

# ST JOSEPH'S MAORI GIRLS' COLLEGE

## Annual Report

FOR THE YEAR ENDED 31 DECEMBER 2020

### School Directory

<b>Ministry Number:</b>	222
<b>Principal:</b>	Georgina Kingi
<b>School Address:</b>	25 Osier Road, Napier
<b>School Postal Address:</b>	Private Bag 6031, Napier, 4142
<b>School Phone:</b>	06 844 8461
<b>School Email:</b>	stjomaori@sjmgc.school.nz

### Members of the Board of Trustees

Name	Position	How position gained	Term expired/expires
Olga Peakman	Chairperson	Elected	September 2021
Dame Georgina Kingi	Principal	Appointed	
Joanne Hoera	Deputy Chairperson	Elected	May 2022
Ngamotu Kupa	Parent Representative	Elected	May 2022
Mary Clark	Parent Representative	Elected	May 2022
Megan Morton	Parent Representative	Elected	May 2022
Brendan MacDonald	Parent Representative	Elected	May 2022
Mary Waitoa	Proprietor's Representative	Selected	September 2020
Tini Tuhura	Staff Representative	Elected	May 2022
Horiana Smallman	Student Representative	Elected	September 2021
Te Piataaio Borrell	Student Representative	Elected	September 2020

### Accountant / Service Provider:

Eclipse Solutions 4 Schools Ltd

# ST JOSEPH'S MAORI GIRLS' COLLEGE

Annual Report - For the year ended 31 December 2020

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## St Joseph's Maori Girls' College

### 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 judgement 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.

MEGAN MORTON

Full Name of Board Chairperson

*M. Morton*

Signature of Board Chairperson

16/12/2021

Date:

GEORGINA KINGI

Full Name of Principal

*Georgina Kingi*

Signature of Principal

16/12/2021

Date:

**St Joseph's Maori Girls' College**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	2,886,012	2,647,100	2,608,063
Locally Raised Funds	3	31,911	40,200	48,465
Use of Proprietor's Land and Buildings		509,146	450,000	449,716
Interest Income		30,256	20,000	46,089
		<u>3,457,325</u>	<u>3,157,300</u>	<u>3,152,333</u>
<b>Expenses</b>				
Locally Raised Funds	3	85,665	46,600	68,279
Learning Resources	4	2,172,425	2,098,060	2,095,591
Administration	5	313,652	221,586	274,807
Finance		5,584	4,000	7,504
Property	6	757,452	676,567	641,814
Depreciation	7	109,117	110,000	126,471
Transport		584	800	1,560
		<u>3,444,479</u>	<u>3,157,613</u>	<u>3,216,026</u>
<b>Net Surplus / (Deficit) for the Year</b>		12,846	(313)	(63,693)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>12,846</u>	<u>(313)</u>	<u>(63,693)</u>

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

**St Joseph's Maori Girls' College**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2020

	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>	<u>1,828,090</u>	<u>1,884,185</u>	<u>1,884,185</u>
Total Comprehensive Revenue and Expense for the Year	12,846	(313)	(63,693)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	30,504	-	7,598
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9			
<b>Equity at 31 December</b>	<u>1,871,440</u>	<u>1,883,872</u>	<u>1,828,090</u>
Retained Earnings	1,871,440	1,883,872	1,828,090
Reserves	-	-	-
<b>Equity at 31 December</b>	<u>1,871,440</u>	<u>1,883,872</u>	<u>1,828,090</u>

