ST JOSEPH'S SCHOOL (NELSON)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 3221

Principal: Chris Gladstone

School Address: 1/18 Manuka Street, Nelson, 7010

School Phone: 03 548 4050

School Email: office@stjosephsnelson.school.nz

ST JOSEPH'S SCHOOL (NELSON)

Annual Report - For the year ended 31 December 2020

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St Joseph's School (Nelson)

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 reflect the financial position and operations of the School.

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

Angela Osborne
Full Name of Board Chairperson

CHRISTINE JOY GLADSTONE
Full Name of Principal

Signature of Board Chairperson

Signature of Principal

26·05·2021.
Date:

26.5.2021.
Date:

St Joseph's School (Nelson)

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Angela Osborne	Chairperson	Elected	May 2022
Chris Gladstone	Principal	ex Officio	
Irene Firestone	Parent Rep	Elected	May 2022
Chris Hart	Parent Rep	Elected	May 2022
Alistair Kwan	Parent Rep	Elected	May 2022
Tracy Malthus	Staff Rep	Elected	May 2022
Jaden Whiunui	Parent Rep	Elected	May 2022
Fr Bill Warwick	Proprietor's Rep		
Ros Allen-Hall	Proprietor's Rep		May 2022
Hamish Angus	Proprietor's Rep		May 2022

St Joseph's School (Nelson)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue				
Government Grants	2	2,427,815	2,370,117	2,136,300
Locally Raised Funds	3	96,811	130,410	156,629
Use of Proprietor's Land and Buildings		921,516	921,516	845,362
Interest Income		7,067	11,000	13,664
		3,453,209	3,433,043	3,151,955
Expenses				
Locally Raised Funds	3	26,557	30,200	36,301
Learning Resources	4	2,190,737	2,223,694	2,008,686
Administration	5	105,370	96,860	107,666
Finance		4,896	-	4,381
Property	6	1,133,135	1,154,166	1,060,210
Depreciation	7	67,159	66,434	66,434
Loss on Disposal of Property, Plant and Equipment		2,231	-	1,417
Amortisation of Equitable Lease	13	8,350	-	8,350
		3,538,435	3,571,354	3,293,445
Net (Deficit) / Surplus for the year		(85,226)	(138,311)	(141,490)
Total Comprehensive Revenue and Expense for the Year		(85,226)	(138,311)	(141,490)

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

St Joseph's School (Nelson)
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2020

	Notes	2020 $ Actual	2020 $ Budget (Unaudited)	2019 $ Actual
Balance at 1 January		762,632	762,632	863,434
Total comprehensive revenue and expense for the year		(85,226)	(138,311)	(141,490)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		12,087	-	40,688
Equity at 31 December	23	689,493	624,321	762,632
Retained Earnings		689,493	624,321	762,632
Equity at 31 December		689,493	624,321	762,632

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 (Nelson)
Statement of Financial Position
As at 31 December 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Current Assets				
Cash and Cash Equivalents	8	73,800	23,769	95,646
Accounts Receivable	9	116,599	95,986	95,986
GST Receivable		6,891	7,491	7,491
Prepayments		12,826	7,418	7,418
Inventories	10	25,755	23,648	23,648
Investments	11	258,447	257,183	257,183
		494,318	415,495	487,372
Current Liabilities				
Accounts Payable	14	169,730	134,546	134,546
Revenue Received in Advance	15	6,447	4,590	4,590
Provision for Cyclical Maintenance	16	65,242	54,900	54,900
Finance Lease Liability - Current Portion	17	18,402	18,311	18,311
		259,821	212,347	212,347
Working Capital Surplus/(Deficit)		234,497	203,148	275,025
Non-current Assets				
Investments	11	-	-	-
Property, Plant and Equipment	12	318,910	295,246	361,680
Equitable Leasehold Interest	13	225,442	233,792	233,792
		544,352	529,038	595,472
Non-current Liabilities				
Provision for Cyclical Maintenance	16	59,022	75,400	75,400
Finance Lease Liability	17	30,334	32,465	32,465
		89,356	107,865	107,865
Net Assets		689,493	624,321	762,632
Equity	23	689,493	624,321	762,632

