grants	1,728,279	1,550,000	1,586,875
Resource Teachers Learning and Behaviour Grants	6,300	4,500	5,007
Other MoE Grants	69,095	89,000	64,091
	<u>2,332,461</u>	<u>2,137,645</u>	<u>2,215,514</u>

### 3 Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	137,884	185,200	157,874
Activities	53,628	64,000	74,548
Trading	2,964	4,200	2,640
Fundraising	52,722	-	-
Other Revenue	10,774	10,000	9,235
	<u>257,972</u>	<u>263,400</u>	<u>244,297</u>
<b>Expenses</b>			
Activities	32,777	42,000	39,360
Trading	130	2,950	729
	<u>32,907</u>	<u>44,950</u>	<u>40,089</u>
<b>Surplus/ (Deficit) for the year Locally Raised Funds</b>	<u>225,065</u>	<u>218,450</u>	<u>204,208</u>

### 4 Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	84,473	99,200	122,618
Information and Communication Technology	41,061	39,250	25,328
Library Resources	2,380	2,500	2,370
Employee Benefits - Salaries	1,873,644	1,711,668	1,748,485
Staff Development	38,517	56,300	13,318
	<u>2,040,075</u>	<u>1,908,918</u>	<u>1,912,119</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 5 Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	6,604	6,004	5,830
Board of Trustees Fees	5,475	6,250	5,090
Board of Trustees Expenses	5,682	8,000	13,205
Communication	1,094	1,360	1,150
Consumables	17,717	17,150	14,691
Other	25,155	22,130	30,413
Employee Benefits - Salaries	108,011	113,800	105,215
Insurance	3,503	3,500	3,484
Service Providers, Contractors and Consultancy	5,244	5,244	5,136
	<u>178,485</u>	<u>183,438</u>	<u>184,214</u>

### 6 Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	13,089	13,500	12,835
Consultancy and Contract Services	89,387	92,844	86,795
Cyclical Maintenance Expense	9,332	24,800	(30,599)
Grounds	8,944	12,000	13,210
Heat, Light and Water	26,277	30,000	29,886
Rates	-	90	-
Repairs and Maintenance	24,002	21,270	21,822
Use of Land and Buildings	1,079,892	1,079,896	1,079,896
Security	1,780	2,500	2,321
	<u>1,252,703</u>	<u>1,276,900</u>	<u>1,216,166</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

### 7 Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	3,204	7,962	2,099
Furniture and Equipment	31,836	32,891	32,919
Information and Communication Technology	17,547	19,227	13,666
Leased Assets	50,065	46,039	44,583
Library Resources	4,069	3,881	3,993
	<u>106,721</u>	<u>110,000</u>	<u>97,260</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 8 Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	16	50	16
Bank Current Account	47,319	40,124	54,240
Cash and cash equivalents for Cash Flow Statement	<u>47,335</u>	<u>40,174</u>	<u>54,256</u>

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

### 9 Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	-	3,000
Interest Receivable	1,591	2,000	2,393
Teacher Salaries Grant Receivable	113,558	90,000	89,553
	<u>115,149</u>	<u>92,000</u>	<u>94,946</u>
Receivables from Exchange Transactions	1,591	2,000	5,393
Receivables from Non-Exchange Transactions	113,558	90,000	89,553
	<u>115,149</u>	<u>92,000</u>	<u>94,946</u>

### 10 Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	1,226	800	781
	<u>1,226</u>	<u>800</u>	<u>781</u>

### 11 Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	415,922	350,000	412,027
Total Investments	<u>415,922</u>	<u>350,000</u>	<u>412,027</u>