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 Maori Girls' College**  
**Statement of Financial Position**  
As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	603,089	664,872	624,825
Accounts Receivable	9	164,322	163,896	132,562
GST Receivable		13,828	10,000	7,431
Prepayments		12,634	10,000	7,323
Investments	10	1,288,934	1,265,000	1,255,056
		<u>2,082,807</u>	<u>2,113,768</u>	<u>2,027,197</u>
<b>Current Liabilities</b>				
Accounts Payable	12	231,455	216,896	167,940
Provision for Cyclical Maintenance	13	58,500	58,500	42,506
Finance Lease Liability - Current Portion	14	41,198	45,000	50,391
Funds Held on Behalf	15	9,675	9,500	9,397
		<u>340,828</u>	<u>329,896</u>	<u>270,234</u>
<b>Working Capital Surplus/(Deficit)</b>		1,741,979	1,783,872	1,756,963
<b>Non-Current Assets</b>				
Property, Plant and Equipment	11	347,164	320,000	313,793
		<u>347,164</u>	<u>320,000</u>	<u>313,793</u>
<b>Non-Current Liabilities</b>				
Provision for Cyclical Maintenance	13	198,850	200,000	208,800
Finance Lease Liability	14	18,853	20,000	33,866
		<u>217,703</u>	<u>220,000</u>	<u>242,666</u>
<b>Net Assets</b>		<u>1,871,440</u>	<u>1,883,872</u>	<u>1,828,090</u>
<b>Equity</b>		<u>1,871,440</u>	<u>1,883,872</u>	<u>1,828,090</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 Maori Girls' College**  
**Statement of Cash Flows**  
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash Flows from Operating Activities</b>				
Government Grants		894,262	736,100	800,575
Locally Raised Funds		33,814	48,200	51,205
Goods and Services Tax (net)		(6,397)	(2,000)	(8,714)
Funds Administered on Behalf of Third Parties		278	(500)	(5,471)
Payments to Employees		(319,079)	(184,335)	(315,734)
Payments to Suppliers		(490,363)	(332,146)	(401,826)
Cyclical Maintenance Payments in the Year		6,044	13,500	30,070
Interest Paid		(5,584)	(4,000)	(7,504)
Interest Received		35,357	25,000	42,531
<b>Net Cash from/(to) Operating Activities</b>		<b>148,332</b>	<b>299,819</b>	<b>185,132</b>
<b>Cash Flows from Investing Activities</b>				
Proceeds from Sale of Property, Plant & Equipment (and Intangibles)		-	(60,000)	(1)
Purchase of Property, Plant & Equipment (and Intangibles)		(113,695)	-	(60,935)
Purchase of Investments		(33,878)	(5,000)	(35,673)
<b>Net Cash from/(to) Investing Activities</b>		<b>(147,573)</b>	<b>(65,000)</b>	<b>(96,609)</b>
<b>Cash Flows from Financing Activities</b>				
Furniture and Equipment Grant		30,504	-	7,598
Finance Lease Payments		(52,999)	(15,000)	(50,452)
<b>Net Cash from/(to) Financing Activities</b>		<b>(22,495)</b>	<b>(15,000)</b>	<b>(42,854)</b>
<b>Net Increase/(Decrease) in Cash and Cash Equivalents</b>		<b>(21,736)</b>	<b>219,819</b>	<b>45,669</b>
Cash and Cash Equivalents at the Beginning of the Year	8	624,825	445,053	579,156
<b>Cash and Cash Equivalents at the End of the Year</b>	<b>8</b>	<b>603,089</b>	<b>664,872</b>	<b>624,825</b>

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

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

# St Joseph's Maori Girls' College

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

The financial 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 & 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 11.

#### *Cyclical maintenance provision*

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 13.

#### **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.

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

##### **Other 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.

#### **d) 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.

#### **e) 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.

#### **f) 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.

#### **g) 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.

#### **h) 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.

#### **i) 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.

#### **j) 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:

Furniture and Equipment	5–10 years
Information and Communication Technology	3–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased Assets Held Under a Finance Lease	3–5 years
Library resources	12.5% Diminishing value

#### **k) 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.

The reversal of an impairment loss is recognised in the surplus or deficit.

#### **l) Accounts Payable**

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

#### **m) Employee Entitlements**

##### *Short-term employee entitlements*

Employee 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.

#### **n) Funds Held on Behalf**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **o) 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 provision for cyclical maintenance represents the obligation the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

#### **p) 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, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

**q) 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.

**r) Budget Figures**

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

**s) 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	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	750,023	731,100	683,443
Teachers' Salaries Grants	1,991,750	1,911,000	1,910,902
Other MoE Grants	144,239	5,000	13,718
Other Government Grants	-	-	-
	<u>2,886,012</u>	<u>2,647,100</u>	<u>2,608,063</u>

The school has opted in to the donations scheme for this year. The amount received was \$30,300.