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 (Nelson)
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		656,199	604,433	559,691
Locally Raised Funds		98,428	130,410	156,884
Goods and Services Tax (net)		600	-	(219)
Payments to Employees		(446,560)	(399,850)	(421,566)
Payments to Suppliers		(275,789)	(382,870)	(315,727)
Cyclical Maintenance Payments in the Year		(45,000)	(35,000)	-
Interest Received		7,077	11,000	14,546
Net cash from/(to) Operating Activities		(5,045)	(71,877)	(6,391)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(6,759)	-	(102,949)
Purchase of Investments		(1,264)	-	-
Proceeds from Sale of Investments		-	-	100,000
Net cash from/(to) Investing Activities		(8,023)	-	(2,949)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,087	-	40,688
Finance Lease Payments		(20,865)	-	(26,354)
Net cash from/(to) Financing Activities		(8,778)	-	14,334
Net increase/(decrease) in cash and cash equivalents		(21,846)	(71,877)	4,994
Cash and cash equivalents at the beginning of the year	8	95,646	95,646	90,652
Cash and cash equivalents at the end of the year	8	73,800	23,769	95,646

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.

St Joseph's School (Nelson)

Notes to the Financial Statements
For the year ended 31 December 2020

1. Statement of Accounting Policies

1.1. Reporting Entity
St Joseph's School (Nelson) (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.

1.2. 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.

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.

Cyclical Maintenance
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's 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 16.

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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. Revenue Recognition

Government Grants
The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

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

Teachers Salaries Grants are recorded as revenue when the School has the rights to the funding in the salary period 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.

1.4. 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.

1.5. 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.

1.6. Finance Lease Payments

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

1.7. 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.

1.8. Accounts Receivable

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

1.9. 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.

1.10. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.11. 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.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	5-10 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	8 years
Textbooks	3 years
Library resources	12.5% Diminishing value

1.12. Intangible Assets

Regularisation of property in state integrated schools

State integrated schools have an unintentional breach of the law. These breaches are due to historical cases where the boards of state integrated schools have used funds for capital expenditure that may have been the responsibility of their proprietors.

The Board will recognise an amortisation cost every year until the equitable lease on assets has expired completely (something which will depend on the remaining economic life of assets where the Board has an equitable lease).

Impact of an Equitable Interest

The recognition of the Board's equitable leasehold interest in assets it has contributed funds towards is intended to recognise the Board/community's financial interest and remove a breach of law from the Board's accounts. This is an unsecured interest in capital assets that is not intended to impact on any existing finance arrangements a proprietor may have in relation to that property. The proprietor should advise its financial institution of the arrangement.

In future the Board's equitable leasehold interest in the property must be taken into account when school property is sold or otherwise disposed of. That may involve a financial settlement or ongoing recognition of the Board's equitable interest by a new proprietor.

1.13. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

1.14. Accounts Payable

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

1.15. Employment 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

1.16. Revenue Received in Advance

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

1.17. Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

1.18. 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.

1.19. Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

1.20. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.21. Budget Figures

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

1.22. Services received in-kind

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

2. Government Grants

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Operational Grants	540,418	530,233	487,867
Teachers' Salaries Grants	1,765,684	1,765,684	1,576,609
Other MoE Grants	121,713	74,200	71,824
	2,427,815	2,370,117	2,136,300

Other MOE Grants total includes additional COVID-19 funding totalling $6,989 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue			
Donations	43,943	74,360	62,598
Other Revenue	7,971	6,050	8,731
Trading	29,646	30,000	35,697
Activities	15,251	20,000	49,603
	96,811	130,410	156,629
Expenses			
Activities	1,920	1,200	5,745
Trading	24,637	29,000	30,556
	26,557	30,200	36,301
Surplus for the year Locally raised funds	70,254	100,210	120,328

4. Learning Resources

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Curricular	76,326	129,860	110,605
Information and Communication Technology	2,523	25,550	3,301
Library Resources	1,073	3,500	1,398
Employee Benefits - Salaries	2,092,516	2,040,584	1,869,109
Staff Development	18,299	24,200	24,273
	2,190,737	2,223,694	2,008,686

5. Administration

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Audit Fee	3,713	3,500	3,605
Board of Trustees Fees	3,715	4,000	4,360
Board of Trustees Expenses	1,869	3,000	4,071
Communication	3,708	4,350	4,797
Consumables	23,269	13,700	14,399
Other	(716)	1,100	90
Employee Benefits - Salaries	62,487	60,200	69,323
Insurance	4,915	4,600	4,661
Service Providers, Contractors and Consultancy	2,410	2,410	2,360
	105,370	96,860	107,666