**Notes to the Financial Statements (cont.)**

For the year ended 31 December 2019

**12 Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	72,270	92,029	-	-	(3,204)	161,095
Furniture and Equipment	138,786	17,661	(1,581)	-	(31,836)	123,030
Information and Communication Technology	40,444	14,075	(585)	-	(17,547)	36,387
Leased Assets	210,186	9,412	-	-	(50,065)	169,533
Library Resources	27,954	9,138	(4,543)	-	(4,069)	28,480
<b>Balance at 31 December 2019</b>	<b>489,640</b>	<b>142,315</b>	<b>(6,709)</b>	<b>-</b>	<b>(106,721)</b>	<b>518,525</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	168,744	(7,649)	161,095
Furniture and Equipment	530,395	(407,365)	123,030
Information and Communication Technology	231,690	(195,303)	36,387
Leased Assets	262,284	(92,751)	169,533
Library Resources	74,055	(45,575)	28,480
<b>Balance at 31 December 2019</b>	<b>1,267,168</b>	<b>(748,643)</b>	<b>518,525</b>

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$169,533 (2018: \$210,186).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	39,880	34,489	-	-	(2,099)	72,270
Furniture and Equipment	139,993	31,712	-	-	(32,919)	138,786
Information and Communication Technology	32,169	22,500	(559)	-	(13,666)	40,444
Leased Assets	71,900	196,432	(13,563)	-	(44,583)	210,186
Library Resources	25,931	6,765	(749)	-	(3,993)	27,954
<b>Balance at 31 December 2018</b>	<b>309,873</b>	<b>291,898</b>	<b>(14,871)</b>	<b>-</b>	<b>(97,260)</b>	<b>489,640</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	76,716	(4,446)	72,270
Furniture and Equipment	614,721	(475,935)	138,786
Information and Communication Technology	246,084	(205,640)	40,444
Leased Assets	410,878	(200,692)	210,186
Library Resources	77,516	(49,562)	27,954
<b>Balance at 31 December 2018</b>	<b>1,425,915</b>	<b>(936,275)</b>	<b>489,640</b>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 13 Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	20,230	16,300	36,922
Accruals	4,504	5,000	4,379
Employee Entitlements - Salaries	114,389	90,000	90,384
Employee Entitlements - Leave Accrual	2,503	1,800	1,851
	<u>141,626</u>	<u>113,100</u>	<u>133,536</u>
Payables for Exchange Transactions	141,626	113,100	133,536
	<u>141,626</u>	<u>113,100</u>	<u>133,536</u>

The carrying value of payables approximates their fair value.

### 14 Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	6,783	7,000	6,946
	<u>6,783</u>	<u>7,000</u>	<u>6,946</u>

### 15 Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	44,273	44,273	86,161
Increase/(decrease) to the Provision During the Year	9,332	24,800	(30,599)
Use of the Provision During the Year	(10,855)	(21,340)	(11,289)
Provision at the End of the Year	<u>42,750</u>	<u>47,733</u>	<u>44,273</u>
Cyclical Maintenance - Current	9,000	4,000	10,907
Cyclical Maintenance - Term	33,750	43,733	33,366
	<u>42,750</u>	<u>47,733</u>	<u>44,273</u>

### 16 Finance Lease Liability

The school has entered into a number of finance lease agreements for teachers laptops, Active Panels and photocopier.

Minimum lease payments payable (includes interest portion):

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	64,395	45,329	65,044
Later than One Year and no Later than Five Years	144,622	119,560	199,528
	<u>209,017</u>	<u>164,889</u>	<u>264,572</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 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.

The Proprietor of the School (the Catholic Diocese of Auckland) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings". Under an agency agreement, the School collects funds on behalf of the Proprietor [or vice versa]. These include attendance dues, building levy and special character donations payable to the Proprietor [update as appropriate]. The amounts collected in total were \$6,498 (2018: \$5,399). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$6,498 (2018: \$5,399).