Other MOE Grants total includes additional COVID-19 funding totalling \$28,670 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)	\$
<b>Revenue</b>			
Donations	-	-	370
Activities	31,911	40,200	48,095
	<u>31,911</u>	<u>40,200</u>	<u>48,465</u>
<b>Expenses</b>			
Activities	85,665	46,600	68,279
	<u>85,665</u>	<u>46,600</u>	<u>68,279</u>
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	<u>(53,754)</u>	<u>(6,400)</u>	<u>(19,814)</u>

## 4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	46,749	55,960	54,995
Equipment Repairs	4,369	4,500	5,509
Information and Communication Technology	28,725	32,200	7,225
Library Resources	4,071	4,500	4,957
Employee Benefits - Salaries	2,087,030	2,000,400	2,018,253
Staff Development	1,481	500	4,652
	<u>2,172,425</u>	<u>2,098,060</u>	<u>2,095,591</u>

## 5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,910	5,910	6,490
Board of Trustees Fees	3,755	4,000	3,885
Board of Trustees Expenses	3,913	4,700	71,307
Communication	5,687	6,500	9,426
Consumables	15,860	20,000	29,560
Other	119,517	15,100	11,126
Employee Benefits - Salaries	142,231	150,000	127,327
Insurance	5,385	5,000	5,887
Service Providers, Contractors and Consultancy	11,394	10,376	9,799
	<b>313,652</b>	<b>221,586</b>	<b>274,807</b>

## 6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	22,883	13,100	16,054
Cyclical Maintenance Provision	53,273	35,000	34,275
Grounds	8,833	10,600	10,031
Heat, Light and Water	21,471	25,000	25,097
Rates	1,101	1,500	974
Repairs and Maintenance	49,232	33,300	14,912
Use of Land and Buildings	509,146	450,000	449,716
Security	8,134	15,000	7,606
Employee Benefits - Salaries	83,379	93,067	83,149
	<b>757,452</b>	<b>676,567</b>	<b>641,814</b>

The use of land and buildings figure represents 8% of the school's total property value, as used for rating purposes.

## 7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	30,586	30,000	30,034
Information and Communication Technology	13,243	30,000	20,492
Motor Vehicles	-	20,000	1,161
Textbooks	11,471	5,000	9,688
Leased Assets	50,816	20,000	62,383
Library Resources	3,001	5,000	2,713
	<b>109,117</b>	<b>110,000</b>	<b>126,471</b>

## 8. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	469	400	399
Bank Current Account	192,841	254,472	215,273
Bank Call Account	409,779	410,000	409,153
Cash and Cash Equivalents for Statement of Cash Flows	<u>603,089</u>	<u>664,872</u>	<u>624,825</u>

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

## 9. Accounts Receivable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	1,938	2,000	3,841
Interest Receivable	5,488	5,000	10,589
Teacher Salaries Grant Receivable	156,896	156,896	118,132
	<u>164,322</u>	<u>163,896</u>	<u>132,562</u>
Receivables from Exchange Transactions	7,426	7,000	14,430
Receivables from Non-Exchange Transactions	156,896	156,896	118,132
	<u>164,322</u>	<u>163,896</u>	<u>132,562</u>

## 10. Investments

The School's investment activities are classified as follows:

