

St Joseph's School (Takapuna)

Annual Report for the year ended 31 December 2020

Ministry Number:	1498
Principal:	Alister Bridgman
School Address:	2 Taharoto Road, Auckland
School Postal Address:	2 Taharoto Road, North Shore City, 0622
School Phone:	09-489 4994
School Email:	admin@sj.school.nz
Service Provider:	Edtech Financial Services Ltd

St Joseph's School Takapuna

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How position on Board gained	Occupation	Term expired/expires
Alister Bridgman	Principal	Employed by the Board Jan 2017	Principal	
Riaan Geldenhuys	Chairperson	Elected June 2019	Lawyer	June 2022
Bridget Allen	Parent Rep	Elected June 2019	PR Consultant	June 2022
Vanessa Bates	Parent Rep	Re-elected June 2019	Hotel Manager	June 2022
Janie Ryder	Parent Rep	Elected June 2019	Housewife	June 2022
Paula Vitali	Parent Rep	Elected June 2019	Housewife	June 2022
Gallo Boyle	Proprietor Rep	Reappointed June 2019	Self Employed	June 2022
Tressa Joseph	Proprietor Rep	Reappointed June 2019	Software Specialist	June 2022
Eric Esnouf	Proprietor Rep	Appointed September 2019	IT Manager	June 2022
Natasha Luxford	Staff Rep	Re-elected June 2019	Assistant Principal	June 2022
Mons. David Tonks	Proprietor Rep	Reappointed June 2019	Parish Monsignor	June 2022

St Joseph's School (Takapuna)

Annual Report

For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 18	Notes to the Financial Statements
	Other Information
19-26	Analysis of Variance
27	Kiwisport
28-30	Audit Report

St Joseph's School (Takapuna) Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Rinan Goldenhug,
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

21/06/21.
Date:

ALISTEN JOSEPH BRIDGMAN
Full Name of Principal

[Signature]
Signature of Principal

21/06/21
Date:

St Joseph's School (Takapuna)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,495,484	2,340,628	2,332,461
Locally Raised Funds	3	187,745	249,400	257,972
Use of Proprietor's Land and Buildings		1,079,896	1,079,896	1,079,892
Interest Income		10,232	12,000	15,279
		3,773,357	3,681,924	3,685,604
Expenses				
Locally Raised Funds	3	33,118	44,950	32,907
Learning Resources	4	2,164,866	2,078,552	2,040,075
Administration	5	150,402	181,664	178,485
Finance		17,423	17,000	2,116
Property	6	1,254,883	1,266,307	1,252,703
Depreciation	7	107,098	100,000	106,721
Loss on Disposal of Property, Plant and Equipment		2,433	-	6,709
		3,730,223	3,688,473	3,619,716
Net Surplus for the year		43,134	(6,549)	65,888
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		43,134	(6,549)	65,888

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 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Balance at 1 January		769,417	769,417	691,840
Total comprehensive revenue and expense for the year		43,134	(6,549)	65,888
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		12,456	-	11,689
Equity at 31 December	22	825,007	762,868	769,417
Retained Earnings		825,007	762,868	769,417
Equity at 31 December		825,007	762,868	769,417

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 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	8	53,501	28,623	47,335
Accounts Receivable	9	134,696	115,500	115,149
GST Receivable		17,983	19,000	23,323
Prepayments		9,615	6,800	6,878
Inventories	10	784	1,200	1,226
Investments	11	518,949	400,000	415,922
		<u>735,528</u>	<u>571,123</u>	<u>609,833</u>
Current Liabilities				
Accounts Payable	13	171,595	137,000	141,626
Revenue Received in Advance	14	6,440	7,000	6,783
Provision for Cyclical Maintenance	15	20,341	21,250	9,000
Finance Lease Liability - Current Portion	16	47,837	47,697	47,417
		<u>246,213</u>	<u>212,947</u>	<u>204,826</u>
Working Capital Surplus/(Deficit)		489,315	358,176	405,007
Non-current Assets				
Property, Plant and Equipment	12	456,392	518,525	518,525
Capital Works in Progress		3,300	3,300	3,300
		<u>459,692</u>	<u>521,825</u>	<u>521,825</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	25,201	35,201	33,750
Finance Lease Liability	16	98,799	81,932	123,665
		<u>124,000</u>	<u>117,133</u>	<u>157,415</u>
Net Assets		<u>825,007</u>	<u>762,868</u>	<u>769,417</u>
Equity	22	<u>825,007</u>	<u>762,868</u>	<u>769,417</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 2020