6. Property

	2020	2020 Budget	2019
	Actual	**(Unaudited)**	**Actual**
	$	**$**	**$**
Caretaking and Cleaning Consumables	9,275	9,200	11,699
Consultancy and Contract Services	28,860	20,600	21,673
Cyclical Maintenance Provision	38,964	35,000	39,650
Grounds	31,873	32,500	23,574
Heat, Light and Water	20,223	22,000	19,468
Repairs and Maintenance	15,370	43,600	30,218
Use of Land and Buildings	921,516	921,516	845,362
Security	5,416	5,000	-
Employee Benefits - Salaries	61,638	64,750	68,566
	1,133,135	1,154,166	1,060,210

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 of Property, Plant and Equipment

	2020	2020 Budget	2019
	Actual	**(Unaudited)**	**Actual**
	$	**$**	**$**
Building Improvements	1,364	1,180	3,094
Furniture and Equipment	26,766	26,760	22,991
Information and Communication Technology	12,632	12,590	14,396
Leased Assets	22,168	21,990	21,329
Library Resources	4,229	3,914	4,624
	67,159	66,434	66,434

8. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	**(Unaudited)**	**Actual**
	$	**$**	**$**
Bank Current Account	23,797	23,769	95,646
Short-term Bank Deposits	50,003	-	-
Cash and cash equivalents for Statement of Cash Flows	73,800	23,769	95,646

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

9. Accounts Receivable

	2020	2020 Budget	2019
	Actual	**(Unaudited)**	**Actual**
	$	**$**	**$**
Receivables	240	-	-
Interest Receivable	757	767	767
Teacher Salaries Grant Receivable	115,602	95,219	95,219
	116,599	95,986	95,986
Receivables from Exchange Transactions	997	767	767
Receivables from Non-Exchange Transactions	115,602	95,219	95,219
	116,599	95,986	95,986

10. Inventories

	2020	2020 Budget	2019
	Actual	**(Unaudited)**	**Actual**
	$	**$**	**$**
School Uniforms	25,755	23,648	23,648
	25,755	23,648	23,648

11. Investments

The School's investment activities are classified as follows:

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Current Asset			
Short-term Bank Deposits	258,447	257,183	257,183
Total Investments	258,447	257,183	257,183

12. Property, Plant and Equipment

2020	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	51,546	-	-	-	(1,364)	50,182
Furniture and Equipment	193,390	2,798	(270)	-	(26,766)	169,152
Information and Communication Technology	34,162	-	(783)	-	(12,632)	20.747
Leased Assets	50,211	19,861	-	-	(22,168)	47,904
Library Resources	32,371	2,638	(1,178)	-	(4,229)	29,602
Work in Progress	-	1,323	-	-	-	1,323
Balance at 31 December 2020	361,680	26,620	(2,231)	-	(67,159)	318,910

2020	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	54,549	(4,367)	50,182
Furniture and Equipment	626,372	(457,220)	169,152
Information and Communication Technology	120,308	(99,561)	20,747
Leased Assets	78,185	(30,281)	47,904
Library Resources	125,498	(95,896)	29,602
Work in Progress	1,323	-	1,323
Balance at 31 December 2020	1,006,235	(687,325)	318,910

The net carrying value of equipment held under a finance lease is $47,904 (2019: $50,211)

2019	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	54,640	-	-	-	(3,094)	51,546
Furniture and Equipment	120,666	114,140	(18,425)	-	(22,991)	193,390
Information and Communication Technology	42,871	5,687	-	-	(14,396)	34,162
Leased Assets	54,349	44,440	(27,249)	-	(21,329)	50,211
Library Resources	35,459	1,616	(80)	-	(4,624)	32,371
Work in Progress	1,406	(1,406)	-	-	-	-
Balance at 31 December 2019	309,391	164,477	(45,754)	-	(66,434)	361,680

2019	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	54,549	(3,003)	51,546
Furniture and Equipment	639,659	(446,269)	193,390
Information and Communication Technology	130,397	(96,235)	34,162
Leased Assets	78,367	(28,156)	50,211
Library Resources	127,501	(95,130)	32,371
Balance at 31 December 2019	1,030,473	(668,793)	361,680

13. Equitable Leasehold Interest

In 2007 a school funded pool was transferred to an equitable leasehold asset following agreement between the Proprietor and the Ministry of Education. Amortisation expense of $8,350 is brought to charge each year over the remaining economic life of the asset (40 years).