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,288,934	1,265,000	1,255,056
Total Investments	<u>1,288,934</u>	<u>1,265,000</u>	<u>1,255,056</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2020</b>						
Furniture and Equipment	105,400	68,445	-	-	(30,586)	143,259
Information and Communication Technology	14,548	22,925	-	-	(13,243)	24,230
Motor Vehicles	-	-	-	-	-	-
Textbooks	90,214	18,624	-	-	(11,471)	97,367
Leased Assets	79,933	28,792	-	-	(50,816)	57,909
Library Resources	23,698	3,702	-	-	(3,001)	24,399
<b>Balance at 31 December 2020</b>	<b>313,793</b>	<b>142,488</b>	<b>-</b>	<b>-</b>	<b>(109,117)</b>	<b>347,164</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2020</b>			
Furniture and Equipment	598,297	(455,038)	143,259
Information and Communication Technology	455,731	(431,501)	24,230
Motor Vehicles	54,890	(54,890)	-
Textbooks	361,863	(264,496)	97,367
Leased Assets	260,817	(202,908)	57,909
Library Resources	62,790	(38,391)	24,399
<b>Balance at 31 December 2020</b>	<b>1,794,388</b>	<b>(1,447,224)</b>	<b>347,164</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2019</b>						
Furniture and Equipment	111,011	24,423	-	-	(30,034)	105,400
Information and Communication Technology	28,091	6,949	-	-	(20,492)	14,548
Motor Vehicles	1,160	1	-	-	(1,161)	-
Textbooks	75,471	24,431	-	-	(9,688)	90,214
Leased Assets	64,872	77,444	-	-	(62,383)	79,933
Library Resources	21,279	5,132	-	-	(2,713)	23,698
<b>Balance at 31 December 2019</b>	<b>301,884</b>	<b>138,380</b>	<b>-</b>	<b>-</b>	<b>(126,471)</b>	<b>313,793</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Furniture and Equipment	613,048	(507,648)	105,400
Information and Communication Technology	457,089	(442,541)	14,548
Motor Vehicles	54,890	(54,890)	-
Textbooks	343,239	(253,025)	90,214
Leased Assets	232,024	(152,091)	79,933
Library Resources	59,088	(35,390)	23,698
<b>Balance at 31 December 2019</b>	<b>1,759,378</b>	<b>(1,445,585)</b>	<b>313,793</b>

## 12. Accounts Payable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operating Creditors	30,862	20,000	10,612
Accruals	11,650	10,000	8,960
Employee Entitlements - Salaries	156,896	156,896	118,132
Employee Entitlements - Leave Accrual	32,047	30,000	30,236
	<u>231,455</u>	<u>216,896</u>	<u>167,940</u>
Payables for Exchange Transactions	231,455	216,896	167,940
	<u>231,455</u>	<u>216,896</u>	<u>167,940</u>

The carrying value of payables approximates their fair value.

## 13. Provision for Cyclical Maintenance

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	251,306	251,306	221,236
Increase/(Decrease) to the Provision During the Year	53,273	35,000	34,275
Use of the Provision During the Year	(47,229)	(27,806)	(4,205)
Provision at the End of the Year	<u>257,350</u>	<u>258,500</u>	<u>251,306</u>
Cyclical Maintenance - Current	58,500	58,500	42,506
Cyclical Maintenance - Term	198,850	200,000	208,800
	<u>257,350</u>	<u>258,500</u>	<u>251,306</u>

## 14. Finance Lease Liability

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	41,198	45,000	50,391
Later than One Year and No Later than Five Years	21,951	20,000	40,187
	<u>63,149</u>	<u>65,000</u>	<u>90,578</u>

## 15. Funds Held on Behalf

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held on Behalf of Third Parties - Current	9,675	9,500	9,397
	<u>9,675</u>	<u>9,500</u>	<u>9,397</u>

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

## 16. 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 Palmerston North, 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 that are material transactions that have occurred has been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(d). The estimated value of this use during 2020 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

## 17. 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	3,755	3,885
Full-Time Equivalent Members	0.07	0.08
<i>Leadership Team</i>		
Remuneration	465,162	425,210
Full-Time Equivalent Members	4	4
Total Key Management Personnel Remuneration	468,917	429,095
Total Full-Time Equivalent Personnel	4.07	4.08

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	0 - 5	1 - 2
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	5	-
	5	-

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

## 18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be a trustee, committee member, or employee 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 \$0	2019 Actual \$0
Total	-	-
Number of People	-	-

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

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

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board did not have any capital commitments.

(Capital commitments at 31 December 2019: nil)

### (b) Operating Commitments

As at 31 December 2020 the Board did not have any operating commitments.

(Operating commitments at 31 December 2019: nil)

## 21. Managing Capital

The School's capital is its equity and comprises of 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.

## 22. 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	Actual
	\$	(Unaudited)	\$
		\$	
<b>Financial Assets Measured at Amortised Cost</b>			
Cash and Cash Equivalents	603,089	664,872	624,825
Receivables	164,322	163,896	132,562
Investments - Term Deposits	1,288,934	1,265,000	1,255,056
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>2,056,345</b>	<b>2,093,768</b>	<b>2,012,443</b>
<b>Financial Liabilities Measured at Amortised Cost</b>			
Payables	231,455	216,896	167,940
Finance Leases	60,051	65,000	84,257
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>291,506</b>	<b>281,896</b>	<b>252,197</b>

### **23. Events After Balance Date**

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

### **24. Comparatives**

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

### **25. Breach of Legislation**

The Board of Trustees did not comply with Section 87C(1) of the Education Act 1989, which requires the Board to provide its audited financial statements to the Ministry of Education by 31st May 2021.