	Note	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash flows from Operating Activities				
Government Grants		656,240	640,628	604,182
Locally Raised Funds		187,402	249,617	260,809
Goods and Services Tax (net)		5,340	4,323	(7,929)
Payments to Employees		(303,615)	(291,606)	(252,724)
Payments to Suppliers		(361,990)	(491,234)	(445,460)
Cyclical Maintenance Payments in the year		(12,498)	-	(10,855)
Interest Paid		(17,423)	(17,000)	(2,116)
Interest Received		9,635	12,091	16,081
Net cash from/(to) Operating Activities		163,091	106,819	161,988
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(2,433)	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(44,287)	(362,284)	(132,903)
Purchase of Investments		(103,027)	-	(3,895)
Proceeds from Sale of Investments		-	15,922	-
Net cash from/(to) Investing Activities		(149,747)	(346,362)	(136,798)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,456	-	11,689
Finance Lease Payments		(19,634)	220,831	(43,800)
Net cash from/(to) Financing Activities		(7,178)	220,831	(32,111)
Net increase/(decrease) in cash and cash equivalents		6,166	(18,712)	(6,921)
Cash and cash equivalents at the beginning of the year	8	47,335	47,335	54,256
Cash and cash equivalents at the end of the year	8	53,501	28,623	47,335

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

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

Notes to the Financial Statements

For the year ended 31 December 2020

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 and Training Act 2020. 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision of cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 2020

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 income in the period the school uses the land and building.

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.

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.

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 2020

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 (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.

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.

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 to buildings owned by the Crown 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:

Buildings	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	8 years

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

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.

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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

Revenue Received in Advance

Revenue received in advance relates to monies received for school fees (Attendance dues) holding account 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.

St Joseph's School (Takapuna)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

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 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

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.

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.

St Joseph's School (Takapuna)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

2 Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	589,713	562,128	528,787
Teachers' Salaries Grants	1,833,754	1,700,000	1,728,279
Resource Teachers Learning and Behaviour Grants	5,246	5,500	6,300
Other MoE Grants	66,771	73,000	69,095
	<u>2,495,484</u>	<u>2,340,628</u>	<u>2,332,461</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$6,686 for the year ended 31 December 2020.

3 Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	137,780	171,200	137,884
Activities	39,856	64,000	53,628
Trading	2,442	4,200	2,964
Fundraising	-	-	52,722
Other Revenue	7,667	10,000	10,774
	<u>187,745</u>	<u>249,400</u>	<u>257,972</u>
Expenses			
Activities	32,236	42,000	32,777
Trading	882	2,950	130
	<u>33,118</u>	<u>44,950</u>	<u>32,907</u>
Surplus for the year Locally Raised Funds	<u>154,627</u>	<u>204,450</u>	<u>225,065</u>

4 Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	79,397	121,380	84,473
Information and Communication Technology	19,982	20,000	41,061
Library Resources	2,529	2,500	2,380
Employee Benefits - Salaries	2,032,687	1,877,972	1,873,644
Staff Development	30,271	56,700	38,517
	<u>2,164,866</u>	<u>2,078,552</u>	<u>2,040,075</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

5 Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,184	6,184	6,604
Board of Trustees Fees	3,515	6,250	5,475
Board of Trustees Expenses	1,636	5,000	5,682
Communication	1,366	1,280	1,094
Consumables	12,290	18,700	17,717
Other	10,414	17,150	25,155
Employee Benefits - Salaries	105,629	113,800	108,011
Insurance	3,767	3,300	3,503
Service Providers, Contractors and Consultancy	5,601	10,000	5,244
	150,402	181,664	178,485