The major capital works assets included in the equitable leasehold interest are:	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
School Pool	225,442	233,792	233,792
	225,442	233,792	233,792

14. Accounts Payable

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Operating creditors	22,818	13,402	13,402
Accruals	3,893	2,905	2,905
Employee Entitlements - salaries	136,485	112,404	112,404
Employee Entitlements - leave accrual	6,534	5,835	5,835
	169,730	134,546	134,546
Payables for Exchange Transactions	169,730	134,546	134,546
	169,730	134,546	134,546

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Other	6,447	4,590	4,590
	6,447	4,590	4,590

16. Provision for Cyclical Maintenance

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Provision at the Start of the Year	130,300	130,300	90,650
Increase to the Provision During the Year	38,964	-	21,150
Adjustment to the Provision	-	-	18,500
Use of the Provision During the Year	(45,000)	-	-
Provision at the End of the Year	124,264	130,300	130,300
Cyclical Maintenance - Current	65,242	54,900	54,900
Cyclical Maintenance - Term	59,022	75,400	75,400
	124,264	130,300	130,300

17. Finance Lease Liability

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

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
No Later than One Year	22,111	22,133	22,133
Later than One Year and no Later than Five Years	33,315	37,033	37,033
	55,426	59,166	59,166

18. Related Party Transactions

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

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

The Proprietor of the School (Roman Catholic Archbishop of Wellington) 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 fund 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 1.4. 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".

19. Remuneration

Key management personnel compensation
Key management personnel of the School include all trustees of the Board, Principal, Deputy and Associate Principals, Director of Religious Studies and Syndicate Leaders.

	2020 Actual $	2019 Actual $
Board Members		
Remuneration	3,715	4,360
Full-time equivalent members	0.54	0.84
Leadership Team		
Remuneration	795,428	596,404
Full-time equivalent members	8.00	6.00
Total key management personnel remuneration	799,143	600,764
Total full-time equivalent personnel	8.54	6.84

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	140-150	130 - 140
Benefits and Other Emoluments	20-30	10 -20
Termination Benefits	0 - 0	0 - 0

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

Remuneration $000	2020 FTE Number	2019 FTE Number
100 - 110	2.00	1.00
	2.00	1.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	$ -	$ -
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets 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.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into any contract agreements.

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2019: nil)

23. 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.

24. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash and Cash Equivalents	73,800	23,769	95,646
Receivables	116,599	95,986	95,986
Investments - Term Deposits	258,447	257,183	257,183
Total Financial Assets Measured at amortised cost	448,846	376,938	448,815

Financial liabilities measured at amortised cost

Payables	169,730	134,546	134,546
Finance Leases	48,736	50,776	50,776
Total Financial Liabilities Measured at Amortised Cost	218,466	185,322	185,322

25. Events After Balance Date

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

1.0 All staff and students to excel in cultural and <mark>spiritual</mark> responsive practice.

1.1. Implement and evaluate the recommendations from the Catholic Character Review - achieved.

1.2 Providing teaching staff with Professional Development with a focus on living life to the full - achieved.

1.3. Partnership and collaboration with our Parish and local community is strengthening - achieved.

Catholi Character Review Recommendations	ACTIONS	OUTCOMES (What has happened as a result?)	EVIDENCE / VARIANCE (what can be seen?)	EVALUATION (Where to next)?
Encounter with Christ 1. 1 Develop an annual invitational process for Baptism, especially targeting students with preference certificates (Criteria 5.2, 5.3, 5.4) who are not yet baptised, and their families.	❖ Invite families of children who have not been baptised to participate in a sacramental preparation at the beginning of Term 3.	❖ The DRS and Father Bill ran a preparation programme for Baptism, Eucharist and confirmation ❖ 2019 - 6 students baptised ❖ 2020 - 12 students baptised ❖ 27 students were confirmed into the church in 2020 ❖ A strengthened partnership has been forged with families/whānau through the sacramental programmes.	❖ The whole school participated in the Baptism liturgy in 2019. This created an interest for other students ❖ In 2020 - family and friends attended the Baptism service ❖ The celebration for baptised students included planting fruit trees in the Junior garden and morning tea ❖ Although a tricky year with Covid, more parents/whānau attended the masses / liturgies ❖ Information around the sacramental programme is more clearly communicated and visible to our whānau /parents.	❖ Timetable preparation for Baptism in partnership with the Parish, Term 3 Week 3 ❖ Create visible signs around the school reflecting our charism ❖ Continue to strengthen Religious Education integration.
	❖ Identify ways to refresh student / teacher knowledge about the school history and Charism of the founders during the year.	❖ Principal's assemblies grow our charism ❖ RE units encourage students to dig into our school's history and Charism ❖ The Sisters join our classroom RE lessons ❖ Feb 9th, 2021 will be the 150 year celebration for the Sisters of the Missions. Our students will be involved in this Mass and tree	❖ Students and teachers are developing a deeper understanding of our charism - the essence of who we are / turangawaewae (our story).	