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 18 Remuneration

#### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	5,475	5,090
Full-time equivalent members	0.24	0.17
<i>Leadership Team</i>		
Remuneration	541,294	512,546
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	546,769	517,636
Total full-time equivalent personnel	5.24	5.17

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

#### Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	1	-
	1	-

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

### 19 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

### 20 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019.

(Contingent liabilities and assets as at 31 December 2018: nil)

#### Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 21 Commitments

#### (a) Capital Commitments

As at 31 December 2019 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2018: nil)

### 22 Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

### 23 Financial Instruments

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Financial assets measured at amortised cost (2018: Loans and receivables)</b>			
Cash and Cash Equivalents	47,335	40,174	54,256
Receivables	115,149	92,000	94,946
Investments - Term Deposits	415,922	350,000	412,027
<b>Total Financial assets measured at amortised cost</b>	<b>578,406</b>	<b>482,174</b>	<b>561,229</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	141,626	113,100	133,536
Finance Leases	171,082	164,889	206,468
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>312,708</b>	<b>277,989</b>	<b>340,004</b>

### 24 Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

### 25 Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

## Analysis of Variance Reporting (2019)

**St Joseph's Catholic School Takapuna**

**School Number: 1498**

### Focus: Writing 1

**Strategic Aim:**

Our students become self directed learners through teaching and learning programmes that enable them to achieve their full potential

**Annual Aim:**

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

**Target:**

In 2019, we will specifically target the achievement of the 15 Year 3 students who achieved below the expected NZ Curriculum level for Writing in 2018, so that at least 3 of the targeted group achieve at the expected curriculum level for Writing by the end of 2019.

**Baseline Data: Analysis of National Standards Data from 2018**

- 58.4% of students at St Joseph's School Takapuna are progressing and achieving in line with the expected curriculum levels with 18.2% of students achieving above the expected curriculum level.
- 80% of Maori students are achieving at or above
- 50% of Pasifika students are achieving at or above
- 84% of Asian students are achieving at or above
- 76.9% of Middle Eastern, Latin America, African (MELAA)
- of NZ/European/ Pakeha/Other European are achieving at or above
- 90.8% of NZ/European/ Pakeha/Other European are achieving at or above
- 68.6% of boys (Year 4-6) are achieving at or above
- 91.4% of girls (Years 4-6) are achieving at or above
- 70% of students are achieving at or above the expected curriculum level at the end of Year 3
- 77.3% of students are achieving at or above the expected curriculum level at the end of Year 4
- 76.9% of students are achieving at or above the expected curriculum level at the end of Year 5
- 86.6% of students are achieving at or above the expected curriculum level at the end of Year 6

**Organisation and learning environment:**

- Authentic learning experience - set up experiences for children to practically experience before writing

**Strategies:**

- The children are using the 'writing progressions' in their daily programme to enable them to be self-directed learners and to set goals on their next steps/learning gaps
- support from a Teacher Aide daily
- using 'Steps Web' literacy in the classroom programme and some children are receiving Steps Web Remedial 4 times per week
- daily support from the Home Group teacher
- Gail Loane PD initiatives - Helping Circle (Peer coaching)
- work in small groups for intensive teaching in the class Activate curiosity - Writing for a purpose
- Celebrating writing
- Sharing writing with others - peers, teachers
- Using APPS to support writing - writing games (night zookeeper, spelling city)
- Writing games - Pie Corbett (fortunately/unfortunately)
- Visuals/Videos/Video games - the literacy shed -Devon Supertramp
- Focus on oral language and then writing
- Author visits - Quick writes - Pobble 365 - Dictations
- Linking reading to the writing
- Using vocabulary mats - Humorous sentences

**Assessment:**

- Clear expectations for each piece of writing - success criteria so students can self check
- Using Writing Progressions
- Editing/Finding mistakes - 'Edit it'