6 Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,064	13,500	13,089
Consultancy and Contract Services	90,289	89,571	89,387
Cyclical Maintenance Expense	15,290	21,750	9,332
Grounds	4,255	8,000	8,944
Heat, Light and Water	23,262	29,000	26,277
Rates	-	90	-
Repairs and Maintenance	24,677	22,000	24,002
Use of Land and Buildings	1,079,896	1,079,896	1,079,892
Security	2,150	2,500	1,780
	1,254,883	1,266,307	1,252,703

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. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year end reporting purposes.

7 Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	6,620	6,737	3,204
Furniture and Equipment	31,905	29,913	31,836
Information and Communication Technology	17,316	19,090	17,547
Leased Assets	46,943	40,830	50,065
Library Resources	4,314	3,430	4,069
	107,098	100,000	106,721

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

8 Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	200	16	16
Bank Current Account	53,301	28,607	47,319
Cash and cash equivalents for Statement of Cash Flows	53,501	28,623	47,335

9 Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Interest Receivable	2,188	1,500	1,591
Teacher Salaries Grant Receivable	132,508	114,000	113,558
	134,696	115,500	115,149
Receivables from Exchange Transactions	2,188	1,500	1,591
Receivables from Non-Exchange Transactions	132,508	114,000	113,558
	134,696	115,500	115,149

10 Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	784	1,200	1,226
	784	1,200	1,226

11 Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	518,949	400,000	415,922
Total Investments	518,949	400,000	415,922

St Joseph's School (Takapuna)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	161,095	8,657	(5,887)	-	(6,620)	157,245
Furniture and Equipment	123,030	11,508	-	-	(31,905)	102,633
Information and Communication Technology	36,387	5,896	(1,111)	-	(17,316)	23,856
Leased Assets	169,533	28,343	(8,473)	-	(46,943)	142,460
Library Resources	28,480	6,185	(153)	-	(4,314)	30,198
Balance at 31 December 2020	518,525	60,589	(15,624)	-	(107,098)	456,392

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	171,475	(14,230)	157,245
Furniture and Equipment	541,902	(439,269)	102,633
Information and Communication Technology	212,586	(188,730)	23,856
Leased Assets	262,962	(120,502)	142,460
Library Resources	79,843	(49,645)	30,198
Balance at 31 December 2020	1,268,768	(812,376)	456,392

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 \$142,460 (2019: \$169,533).

	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
Balance at 31 December 2019	489,640	142,315	(6,709)	-	(106,721)	518,525

	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
Balance at 31 December 2019	1,267,168	(748,643)	518,525

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

St Joseph's School (Takapuna)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

13 Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	30,122	15,000	20,230
Accruals	4,684	4,500	4,504
Employee Entitlements - Salaries	133,493	115,000	114,389
Employee Entitlements - Leave Accrual	3,296	2,500	2,503
	<u>171,595</u>	<u>137,000</u>	<u>141,626</u>
Payables for Exchange Transactions	171,595	137,000	141,626
	<u>171,595</u>	<u>137,000</u>	<u>141,626</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	6,440	7,000	6,783
	<u>6,440</u>	<u>7,000</u>	<u>6,783</u>

15 Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	42,750	42,750	44,273
Increase/(decrease) to the Provision During the Year	15,290	21,750	9,332
Use of the Provision During the Year	(12,498)	(8,049)	(10,855)
Provision at the End of the Year	<u>45,542</u>	<u>56,451</u>	<u>42,750</u>
Cyclical Maintenance - Current	20,341	21,250	9,000
Cyclical Maintenance - Term	<u>25,201</u>	<u>35,201</u>	<u>33,750</u>
	<u>45,542</u>	<u>56,451</u>	<u>42,750</u>

16 Finance Lease Liability

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

Minimum lease payments payable:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	61,892	47,697	64,395
Later than One Year and no Later than Five Years	<u>110,975</u>	<u>81,932</u>	<u>144,622</u>
	<u>172,867</u>	<u>129,629</u>	<u>209,017</u>

IBD
BDO AUCTIONEERS

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

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 \$6,440 (2019: \$6,498). 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 \$6,440 (2019: \$6,498).