		planting following at St Joseph's following the Mass.		
	❖ Introduce the rite of reconciliation at key seasonal times e.g. Lent, Advent.	❖ This was not achieved due to Covid.	❖ N/A	
	❖ Embed school / parish Masses, and syndicate or class liturgies into the annual calendar.	❖ School masses and Syndicate masses are recorded on the Meeting Schedule and in the School Calendar.	❖ Parents and students receive clear communication / notification about these events.	
	❖ At the Staff Retreat day 2020 – consider how Board members and Staff could share part of the day.	❖ This did not occur due to Covid.	❖ N/A	
Growth in Knowledge 2. Continue to improve the quality of Religious Education by: continuing to develop authentic assessment which includes student self-evaluation and self-reflection.	❖ Teaching staff to undertake PD based on planning and assessment of integrated units. ❖ Develop a RE Curriculum plan.	❖ Planning is now carried out collaboratively ❖ Whole school themes provide a unified focus: 2020 Jesus's Story - Our Story, 2021- Life is a Gift - Choose How You Live it to the Full. ❖ Guidelines / expectations for writing and assessing integrated units provide clarity for teachers ❖ We continue to develop our understanding of authentic evaluation of the RE curriculum across the school through regular PD sessions. ❖ The RE Curriculum plan houses the unit plans for RE	❖ Integrated units are visible in each Syndicate ❖ We have a unified focus in RE ❖ The RE Curriculum Plan provides a shared understanding of planning and learning and shows the coverage of strands.	

	❖ A Whakapono Journal was created and is shared via HERO each term with parents. ❖ Create a regular cycle of observation and feedback of teacher practice	❖ Students self reflect (in HERO) on their learning each term and share with parents ❖ RE Observations were carried out by the DRS and Principal.	❖ The whakapono journal enables students, staff and parents to be able to see a child's faith journey throughout their years at St Joseph's. ❖ Teachers reflections on their transcript (observation of a RE lesson) are in line with our shadow coaching model and are carried out yearly.	
	❖ *Increase knowledge and understanding of effective teaching and learning in RE*	❖ Professional Development occurred as follows: 2018 - All staff attended the Spirituality Course (RE 502) Professional Development 2019 2020 - All staff attended the Have Life to the Full course (RE 501) ❖ DRS, Principal and a staff member attended a Top of the Staff hui in Blenheim led by Maureen Phillips / Colin McLeod (Draft Curriculum) based on Integrated Unis ❖ Maureen guided the Leadership Team, and then the Staff, towards a stronger understanding around planning an integrated unit and developing understanding of the new Draft RE Curriculum ❖ The RE Curriculum plan, unit plan guidelines and collaborative	❖ 15 teachers completed the Have Life to the Full course (two did not due to sickness) ❖ Teachers feedback indicates they are strengthening their understanding around creating powerful integrated units and feel positive about the new Draft Curriculum ❖ Clear understanding about what we want the children to know is the foundation for planning.	

		planning create consistency and unity across syndicates. ❖ Teachers invited to attend Cardinal John's address - Teaching in a Catholic School .		
	❖ Link the teacher RE appraisal goal to a specific teaching action, based on learning from whole school PD (e.g.RE 502), and incorporate into the appraisal process	❖ 2020 teachers were observed teaching an RE lesson by the principal or DRS and the transcript given to the teachers to analyse and reflect on their teaching and their students' learning. Student voice was gathered as part of the process.	❖ Teachers are developing a better understanding about the impact their teaching has had on their students in RE.	
3. Clarify the role of Tagged teachers to all staff and ensure that job descriptions for tagged teachers identify specific responsibilities with a view to growing Catholic leadership.	❖ Create differentiated Job Descriptions for Tagged and Untagged Teachers.	❖ Job descriptions reflect tagged and untagged differentiated responsibilities.	❖ Teachers have clear descriptors in their Job Descriptions on what it means to be teaching in a Catholic School.	
Christian Witness 4. With the increasing cultural diversity in the school, explore ways to acknowledge and celebrate those cultures in meaningful ways, based on the school's vision that all may experience life to the full.	❖ Look to re-establish the Young Vinnies group in the school.	❖ This was investigated, however due to covid / lockdown it did not happen.	◆ N/A	
	❖ Use the same lens provided by Cultural Relations for Responsive Pedagogy to focus on other cultures within the school.	❖ Assemblies and liturgies have embraced our 30 different cultures	❖ Parents / whānau are invited to assemblies, pōwhiri and liturgies to celebrate our different cultures.	