## *St Joseph's Māori Girls' College* *Board of Trustees*

*"Every girl preparing for quality of life enhanced  
by a Catholic and Maori Boarding School environment."*

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Email: [stjomaori@sjmgc.school.nz](mailto:stjomaori@sjmgc.school.nz)

### **Kiwisport at St Joseph's Māori Girls' College**

**December 2020**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$ 4,834 (excluding GST).

During the year various sport teams are involved in sporting activities. We have 3 Waka Ama teams, as well as a Senior A Netball team with 19 Netball teams from Year 7 through to Year 13.

We always ensure that we have upgraded our equipment, and in 2019, several purchases were made to ensure our students actively participated in some sport.

  
Georgina Kingi  
Principal

# Analysis of Variance Reporting



<b>School Name:</b>	<i>St Joseph's Māori Girls' College</i>	<b>School Number:</b>	<i>0222</i>
<b>Strategic Aim:</b>	<i>2021 February All students are able to access the New Zealand Curricular, as evidenced by achievement in relation to benchmark school examinations.</i>		
<b>Annual Aim:</b>	<i>To prepare every girl for quality of life, enhanced by the opportunity to learn as Māori, in a Māori and Catholic Boarding School Environment.</i>		
<b>Target:</b>	<i>For all Year 7 and Year 8 students to meet or exceed school-wide benchmark examination results in their age group.</i>		
<b>Baseline Data:</b>	<i>P.A.T Testing, STAR testing. Further testing as determined by individual departments e.g. diagnostic assessment, Lomas.</i>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ol style="list-style-type: none"> <li>1. Students complete S.T.A.R testing</li> <li>2. Tested again using a variety of testing tools by all curriculum departments - diagnostic assessments and Kanohi ki te kanohi, one on one face to face discussions between students and teachers.</li> <li>3. Full staff discussion occurs at weekly student focus (staff) meetings, and then appropriate action is undertaken.</li> <li>4. The Mahi panui literacy project was reviewed, refined and given more detail and structure.</li> <li>5. Repeat diagnostic assessment at the end of the year</li> </ol>	<ol style="list-style-type: none"> <li>1. Students identified as either below, at or above benchmark standards are discussed at student focus (staff) meetings. Actions appropriate to individual identified learning need follow.</li> <li>2. This enables teachers in each department to plan programmes and adopt teaching and learning strategies to best fit student abilities, support student learning needs and lift student achievement.</li> <li>3. Generous teacher aide time was allocated to address the learning needs of priority learners.</li> <li>4. Addressing student literacy skills was a major focus and the end of year review of the Mahi panui literacy programme by staff and students was very positive.</li> <li>5. The RTLB Toe by Toe programme– was in place to assist with our weakest students.</li> </ol>	<ol style="list-style-type: none"> <li>1. A marked improvement in Reading, Writing and Mathematics results between the start and end of year was the result of learning interventions and literacy skill improvement.</li> <li>2. The school-wide focus on 'know your student', was underpinned by Whanaungatanga and Manaakitanga. This together with the hard work of students, whānau and staff enabled students to succeed.</li> <li>3. The Mahi panui literacy programme is 'learning and learner' friendly. Students willingly and actively engaged with the Mahi panui programme.</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress for identified students will continue to be regularly reviewed by Principal and staff.</li> <li>2. More staff PLD will happen to educate staff on using diagnostic data to address the needs of priority learners in their classes.</li> <li>3. End of the year evaluations of teaching and learning programmes by teaching and learning support staff will be used to assess programmes and appropriate class placements, that are ability aligned, for identified students, for the following year.</li> <li>4. The Mahi panui aims and programme delivery will be reviewed, modified if necessary and extended across all curriculum areas.</li> <li>5. Initial focus will be given to improving Reading Comprehension</li> </ol>
<b>Planning for next year:</b>			
<p><i>To continue to review and develop the Mahi panui programme. To extend the Year 9 and 10 'Literacy half hour' initiative into year 7 and 8 and to develop the 'evening reading' expectations. To extend and redevelop the role of the librarian and the learning support teacher to support the school wide Literacy initiative. At the end of the year to reflect and evaluate each initiative. To shift more responsibility for lifting student achievement to classroom teachers by using diagnostic data to identify teaching and learning strategies to support priority learners and to track students using KAMAR.</i></p>			