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

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.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,515	5,475
Full-time equivalent members	0.10	0.24
<i>Leadership Team</i>		
Remuneration	567,179	541,294
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	570,694	546,769
Total full-time equivalent personnel	5.10	5.24

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 160	140 - 150
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	3	1
	3	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 2020.

(Contingent liabilities and assets as at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

21 Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2019: 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:

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	53,501	28,623	47,335
Receivables	134,696	115,500	115,149
Investments - Term Deposits	518,949	400,000	415,922
Total Financial assets measured at amortised cost	707,146	544,123	578,406
Financial liabilities measured at amortised cost			
Payables	171,595	137,000	141,626
Finance Leases	146,636	129,629	171,082
Total Financial Liabilities Measured at Amortised Cost	318,231	266,629	312,708

24 Events After Balance Date

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

25 Comparatives

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

Analysis of Variance Reporting (2020)		
St Joseph's Catholic School Takapuna	School Number: 1498	
Focus: Writing 1 - Year 3/4		
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 2020, we will specifically target the 15 Year 3 and 4 students who are achieving below in writing, so that 4 students move from below to at the expected curriculum level		
Baseline Data: Analysis of National Standards Data from 2019		
<ul style="list-style-type: none">• 69% of Year 3 and 4's are at or above the expected level• 31% of Year 3 and 4's are below the expected level		
<ul style="list-style-type: none">• 69% (44/64) of Year 3 students are achieving at or above the expected level at the end of 2019 in writing• 31% (20/64) of Year 3 students are achieving below the expected level in writing• 69% (44/64) of Year 4 students are achieving at or above the expected level• 31% (20/64) of Year 4 students are achieving below the expected level in writing		
<ul style="list-style-type: none">• 100% (2/2) of Year 3 and 4 Maori students are achieving at or above in writing• 100% (3/3) of Year 3 and 4 Pasifika students are achieving at or above in writing• 74% (42/57) of Year 3 and 4 Asian students are achieving at or above in writing• 62% (8/13) of Year 3 and 4 MELAA students are achieving at or above in writing• 65% (34/52) of Year 3 and 4 NZ/European students are achieving at or above		

<p><u>Organisation and learning environment:</u></p> <p>People with expertise to support creative writing with groups</p> <p>Create a language rich environment</p> <p><u>Strategies:</u></p> <p>Small groups run by the TA to focus on Handwriting - Casey Caterpillar reinforced letter formation</p> <p>Development of fine motor and gross motor skills using the nimble finger box and PMP equipment</p> <p>Reading own work aloud to a peer, Peer editing, buddy writing</p> <p>Seesaw recording and editing</p> <p>Writing for a real purpose. Books, emails, blogs, get their writing out there!</p> <p>Demonstrations of good quality writing - high levels of examples, current/relevant topics</p> <p>Strong use of deeper features and build up the surface.</p> <p>A variety of different styles of writing to engage the learner</p> <p>Opportunities for free writing</p> <p>Reading to the students' good quality literature</p> <p>Learning experiences e.g. bring in a bike and then....</p> <p>Authors to visit</p> <p>ICT technology/apps - not always pen and paper, Use of technology, Penpals</p> <p><u>Assessment:</u></p> <p>Using Writing Progressions for moderation in and across teams</p> <p>Small specific next steps / feedback and feedforward</p> <p>Conferencing - one on one, not just written</p> <p><u>Parental Involvement:</u></p> <p>Sending writing home and parents feeding back</p> <p>Termly conferences with parents</p> <p>Encourage writing at home - list of ideas for parents (diary, letters, short stories</p> <p><u>Staff Professional Learning:</u></p> <p>Resource sharing across the team</p> <p>Use aspects of last year's training with Sally Muir</p>	<p>Outcomes: (What happened?)</p> <ul style="list-style-type: none"> • Target was met • 27% met the expected curriculum level for Writing (4/15 children) • 73% are receiving additional support to move closer to the expected curriculum level (11/15 children) <p>Reason for the Variance: (Why did it happen?)</p> <ul style="list-style-type: none"> • Fine motor/handwriting skills continue to be a focus in this group as it is often impeding progress • Surface features such as punctuation and spelling are another concern • Increases in students being more developmentally ready to write is something we are seeing • One to one or small group assistance has helped to develop some of these skills <p>Evaluation: (Where to next?)</p> <ul style="list-style-type: none"> • Continued area to focus on next year - engaging boys in writing, working on surface features • Re-look at spelling programmes next year • Increased Quickwrites - writing more shorter pieces and more often • Continue to manage the balance between devices and handwriting <p>Planning For Next Year: See planned actions for lifting achievement related to Targets set for 2020.</p>
---	--