Safeguarding and Strengthening Catholic Character 5. Establish a three-year Board Work Plan, which includes the cycle of internal evaluation of the dimensions of Catholic Character	❖ As policies are updated, ensure that each one reflects the specific Catholic Character of this school.	❖ Board Workplan established.	❖ The workplan provides guidance, in a timely manner, for the Board
	❖ Through strategic planning, continue to work on building stronger connections between the parish and school community, fostering the understanding among students and their families about what it means to be Catholic.	❖ The Sacramental Programme is a strong and visible link between school and Parish ❖ Students were actively involved in Parish Masses ❖ Students are involved in altar service ❖ Parish Priest supported school assemblies, pōwhiri, class prayer and Syndicate Retreats ❖ Year 8 students were given the option to become Christian Service leaders.	❖ There are Increasing numbers of students involved in the Sacramental Programme. ❖ Students are developing confidence when participating in church services ❖ Our students' faith journeys have been supported by our Parish Priest ❖ Year 8 students developed leadership skills through a Christian Service Leadership Day and were actively involved in liturgies and masses throughout the year.
	❖ In light of upcoming Board elections, ensure that all new Board members understand and experience how the Catholic Character underpins and is reflected in all decisions and actions taken by the Board.	❖ Frank Wafer ran a meeting for the Board based on what it meant to be a Board member in a Catholic School.	❖ A few Board members attended this meeting.

1.0 All staff and students to excel in <mark>cultural</mark> and spiritual responsive practice - achieved.

	ACTIONS	OUTCOMES (What has happened as a result?)	EVIDENCE / VARIANCE (what can be seen?)	EVALUATION (Where to next)?
1.1 Providing teaching staff with Professional Development and embedding and evaluating the learning from 2019.	❖ Gain baseline data on our culturally responsive relational pedagogy (CRRP) from Rongohia te Hau - classroom observations Term 1 2020.	❖ Equity for students is developing through our awareness of CRRP principles / practice. All staff progressed at least level within the CRRP framework criteria.	❖ Data from The CRRP (Poutama Pounamu) observations demonstrates all teachers have improved their culturally responsive and relational practice.	❖ Continue to strengthen staff capability around peer review using the Shadow Coaching model ❖ Provide professional development for new staff on CRRP and how to use the Shadow Coaching model ❖ Develop guidelines for teachers around how to effectively use our Māori Record of Learning Books to evidence students' progression in reo and tikanga learning ❖ Continue to grow the bank of resources and provide opportunities for teachers to extend their reo and tikanga at staff meetings ❖ Undertake professional development to support development of our localised curriculum.
	❖ Provide exemplars for teachers e.g. visiting culturally responsive teachers and classrooms both in our school and other schools.	❖ Plans to visit other schools to observe teachers with known strong culturally responsive practice were cancelled due to Covid ◆ Poutama Pounamu facilitator provided staff development by modelling how to peer review, using the culturally responsive shadow coaching model.	❖ Staff developed an understanding of how to use the peer review model as part of their Performance Growth Cycle. ❖ All staff participated in peer review as part of their Performance Growth Cycle.	
	❖ Revisit our Culturally Responsive Criteria.	❖ A new set of culturally responsive criteria, created by Poutamu Pounamu, was used to assess all teachers in the Kāhui Ako .	❖ Data demonstrates all teachers have improved their daily culturally responsive and relational practice.	
1.2 Teachers and students are protecting the Treaty by participating weekly in the te reo and tikanga.	❖ Ensure reo is developed in staff meetings.	❖ A bank of resources was shared with teachers and reo / tikanga shared at staff meetings	❖ Resources and new learning were used to support te reo and tikanga in classroom planning and practice.	
	❖ Ascertain how our tamariki are learning reo and tikanga in each	❖ A korero occurred.	❖ In the pursuit of equity, excellence and consistency we need to review how we are gathering evidence of	

	syndicate, and what support is required for teachers.		students' learning (reo and tikanga) through the students' Māori Record of Learning Books.	

2. All students yet to reach school expectations will make accelerated progress to meet expectation. Progress has been made towards this goal, particularly in maths which has been our focus for two years. Our next step is to develop consistent classroom literacy practice school-wide.