**Parental Involvement:**

- Sharing through seesaw (Y5/6)
- Writing letters to parents

**Staff Professional Learning:**

- Participating in 2019 Writing PD programme

**Outcomes: (What happened?)**

- This target was achieved
- 20% achieved our target
- 80% children we will continue to support to help them achieve closer to the expected curriculum level
- 59% increased in S&L score, 53% increased in Organisation
- 24% increased in Vocab, 30% increased in Idea score
- Lower increases in surface features which is often developmental 18% increased in Sentence structure, 18% increased in Punctuation, 24% increased in Spelling
- 60% have moved up a level in Asttle
- 26% moved a curriculum band (eg 1B - 2B)

**Reason for the Variance: (Why did it happen?)**

- We identified these children at the beginning of the year
- The three students met the expected level because they had a significant improvement in their understanding of what a good writing is and regular feedback from teachers, peer and scaffolded their self assessment capabilities
- 5 students are currently receiving E.S.O.L. support once a week in a small group with a teacher
- 1 of the students have been classified as ESOL this year as they did not have security in either of their languages
- High number of NZ/European students with learning difficulties identified and under-developed motor skills which makes writing a 'task' for those students
- 3 children have been referred to RTLB services

**Evaluation: (Where to next?)**

- Some students need continued support with their Writing learning and will have support in 2020
- Continued use of the progressions to help the students know what they have achieved and their next learning steps
- Asttle tools used as a tool/measure for marking writing
- Continue using strategies learnt through 2019 Writing PD programme

**Planning For Next Year: See planned actions for lifting achievement related to Targets set for 2020.**



## Analysis of Variance Reporting (2019)

**St Joseph's Catholic School Takapuna**

**School Number: 1498**

### Focus: Writing 2

**Strategic Aim:**

Our students become self directed learners through teaching and learning programmes that enable them to achieve their full potential

**Annual Aim:**

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

**Targets:**

In 2019, we will specifically target the achievement of the 23 Year 5/6 boys who achieved below the expected NZ Curriculum level for Writing in 2018, so that 18 of the targeted group achieve at the expected curriculum level for Writing by the end of 2019.

**Baseline Data: Analysis of National Standards Data gathered at the end of 2018**

- 58.4% of students at St Joseph's School Takapuna are progressing and achieving in line with the expected curriculum levels with 18.2% of students achieving above the expected curriculum level.
- 80% of Maori students are achieving at or above
- 50% of Pasifika students are achieving at or above
- 84% of Asian students are achieving at or above
- 76.9% of Middle Eastern, Latin America, African (MELAA)
- of NZ/European/ Pakeha/Other European are achieving at or above
- 90.8% of NZ/European/ Pakeha/Other European are achieving at or above
- 68.6% of boys (Year 4-6) are achieving at or above
- 91.4% of girls (Years 4-6) are achieving at or above
- 70% of students are achieving at or above the expected curriculum level at the end of Year 3
- 77.3% of students are achieving at or above the expected curriculum level at the end of Year 4
- 76.9% of students are achieving at or above the expected curriculum level at the end of Year 5
- 86.6% of students are achieving at or above the expected curriculum level at the end of Year 6