Analysis of Variance Reporting (2020)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Writing 2 - Year 5/6

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 2020, we will specifically target the **23** students who are achieving below in writing, so that they all improve in their use of vocabulary and engagement in writing and **6 students (25%)** achieve the expected level in writing.

Baseline Data: Analysis of National Standards Data gathered at the end of 2019

- 80% of Year 5 and 6's are at or above the expected level
- 21% of Year 5 and 6's are below the expected level
- 80% (51/64) of Year 5 students are achieving at or above the expected level
- 20% (13/64) of Year 5 students are achieving below the expected level in writing
- 80% (59/74) of Year 6 students are achieving at or above the expected level
- 20% (15/74) of Year 6 students are achieving below the expected level in writing
- 25% (1/4) of Year 5 and 6 Maori students are achieving at or above in writing
- 100% (8/8) of Year 5 and 6 Pasifika students are achieving at or above in writing
- 78% (46/59) of Year 5 and 6 Asian students are achieving at or above in writing
- 92% (11/12) of Year 5 and 6 MELAA students are achieving at or above in writing
- 80% (43/54) of Year 5 and 6 NZ/European students are achieving at or above in writing

<p>Writing Actions: (What did we do?)</p>	
<p><u>Organisation and learning environment:</u></p> <p>Identify who they are, put them on learning support Small group teaching taken by the classroom teacher Teacher to set specific goals and learning support needs to be an extra on top of the home group lesson</p> <p><u>Strategies:</u></p> <p>Authentic writing ideas - experiences first, performances to present Topics that are student choice Creative ideas for writing styles Writing first and then working back on their specific needs Use of devices! Need to find apps, videos, sites, tools that will make writing engaging Digital site Demonstrations of good quality writing - high levels of examples, current/relevant topics Strong use of deeper features and build up the surface. A variety of different styles of writing to engage the learner Opportunities for free writing Learning experiences e.g. bring in a bike and then....</p> <p>Authors to visit, Shared writing (buddy), Word Que, Recording stories - voice recording Author's chair - gives an audience</p> <p><u>Assessment: Formative and Summative:</u></p> <p><u>e-asTle</u></p> <p>We want children to be knowledgeable with writing progressions and be able to share their next goals with their parents more frequently. Using Writing Progressions for moderation in and across teams Small specific next steps / feedback and feedforward Conferencing - one on one, not just written</p> <p><u>Parental Involvement:</u></p> <p>Using Seesaw to connect with parents</p> <p><u>Staff Professional Learning:</u></p> <p>Resource sharing across the team</p>	<p>Outcomes: (What happened?)</p> <ul style="list-style-type: none"> • Target met • 52% met the expected curriculum level for Writing (12/23 children) • 48% are receiving additional support to move closer to the expected curriculum level (11/23 children) <p>Reason for the Variance: (Why did it happen?)</p> <ul style="list-style-type: none"> • Developmentally students are ready to shift as they mature with ideas, structures, organisation of writing • Teachers in the team have integrated writing better this year into inquiry learning so tasks are more authentic and engaging • Lots of creative tools and topics to engage writers • Teachers are still using PD from last year with helping circles and more explicit modelling of writing • Writing becomes less laborious for students <p>Evaluation: (Where to next?)</p> <ul style="list-style-type: none"> • Continued area to focus on next year - engaging boys in writing, working on surface features • Re-look at spelling programmes next year • Increased Quickwrites - writing more shorter pieces and more often • Continue to manage the balance between devices and handwriting
<p>Planning For Next Year: See planned actions for lifting achievement related to Targets set for 2020.</p>	