<b>School Name:</b>	<i>St Joseph's Māori Girls' College</i>	<b>School Number:</b>	<i>0222</i>
<b>Strategic Aim:</b>	<i>2021 February All students are able to access the New Zealand curriculum, as evidenced by their achievement.</i>		
<b>Annual Aim:</b>	<i>To prepare every girl for quality of life, enhanced by the opportunity to learn as Māori, in a Māori and Catholic Boarding School Environment.</i>		
<b>Target:</b>	<i>To deliver programmes that, irrespective of ability, challenge and extend all Year 9 students.</i>		
<b>Baseline Data:</b>	<i>Information on student background ('know your student'), P.A.T's , Diagnostic Testing and kanohi ki te kanohi. HoD's use diagnostic data to inform discussion and direct appropriate and effective teaching programmes</i>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ol style="list-style-type: none"> <li>1. All Year 9 sit STAR tests and are allocated to an appropriate form class.</li> <li>2. In the first 4 weeks, robust cross curricula diagnostic testing of year 9 was carried out to identify possible accelerate students and less able students in year 9.</li> <li>3. Meetings involving Senco, Deans, Principal and staff were used to place students in classes that best addressed student learning needs.</li> <li>4. H.O.D's discuss ways each department will accelerate students identified in diagnostic testing.</li> <li>5. PLD delivered by SENCO, Learning support teacher.</li> <li>6. The BoT funded PLD Tash Jacobs (Waikato University) to support the School-Wide Literacy focus.</li> <li>7. Literacy based initiatives were developed and introduced e.g. Literacy half hour and night time reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussions at staff meeting to identify these students and to ensure that they are appropriately challenged.</li> <li>2. Departments strategies include: - Multi level teaching, trialling, modifying and reviewing teaching and learning strategies, use of written and online resources (e.g. 'Education Perfect') and tracking.</li> <li>3. BoT funded staff PLD was held with Tash Jacobs (Waikato University) with the aims of (a) lifting Literacy skills levels across the school and (b) with a specific focus on developing Year 9 and 10 English programmes.</li> <li>4. further funding and PLD were successfully applied for to negate the effects of COVID-19 and extend the school-wide focus on lifting Literacy skill levels and ultimately providing more opportunities for our students in the wider world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student focus meetings and kanohi ki te kanohi opportunities helped staff to 'know their students', respond to 'student voice' and recognise learning needs.</li> <li>2. Department and staff meetings together with staff led professional learning development meetings have provided opportunity to discuss, review and modify programmes and share teaching and learning strategies.</li> <li>3. Principal led School-wide expectations around student behaviour and classroom management maximise opportunities for student learning and success.</li> <li>4. Despite disruption due to COVID-19 the school introduced several new literacy initiatives (Literacy half hour and night-time reading) and the BoT funded whole staff PLD with Tash Jacobs (Waikato University)</li> </ol>	<ol style="list-style-type: none"> <li>1. The school recognises that Literacy is the key to improving outcomes and so has successfully applied for Ministry funded PLD (100 hours) to extend this school-wide Literacy initiative.</li> <li>2. To extend the Mahi panui programme into all areas of the curriculum to address student literacy limitations and student expectations of success.</li> <li>3. Student voice is important here to evaluate the success of our strategies.</li> <li>4. Students will enjoy learning more and have more success when more student relevant content and contexts are used in teaching programmes and so departments are being encouraged to include more Māori content and contexts into teaching and learning programmes to better engage, challenge and accelerate students.</li> <li>5. The school-wide Tikanga Matatika (the Code of Ethics) provides consistent expectations and a foundation for teaching and learning in the College.</li> <li>6. To enable teaching staff to use diagnostic data to track student success and adapt / develop programmes of work to meet the needs of priority learners.</li> </ol>
<b>Planning for next year:</b>			
<i>The school holds and maintains its focus on 'Literacy as the Key to Success' and so has applied for and has been successful with its application for more Ministry provided PLD (100 hours) to support and extend the school literacy initiatives. To continue to evaluate and modify learning</i>			