MATHS
95.3% (363) ākonga are achieving at or above their curriculum level in Maths. 3.7% (18) are yet to. This is an increase of **62 more children** achieving where they should be in 2020 compared with our 2019 data.

WRITING
86.6% (330) ākonga are achieving at or above their curriculum level in writing. 13.4% (51) are yet to. This is an increase of **26 more children** achieving where they should be in 2020 compared with our 2019 data.

READING
87.9% (336) ākonga are achieving at or above their curriculum level. 12.1% (44) are yet to. This is an increase of **20 more children** achieving where they should be in 2020 compared with our 2019 data. Literacy professional development will be a focus for us in 2021.

	ACTIONS	OUTCOMES (What has happened as a result?)	EVIDENCE / VARIANCE (what can be seen?)	EVALUATION (Where to next)?
Develop systems to support accelerated learning	❖ TA to be assigned to a syndicate and used to support *student learning*.	❖ Juniors - 3 TAs ❖ LM - 2 TAs ❖ UM - 2 TAs ❖ Intermediates - 2 TAs.	❖ There is a more equitable distribution of our TAs based on students' needs.	❖ Use the ALiM and ALL funding (granted for 2021) to further extend accelerated learning across the school ❖ Staff to undertake the third year of DMIC with the new format of Lesson Study ❖ Undertake Professional Development (Assessment for Learning) through the lens of literacy ❖ Develop a comprehensive assessment and reporting calendar.
	❖ Team Leaders to take responsibility for effective use of TA to support students' learning.	❖ Team Leaders have the daily overall responsibility of the placement of their TAs in their syndicate, based on students' needs.	❖ An understanding is developing schoolwide that the TAs are employed to support student learning ❖ Team Leaders are working towards creating best practice - for accelerating the progress of students yet to reach expectation in their syndicate ❖ Notes / evidence on Priority Student progress are recorded by all Teacher Aides. This provides	

		clearer communication about our Priority Students' progress.	
	❖ Develop TA norms that clearly communicate expectations.	❖ TA Norms were collaboratively developed.	❖ Clear expectations and guidelines for TAs are now evident across the school.
	❖ TA timetables to be shared with the Senior Leadership Team.	❖ TA timetables were shared.	❖ The Leadership Team and LSC have an overview of how the TAs are supporting learning.
	❖ Reduce the number of interruptions occurring to learning when in the morning programme (when the majority of our TAs are employed).	◆ Teachers are working to ensure that students receive minimal interruptions during the time that we employ our TA to support student learning. ◆ EOTC (Education Outside the Classroom) trips / Technology (Yr 7 / 8) are planned where possible for the afternoon.	❖ The morning programme is now streamlined to focus on Maths, Literacy and R.E.
	❖ Provide professional development for TAs	❖ The TAs received professional development (based on their collective identified needs) at their own professional development days. ◆ The LSC has a direct connection with the TAs needs and provides support and learning on an individual or collective basis.	❖ TAs are developing a better understanding of how to support teaching of the DMIC model in maths.
2.2.Strengthening and growing our staff's capability in ALLs and ALiM.	❖ Support our TAs to develop their own understanding of the ALLs and ALiM programmes.	◆ Peer support was provided through the ALLs budget ◆ Increased teacher capability / understanding when planning for accelerated learning ❖ Groups worked in the classroom rather than withdrawn in order to maintain status with peers.	❖ 77% of our students involved in the ALiM (Accelerated Learning in Mathematics) intervention are working at the expected level of the curriculum and 94% accelerated. Maori are 100% achieving and Pasifika 80%. This is evidence that cultural

		❖ Less deficit theorising	relations for responsive pedagogy and DMIC are working. ❖ 23 students were involved in the ALL (Accelerated Learning in Literacy) programme. 91% of our students made accelerated progress and 52% are now working at the expected curriculum level. 66% of our Māori students and 75% Pasifika students are now achieving at their expected level.	
	❖ Professional conversations within and across teams to build knowledge and consistency.	❖ Professional conversations about our priority students occurred at each Syndicate meeting and were recorded.	❖ A shared understanding of needs and a collective responsibility for all priority learners is evident and growing.	
	❖ Continue to grow ALiM and ALL practice.	❖ Teaching of ALim and ALL was evidenced in all syndicates.	❖ Staff have developed a stronger understanding of how to accelerate students' learning through ALim and ALL which resulted in improved school data.	