<p align="center"><b>Writing Actions: (What did we do?)</b></p>	<p><b>Outcomes: (What happened?)</b></p> <ul style="list-style-type: none"> <li>• This target was not achieved</li> <li>• 35% children are at the expected curriculum level</li> <li>• 65% children will continue to receive support to help them achieve closer to the expected curriculum level</li> <li>• 11% increased in Sentence Structure score</li> <li>• 61% have moved up a level in Asttle</li> <li>• 38% moved a curriculum band (eg 1B - 2B)</li> <li>• One child moved from WB to B</li> </ul>
<p><b><u>Organisation and learning environment:</u></b></p> <ul style="list-style-type: none"> <li>• Authentic learning experience - set up experiences for children to practically experience before writing</li> </ul> <p><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• The children are using the 'writing progressions' in their daily programme to enable them to be self-directed learners and to set goals on their next steps/learning gaps</li> <li>• support from a Teacher Aide daily</li> <li>• using 'Steps Web' literacy in the classroom programme and some children are receiving Steps Web Remedial 4 times per week</li> <li>• daily support from the Home Group teacher</li> <li>• Gail Loane PD initiatives - Helping Circle (Peer coaching)</li> <li>• work in small groups for intensive teaching in the class Activate curiosity - Writing for a purpose</li> <li>• Celebrating writing</li> <li>• Sharing writing with others - peers, teachers</li> <li>• Using APPS to support writing - writing games (night zookeeper, spelling city)</li> <li>• Writing games - Pie Corbett (fortunately/unfortunately)</li> <li>• Visuals/Videos/Video games - the literacy shed -Devon Supertramp</li> <li>• Focus on oral language and then writing</li> <li>• Author visits - Quick writes - Pobble 365 - Dictations</li> <li>• Linking reading to the writing</li> <li>• Using vocabulary mats - Humorous sentences</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Clear expectations for each piece of writing - success criteria so students can self check</li> <li>• Using Writing Progressions</li> <li>• Editing/Finding mistakes - 'Edit it'</li> </ul> <p><b><u>Parental Involvement:</u></b></p> <ul style="list-style-type: none"> <li>• Sharing through seesaw (Y5/6)</li> <li>• Writing letters to parents</li> </ul> <p><b><u>Staff Professional Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Participating in 2019 Writing PD programme</li> </ul>	<p><b>Reason for the Variance: (Why did it happen?)</b></p> <ul style="list-style-type: none"> <li>• This was an ambitious target to move 18 students from below to at expectation</li> <li>• Students who shifted had targeted lessons with teacher and teacher aide</li> <li>• Small skills were focused on and next steps using progressions - big focus on sentence structure and vocabulary shifted these students</li> <li>• Variation in teacher marking/understanding of levels</li> <li>• High number of NZ/European students with learning difficulties identified and under-developed motor skills which makes writing a 'task' for those students</li> </ul> <p><b>Evaluation: (Where to next?)</b></p> <ul style="list-style-type: none"> <li>• Some students need continued support with their Writing learning and will have support in 2020</li> <li>• Continued use of the progressions to help the students know what they have achieved and their next learning steps</li> <li>• Asttle tools used as a tool/measure for marking writing</li> <li>• Continue using strategies learnt through 2019 Writing PD programme</li> </ul>
<p><b>Planning For Next Year: See planned actions for lifting achievement related to Targets set for 2020.</b></p>	

Analysis of Variance Reporting (2019)	
St Joseph's Catholic School Takapuna	School Number: 1498
Focus: Mathematics 1	
<b>Strategic Aim:</b> Our students become self directed learners through teaching and learning programmes that enable them to achieve their full potential	
<b>Annual Aim:</b> Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential	
<b>Targets:</b> In 2019, we will specifically target the achievement of the 14 year 4 students who achieved <u>below</u> expected NZ Curriculum level for Maths in 2018, so that at least 4 of the targeted group achieve <u>at</u> the expected level for Maths by the end of 2019. Raising the achievement to at least 85%.	
<b>Baseline Data: Analysis of National Standards Data gathered at the end of 2018</b> <ul style="list-style-type: none"> <li>• 57.1% - students at St Joseph's School Takapuna are progressing and achieving at or above the expected curriculum levels in Mathematics and Statistics with 30.4% students achieving above the expected curriculum level.</li> <li>• 60% of Maori students are achieving at or above</li> <li>• 70% of Pasifika students are achieving at or above</li> <li>• 88% of Asian students are achieving at or above</li> <li>• 84.7% of Middle Eastern, Latin America, African (MELAA)</li> <li>• 85.6% of NZ/European/ Pakeha/Other European are achieving at or above</li> <li>• 84.3% of boys (Years 4-6) are achieving at or above</li> <li>• 85.7% of girls (Years 4-6) are achieving at or above</li> <li>• 78% of students are achieving at or above the expected curriculum level after 3 Years at school</li> <li>• 86.7% of students are achieving at or above the expected curriculum level at the end of Year 4</li> <li>• 80% of students are achieving at or above the expected curriculum level at the end of Year 5</li> <li>• 88% of students are achieving at or above the expected curriculum level at the end of Year 6</li> </ul>	