*programmes that are in place and to track progress for all our students so that teaching and learning strategies and programmes can be chosen and used to best fit student needs.*

<b>School Name:</b>	<i>St Joseph's Māori Girls' College</i>	<b>School Number:</b>	<i>0222</i>
<b>Strategic Aim:</b>	<i>2021 February All students are able to access the NZ curriculum as evidence by achievement.</i>		
<b>Annual Aim:</b>	<i>To prepare every girl for quality of life, enhanced by the opportunity to learn as Māori, in a Māori and Catholic Boarding School Environment.</i>		
<b>Target:</b>	<i>To ensure that Year 10 students have been exposed to internally assessed NCEA Achievement Standards so they are familiar with question and answer vocab, language, format etc in preparation for NCEA in Year 11. Achievement percentages and credits gained will be tracked.</i>		
<b>Baseline Data:</b>	<i>Information on student background ('know your student'), P.A.T's, various Diagnostic Testing.</i>		

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																																																							
<ol style="list-style-type: none"><li>1. Heads of Department chose appropriate internally assessed standards and reviewed their programmes to find the best timing for their inclusion.</li><li>2. Teaching and learning strategies (reinforcing the school-wide literacy focus) were chosen. These included focus on NCEA language, question style / format, achievement criteria and answer expectations.</li><li>3. General discussions were held at department / staff meetings re the implementation of NCEA standards into programmes and student engagement and success.</li></ol>	<ol style="list-style-type: none"><li>1. Success for many students in achieving Level 1 credits.</li><li>2. Several curriculum areas offered at least 1 NCEA standard e.g. Maths, Religious Education, Science.</li><li>3. Students gained an awareness of the requirements and expectations in NCEA and hence preparing them for a full NCEA programme at Year 11.</li></ol>	<ol style="list-style-type: none"><li>1. While not all students gained all the credits offered to them the early exposure to 'real NCEA' assessment.</li><li>2. The teaching and learning strategies required for NCEA become more effective with repetition.</li><li>3. Students needed more explanation of NCEA terminology, question and answer expectations and further education around NCEA assessments.</li><li>4. For some staff, knowledge of Achievement Criteria, NCEA strategies, familiarity with NCEA assessment expectations and the resources available is limited if they have not taught above year 10.</li><li>5. Student engagement, literacy and numeracy skill levels varied.</li></ol>	<ol style="list-style-type: none"><li>1. HoD's staff involved in subjects including NCEA standards in their Year 10 course will meet to discuss common strategies that will allow students to develop a Year 10 understanding NCEA expectations and criteria that will enable students to achieve NCEA.</li><li>2. Department Teachers will review the NCEA content of their teaching programmes and teaching and learning strategies to maximise student success by improving NCEA literacy skills.</li><li>3. To continue to provide opportunities for students to earn numeracy and literacy credits in NCEA level 1.</li><li>4. Provide staff PLD around NCEA literacy, expectations, resources etc.</li></ol>																																																																							
<b>TARGET 2</b> 2020 Achievement statistics (Year 10 students)																																																																										