Analysis of Variance Reporting (2020)		
St Joseph's Catholic School Takapuna	School Number: 1498	
Focus: Mathematics 1 - Year 3/4		
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 2020, we will specifically target the 10 Year 3 children that are below in Maths, so that at least 4 out of the 10 students move from below to at the expected curriculum level		
Baseline Data: Analysis of End of Year Data gathered at the end of 2019		
<ul style="list-style-type: none">• 88% of Year 3 and 4's are at or above the expected level• 12% of Year 3 and 4's are below the expected level• 85% (54/64) of Year 3 students are achieving at or above the expected level at the end of 2019 in maths• 15% (10/64) of Year 3 students are achieving below the expected level in maths• 92% (59/64) of Year 4 students are achieving at or above the expected level in maths• 8% (5/64) of Year 4 students are achieving below the expected level in maths• 50% (11/2) of Year 3 and 4 Maori students are achieving at or above in maths• 100% (3/3) of Year 3 and 4 Pasifika students are achieving at or above in maths• 88% (50/57) of Year 3 and 4 Asian students are achieving at or above in maths• 85% (11/13) of Year 3 and 4 MELAA students are achieving at or above in maths• 90% (47/52) of Year 3 and 4 NZ/European students are achieving at or above		

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

Organisation and learning environment:

- Identify who they are, put them on learning support
- Using TA's to take groups to release Teacher's to work with the target group on a daily basis
- Use of materials across all levels of the school to support the visual learners (numicon, learning buddies of varying levels to challenge them as well as support them)

Strategies:

- Maths PD strategies implemented
- Increased 1:1 time with the teacher
- Teacher to set specific goals and learning support needs to be an extra on top of the home group planning - could be based on progressions
- Concentration on Place Value as an area of weakness
- COSMDBRICS groups run by the Teachers Assistant to support the learning
- Opportunity to apply mathematics - Inquiry
- Teaching fast facts to increase part-whole thinking

Assessment:

- Using progressions
- JAM/GLOSS/IKAN
- Pre and Post-test for strand maths

Parental Involvement:

- Specific home learning - mathematics live
- Termly conferences with parents

Staff Professional Learning:

- Maths PD - Canterbury University Education Plus

Outcomes: (What happened?)

- Target was met
- 40% met the expected curriculum level for Maths (4 children)
- 60% are receiving additional support to move closer to the expected curriculum level (6 children)

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

- Continued work on how number systems are organised to help these students gain clarity
- Cosdmbrics - powerful maths intervention used by teacher aides in small groups
- Increased use of learning how to use equipment to support students progress in maths and to support the learning of new concepts
- Maths PD for staff run by University of Canterbury

Evaluation: (Where to next?)

- Continued Maths PD with University of Canterbury 2021
- Continue to develop the equipment/resourcing and supporting teachers to use the equipment well
- Problem Solving/Number Talks will be areas for focus next year so students learn to apply their maths knowledge in a variety of situations

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

Analysis of Variance Reporting (2020)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Mathematics 2 - Year 5/6

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 2020, we will specifically target **16** students who are achieving below the expected curriculum level in Maths, so that they make at least **1** years expected progress.