2.3 Evaluating and strengthening our systems for capturing data (moderation and assessment).	❖ Schedule staff hui to collaboratively analyse and value data.	❖ The Leadership Team met to collaboratively analyse data.	❖ Staff have identified the need to have clear differentiation in planning and teaching for both Priority and extension students.	
	❖ Create a system (Hero) where we know where our students' learning is at, at any given time.	◆ Individual students' progress can be accessed schoolwide.	❖ 2020 reports in HERO provided both whānau and next classroom teachers a comprehensive overview of where our students' learning is.	
	❖ Focus on assessment and moderation practice.	❖ Time was allocated for Syndicate and across Syndicate moderation	❖ Teachers are developing a more cohesive cross-syndicate	

			understanding of the Asttle writing rubric.	

3. To fully embed and use HERO to meet our needs. - not yet completely achieved although steady progress made.

	ACTIONS	OUTCOMES (What has happened as a result?)	EVIDENCE / VARIANCE (what can be seen?)	EVALUATION (Where to next)?
3.1. Evaluate and strengthen teacher capability / resources in order to meet our needs in HERO.	❖ Deliver within school PD to support the migration from LINC ED to HERO and further embed the use of our SMS.	❖ Timely professional development has supported teachers to gain confidence when using HERO.	❖ Most teachers indicated in a survey that they are confident when navigating HERO for recording data and reporting to parents. Those that indicated they were not confident were provided with support through extra professional development.	❖ Obtain feedback from whānau / parents about their Real Time reporting experience ❖ Create a timeline and guidelines for teachers for Real-time reporting to parents ❖ Ensure new staff are brought up to speed with HERO ❖ Continue to learn how to use HERO more effectively for data collection and analysis.
3.2 Evaluate and strengthen HERO and reporting to parents.	❖ Teach students in Year 5-8 to upload rich media and self reflect on their achievement.	❖ Students have learned how to upload posts about their learning and reflections in HERO.	❖ Students from Year 5-8 shared posts in HERO for reporting to parents and wrote reflections about their learning.	
	❖ To fully engage all teachers to report to parents across the curriculum in at least one other area (other than, reading, writing, maths, RE & general comment).	❖ Reporting to parents in one other curriculum area did not occur . This goal was unrealistic because we underestimated the time it would take to learn how to do Real-time reporting.	◆ Real-time reporting is now operational at St Joseph's. This is followed up with a twice yearly parent/whānau hui. This has replaced the twice yearly written reports.	
	❖ Continue with PD around the use of the Literacy Progressions and maths goals.	❖ Teachers are developing their understanding of the Literacy Progressions.	❖ Teachers have an understanding of the Literacy Progressions. Our maths goals require more mahi.	
3.3 Complete, evaluate and update the St Joseph's HERO Action Plan.	❖ Action plan to be reviewed through the lens of HERO.	❖ The HERO action plan was carried out.	*Digital Technologies Curriculum* ◆ Teachers have developed their understanding of what the DTC	

Curriculum is and its two main objectives (Designing Digital Outcomes and Computational Thinking)

◆ We have a personalised St Joseph's school curriculum of learning intentions at each curriculum level and what the outcomes are for students

◆ Teachers have been experimenting with learning experiences with the intention of fully embedding the digital technologies curriculum into their learning programmes in 2021 at each curriculum level.

Board Statement

St Joseph's School Ministry of Education number is 3221. This strategic plan is supported by the St Joseph's Curriculum documents and meets NAG and NEG requirements.

St Joseph's will lodge a copy of its annually updated charter to the Ministry of Education by 1 March of each year. St Joseph's will lodge a copy of its reports on annual targets to the Ministry of Education by December each year. Consultation with the St Joseph's community has been achieved, including its Māori and Pasifika communities, through regular discussions with the Board, Senior Leadership Team, staff, parents, and Whānau as part of a three year cycle of self review, parent information evenings held each year, and a strategic planning survey held every three years. A copy of this Charter is available on our website.

Signed:

Principal _____

Chair, Board of Trustees _____

_____
Angela Osborne

Date 26.2.21.

Date 26 Feb 2021

School Name: St Joseph's School Nelson

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2020 the school received total Kiwisport funding of $5,554.58 (excluding GST). The funding was spent on coaching in school, extra sports equipment and funding needy families' registration in afterschool sport.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Saint Joseph's School (Nelson) (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, 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 Cash Flow Statement 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 Public Sector

    – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 26th May 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Kiwisport Report and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.
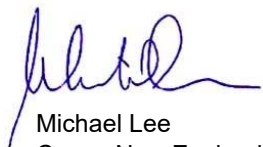
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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

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