<p style="text-align: center;"><b>Mathematics Actions:</b> <b>(What did we do?)</b></p> <p><b>Organisation and learning environment:</b></p> <ul style="list-style-type: none"> <li>• Identify the target group students</li> <li>• Build student confidence, motivation and positive attitudes</li> <li>• Offer a range of learning experiences throughout the programme</li> <li>• Use equipment if needed (Numicon)</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Introduce PBL into programme for all levels</li> <li>• Authentic level - make the learning real</li> <li>• Strong links to students interests</li> <li>• Rich tasks - maths through an inquiry approach</li> <li>• Develop engagement through problem solving - build confidence</li> <li>• Lots of opportunity for applying knowledge and strategies</li> <li>• Strong basic facts programme for home learning</li> <li>• Basic facts/knowledge maintenance throughout classroom programme or learning support groups</li> <li>• daily support from the Home Group teacher - individual or small group time given to each student</li> <li>• small group support with a teacher aide regularly in all teams</li> <li>• numicon instruction</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teachers need to be aware of student strengths and gaps - break down the data so there is better understanding of where the knowledge gaps are</li> <li>• Ongoing formative/observational notes, snapshots etc. need to be gathered</li> <li>• Ongoing monitoring of target group students</li> </ul> <p><b>Parental Involvement:</b></p> <ul style="list-style-type: none"> <li>• communication with, and support from the parents (reinforced with Mathematics)</li> </ul> <p><b>Staff Professional Learning:</b></p> <ul style="list-style-type: none"> <li>• Teachers supporting each other with Maths PD</li> </ul>	<p><b>Outcomes: (What happened?)</b></p> <ul style="list-style-type: none"> <li>• We exceeded this target by three children (22%)</li> <li>• 50% have reached the expected curriculum level</li> <li>• 50% are continuing to receive support to help them achieve closer to the expected curriculum level</li> </ul> <p><b>Reason for the Variance: (Why did it happen?)</b></p> <ul style="list-style-type: none"> <li>• We have known who these students are from the beginning of the year.</li> <li>• Contact with the parents has been beneficial.</li> <li>• Using equipment when possible has helped these students understand the Maths concepts they have been learning</li> <li>• Some students have struggled with Number facts and concepts over time and have developed an "I can't do it" attitude to maths</li> <li>• Teacher Aides supported Teachers to work with target students on a daily basis</li> </ul> <p><b>Evaluation: (Where to next?)</b></p> <ul style="list-style-type: none"> <li>• Some students need continued support with their Maths learning and will have support in 2020</li> <li>• Participation of all teachers on Maths PD programme</li> </ul>
<p><b>Planning For Next Year:</b> See planned actions for lifting achievement related to Targets set for 2020</p>	

## Analysis of Variance Reporting (2019)

**St Joseph's Catholic School Takapuna**

**School Number: 1498**

### Focus: Mathematics 2

**Strategic Aim:**

Our students become self directed learners through teaching and learning programmes that enable them to achieve their full potential

**Annual Aim:**

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

**Targets:**

In 2019, we will specifically target the achievement of the 13 Year 6's who were working below the expected curriculum level for Maths in 2018, so that at least 3 of the targeted group achieve at the expected level for Maths by the end of 2019, raising the achievement from 80% to 85%