<table><tr><th>Subject</th><th>Year</th><th>Out of 40 students</th><th>% gaining Credits</th><th>%A</th><th>%M</th><th>%E</th></tr><tr><td rowspan="5">Y10 Math 10credits</td><td>2020</td><td>1.1: 1xNA, 17xA, 19xM, 3xE</td><td>97.5</td><td>42.5</td><td>47.5</td><td>7.50</td></tr><tr><td>2019</td><td>1.1: 10xNA, 18xA, 12xM, 1xE</td><td>75.6</td><td>43.9</td><td>29.3</td><td>2.44</td></tr><tr><td>2020</td><td>1.5: 10xNA, 20xA, 4xM, 3xE</td><td>73.0</td><td>54.1</td><td>10.8</td><td>8.11</td></tr><tr><td>2019</td><td>1.5: 18xNA, 16xA, 3xM, 5xE</td><td>65.9</td><td>38.1</td><td>7.14</td><td>11.9</td></tr><tr><td>2020</td><td>1.13: 7xNA, 16xA, 9xM, 1xE</td><td>78.8</td><td>48.5</td><td>27.3</td><td>3.03</td></tr><tr><td rowspan="2">Y10 RE 6 credits</td><td>2019</td><td>1.13: 28xNA, 11xA, 2xM, 1xE</td><td>34.1</td><td>26.2</td><td>4.76</td><td>2.38</td></tr><tr><td>2020</td><td>10xNA, 18xA, 11xM, 1xE</td><td>75.0</td><td>45.0</td><td>27.5</td><td>2.50</td></tr><tr><td rowspan="2">Y10 Sci 4 credits</td><td>2019</td><td>23xNA, 11xA, 3xM, 0xE</td><td>34.1</td><td>29.7</td><td>8.12</td><td>0.00</td></tr><tr><td>2020</td><td>0xNA, 35xA, 1xM, 0xE</td><td>100</td><td>97.2</td><td>2.78</td><td>0.00</td></tr><tr><td></td><td>2019</td><td>8xNA, 19xA, 10xM, 4xE</td><td>80.5</td><td>46.3</td><td>24.4</td><td>9.76</td></tr></table>				Subject	Year	Out of 40 students	% gaining Credits	%A	%M	%E	Y10 Math 10credits	2020	1.1: 1xNA, 17xA, 19xM, 3xE	97.5	42.5	47.5	7.50	2019	1.1: 10xNA, 18xA, 12xM, 1xE	75.6	43.9	29.3	2.44	2020	1.5: 10xNA, 20xA, 4xM, 3xE	73.0	54.1	10.8	8.11	2019	1.5: 18xNA, 16xA, 3xM, 5xE	65.9	38.1	7.14	11.9	2020	1.13: 7xNA, 16xA, 9xM, 1xE	78.8	48.5	27.3	3.03	Y10 RE 6 credits	2019	1.13: 28xNA, 11xA, 2xM, 1xE	34.1	26.2	4.76	2.38	2020	10xNA, 18xA, 11xM, 1xE	75.0	45.0	27.5	2.50	Y10 Sci 4 credits	2019	23xNA, 11xA, 3xM, 0xE	34.1	29.7	8.12	0.00	2020	0xNA, 35xA, 1xM, 0xE	100	97.2	2.78	0.00		2019	8xNA, 19xA, 10xM, 4xE	80.5	46.3	24.4	9.76
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	2019	1.5: 18xNA, 16xA, 3xM, 5xE	65.9	38.1	7.14	11.9																																																																				
	2020	1.13: 7xNA, 16xA, 9xM, 1xE	78.8	48.5	27.3	3.03																																																																				
Y10 RE 6 credits	2019	1.13: 28xNA, 11xA, 2xM, 1xE	34.1	26.2	4.76	2.38																																																																				
	2020	10xNA, 18xA, 11xM, 1xE	75.0	45.0	27.5	2.50																																																																				
Y10 Sci 4 credits	2019	23xNA, 11xA, 3xM, 0xE	34.1	29.7	8.12	0.00																																																																				
	2020	0xNA, 35xA, 1xM, 0xE	100	97.2	2.78	0.00																																																																				
	2019	8xNA, 19xA, 10xM, 4xE	80.5	46.3	24.4	9.76																																																																				
Planning for next year:																																																																										
Will continue to support this curriculum initiative and will review its impact, success and value at the end of the year. To look at this initiative as an integrated aspect of the NCEA rather than a stand alone Year 10 opportunity.																																																																										





## Independent auditor's report

To the readers of St Joseph's Maori Girls' College's Financial Statements for the year ended 31 December 2020

The Auditor-General is the auditor of St Joseph's Maori Girls' College (the School). The Auditor-General has appointed me, Maxwell John Dixon, using the staff and resources of PricewaterhouseCoopers, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 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 Public Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 16 December 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.

### Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to the fact that the Board did not comply with section 137(1) of the Education and Training Act 2020, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May 2021.

### 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 information included within the Analysis of Variance, the Kiwisport Statement, and the Board of Trustees List which form part of the Annual 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.

A handwritten signature in black ink, appearing to read 'Mr. John Dixon', written in a cursive style.

**Maxwell John Dixon**  
**PricewaterhouseCoopers**  
**On behalf of the Auditor-General**  
**Napier, New Zealand**