Baseline Data: Analysis of National Standards Data gathered at the end of 2019

- 88% of Year 5 and 6's are at or above the expected level
- 12% of Year 5 and 6's are below the expected level
- 86% (55/64) of Year 5 students are achieving at or above the expected level in maths
- 14% (9/64) of Year 5 students are achieving below the expected level in maths
- 91% (67/74) of Year 6 students are achieving at or above the expected level in maths
- 9% (7/74) of Year 6 students are achieving below the expected level in maths
- 50% (2/4) of Year 5 and 6 Maori students are achieving at or above in maths
- 100% (8/8) of Year 5 and 6 Pasifika students are achieving at or above in maths
- 90% (53/59) of Year 5 and 6 Asian students are achieving at or above in maths
- 83% (10/12) of Year 5 and 6 MELAA students are achieving at or above in maths
- 90% (49/54) of Year 5 and 6 NZ/European students are achieving at or above in maths

Mathematics Actions: (What did we do?)

Organisation and learning environment:

Identify who they are, put them on learning support
Small group teaching taken by the classroom teacher
Use of materials across all levels of the school to support the visual learners (numicon, learning buddies of varying levels to challenge them as well as support them)
COSMDBRICS groups run by the Teachers Assistant to support the learning
Teacher to set specific goals and learning support needs to be an extra on top of the home group lesson

Strategies:

Maths inquiry approach being used so students receive support in a problem solving setting
Collaboration with others is key, so provide many opportunities for group/paired learning/problem solving
Strong links to students interests
Develop engagement through problem solving - build confidence
Rich tasks being used to engage and challenge
Lots of opportunity for applying knowledge and strategies
Basic facts/knowledge maintenance throughout classroom programme or learning support groups
Student choice

Assessment:

Knowing the learners
Start the children at a level of knowledge/learning they are comfortable with (let them have success, tell their parents they are having success)
Ongoing formative/observational notes, snapshots etc. need to be gathered
Ongoing monitoring of target group students

Parental involvement:

Communication with parents is vital - providing information on the students' specific next steps to guide parents
Home learning links to classroom programme - using relevant Mathematics activities

Staff Professional Learning:

Maths PD - Canterbury University Education Plus

Outcomes: (What happened?)

- Target met
- 31% met the expected curriculum level for Maths (5/16 children)
- 69% are receiving additional support to move closer to the expected curriculum level (11/16 children)

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15
2019	E6	4	4	E6	4	4	4	E6	E6	5	E6	E6	E5	E5	4	5
2020	6	E5	E5	6	E6	4	E5	E6	E6	E6	E7	E6	E6	5	E6	6

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

- Apart from 4 students, everyone else shifted at least one year due to the accelerated push from teachers on these students
- Increased use of learning how to use equipment to support students progress in maths and to support the learning of new concepts
- Cosdmbriks - powerful maths intervention used by teacher aides in small groups
- Maths PD for staff run by University of Canterbury

Evaluation: (Where to next?)

- Continued Maths PD with University of Canterbury 2021
- Continue to develop the equipment/resourcing and supporting teachers to use the equipment well
- Problem Solving/Number Talks will be areas for focus next year so students learn to apply their maths knowledge in a variety of situations



30 November 2020

Kiwisport Report 2020

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.

Overall waterwise cost	\$ 3,367
Overall swimming costs	\$11,954
Kiwisport Funding	\$ 5,955



A handwritten signature in blue ink, appearing to be 'Alister Bridgman', is written over the printed name and title.

Alister Bridgman
Principal

St Joseph's Catholic School, 2 Taharoto Road, Takapuna, North Shore City 0622, Auckland.
Phone 09 489 4994 Fax 09 488 0759
Email: office@sj.school.nz

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST JOSEPH'S SCHOOL (TAKAPUNA)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of St Joseph's School (Takapuna) (the School). The Auditor-General has appointed me, Blair Stanley, using the staff and resources of BDO Auckland, 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 2020, 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 2020; 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 the Public Benefit Entity (Public Sector) Reduced Disclosure Regime Accounting Framework as applicable to Tier 2 entities.

Our audit was completed on 21 June 2021. 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 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the 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 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: *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.



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