**Baseline Data: Analysis of National Standards Data gathered at the end of 2018**

- 57.1% of students at St Joseph's School Takapuna are progressing and achieving at or above the expected curriculum levels in Mathematics and Statistics with 30.4% of students achieving above the expected curriculum level.
- 60% of Maori students are achieving at or above
- 70% of Pasifika students are achieving at or above
- 88% of Asian students are achieving at or above
- 84.7% of Middle Eastern, Latin America, African (MELAA)
- 85.6% of NZ/European/ Pakeha/Other European are achieving at or above
- 84.3% of boys (Years 4-6) are achieving at or above
- 85.7% of girls (Years 4-6) are achieving at or above
- 78% of students are achieving at or above the expected curriculum level after 3 Years at school
- 86.7% of students are achieving at or above the expected curriculum level at the end of Year 4
- 80% of students are achieving at or above the expected curriculum level at the end of Year 5
- 88% of students are achieving at or above the expected curriculum level at the end of Year 6



**Mathematics Actions:  
(What did we do?)**

**Organisation and learning environment:**

- Identify the target group students
- Build student confidence, motivation and positive attitudes
- Offer a range of learning experiences throughout the programme
- Use equipment if needed (Numicon)

**Strategies:**

- Introduce PBL into programme for all levels
- Authentic level - make the learning real
- Strong links to students interests
- Rich tasks - maths through an inquiry approach
- Develop engagement through problem solving - build confidence
- Lots of opportunity for applying knowledge and strategies
- Strong basic facts programme for home learning
- Basic facts/knowledge maintenance throughout classroom programme or learning support groups
- daily support from the Home Group teacher - individual or small group time given to each student
- small group support with a teacher aide regularly in all teams
- numicon instruction

**Assessment:**

- Teachers need to be aware of student strengths and gaps - break down the data so there is better understanding of where the knowledge gaps are
- Ongoing formative/observational notes, snapshots etc. need to be gathered
- Ongoing monitoring of target group students

**Parental Involvement:**

- communication with, and support from the parents (reinforced with Mathletics)

**Staff Professional Learning:**

- Teachers supporting each other with Maths PD

**Outcomes: (What happened?)**

- We exceeded the set target by one student
- 31% have reached the expected curriculum level (4/13 children)
- 69% are receiving support to help them achieve closer to the expected curriculum level (9/13 children)

**Reason for the Variance: (Why did it happen?)**

- We have known who these students are from the beginning of the year.
- Contact with the parents has been beneficial
- Using equipment when possible has helped these students understand the Maths concepts they have been learning
- Focusing on basic facts and place value understanding helped to fill gaps in the students knowledge
- Peer teaching and support has helped to lift students feeling of success in maths
- Numicon programme was used to help students to visualize maths concepts

**Evaluation: (Where to next?)**

- Some students need continued support with their Maths learning and will have support in 2020
- Participation of all teachers on Maths PD programme

**Planning For Next Year:** See planned actions for lifting achievement related to Targets set for 2020

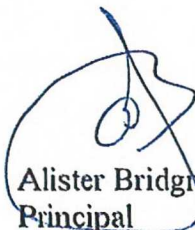


28 November 2019

### Kiwisport Report 2019

The Kiwisport component of the operational grant has been used to increase opportunities for the students to participate in organised sports such as baseball and football, and to help with funding our waterwise and swimming programmes.

Baseball	\$ 1,521
Football	\$ 830
Gymnastics	\$ 748
Overall waterwise costs	\$ 3,780
Overall swimming costs	\$ 20,772
Kiwisport funding	\$ 6,054

  
 Alister Bridgman  
 Principal

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**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF ST JOSEPH'S SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of St Joseph's school (Takapuna) (the School). The Auditor-General has appointed me, Blair, using the staff and resources of BDO Auckland CBD, 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 18 that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 29/5/20. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**Emphasis of Matter - Covid 19**

Without modifying our opinion, we draw attention to the disclosures in note 24 on page 18 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

**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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees 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 of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, 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 (Revised): *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.



Blair Stanley  
BDO Auckland CBD  
On behalf of the Auditor-General  
Auckland, New Zealand