

SACRED HEART GIRLS COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:

174

Principal:

Paula Wells

School Address:

9 Pukaka Street, Strandon, New Plymouth

School Postal Address:

PO BOX 3241 Strandon, New Plymouth

School Phone:

06-758-5023

School Email:

admin@shgcnp.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Stephen Hill	Chair Person	Elected	June 2022
Paula Wells	Principal	Principal	June 2022
Tracy Abel	Parent Rep	Elected	June 2022
Glenn Broughton	Parent Rep	Elected	June 2022
Sarah Hall	Parent Rep	Elected	June 2022
Sheree Asi	Parent Rep	Elected	June 2022
Robyn Walker	Proprietors Rep	Appointed by MCNPTB	
John Passmore	Proprietors Rep	Appointed by MCNPTB	
Warwick Foy	Staff Rep	Elected	June 2022
Ann-Mariya Tomy	Student Rep started September 2019	Elected	September 2021
Denise Stachurski	Secretary	Principal PA	



SACRED HEART GIRLS COLLEGE

Annual Report - For the year ended 31 December 2020

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Sacred Heart 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 judgements used in these financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

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

STEPHEN HILL
Stephen Hill (Board Chairperson)


Signature of Board Chairperson

Date: 17 May 2021

PAULA WELLS
Paula Wells (Principal)


Signature of Principal

Date: 17 May 2021

Sacred Heart Girls College

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	6,085,483	1,501,982	5,662,562
Locally Raised Funds	3	552,243	709,129	1,256,882
Use of Proprietor's Land and Buildings		1,012,000	-	920,000
Interest income		17,168	13,401	25,479
Gain on Sale of Property, Plant and Equipment		100	-	-
International Students	4	201,226	91,346	175,412
Other Revenue		60	-	492
		<u>7,868,280</u>	<u>2,315,858</u>	<u>8,040,827</u>
Expenses				
Locally Raised Funds	3	230,311	498,808	761,950
International Students	4	87,305	80,164	93,247
Learning Resources	5	5,334,614	909,236	5,054,854
Administration	6	548,045	543,929	550,511
Finance		8,959	2,340	10,667
Property	7	1,323,376	237,431	1,230,517
Depreciation	8	202,789	150,159	184,508
Loss on Disposal of Property, Plant and Equipment		-	-	29
Amortisation of Equitable Leasehold Interest	15	1,493	1,316	1,316
		<u>7,736,892</u>	<u>2,423,383</u>	<u>7,887,599</u>
Net Surplus / (Deficit) for the year		131,388	(107,525)	153,228
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>131,388</u>	<u>(107,525)</u>	<u>153,228</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.



Sacred Heart Girls College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		1,017,152	1,017,152	838,355
Total comprehensive revenue and expense for the year		131,388	(107,525)	153,228
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		22,804	25,569	25,569
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	25	1,171,344	935,196	1,017,152
Retained Earnings		1,171,344	935,196	1,017,152
Reserves		-	-	-
Equity at 31 December		1,171,344	935,196	1,017,152

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.

Sacred Heart Girls College

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	9	324,555	330,988	357,579
Accounts Receivable	10	446,209	331,709	331,709
GST Receivable		24,327	2,965	2,965
Prepayments		13,534	15,075	15,075
Inventories	11	2,432	9,800	9,800
Investments	12	710,000	710,000	710,000
		<u>1,521,057</u>	<u>1,400,537</u>	<u>1,427,128</u>
Current Liabilities				
Accounts Payable	14	453,735	442,300	442,302
Revenue Received in Advance	16	227,942	348,650	348,650
Provision for Cyclical Maintenance	17	107,851	93,052	93,052
Finance Lease Liability - Current Portion	18	43,628	-	40,975
Funds held in Trust	19	116,439	145,287	145,287
		<u>949,595</u>	<u>1,029,289</u>	<u>1,070,266</u>
Working Capital Surplus/(Deficit)		571,462	371,248	356,862
Non-current Assets				
Investments	12	43,081	30,757	32,073
Property, Plant and Equipment	13	709,383	654,326	767,286
		<u>752,464</u>	<u>685,083</u>	<u>799,359</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	17	115,770	101,323	101,323
Finance Lease Liability	18	36,812	19,812	37,746
		<u>152,582</u>	<u>121,135</u>	<u>139,069</u>
Net Assets		<u>1,171,344</u>	<u>935,196</u>	<u>1,017,152</u>
Equity	25	<u>1,171,344</u>	<u>935,196</u>	<u>1,017,152</u>

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



Sacred Heart Girls College

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		1,618,830	1,501,928	1,468,389
Locally Raised Funds		509,525	709,129	1,248,070
International Students		63,898	91,346	175,412
Goods and Services Tax (net)		(21,362)	-	3,953
Payments to Employees		(1,016,110)	(991,545)	(983,682)
Payments to Suppliers		(1,046,659)	(1,265,981)	(1,380,604)
Cyclical Maintenance Payments in the year		(5,995)	(11,990)	(15,761)
Interest Paid		(8,959)	(2,340)	(10,667)
Interest Received		20,182	13,401	26,024
Net cash from/(to) Operating Activities		113,350	43,948	531,134
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		100	(50,773)	
Purchase of Property Plant & Equipment (and Intangibles)		(87,892)	12,258	(326,180)
Purchase of Investments		(12,501)	-	(200,000)
Proceeds from Sale of Investments		-	1,316	
Net cash from/(to) Investing Activities		(100,293)	(37,199)	(526,180)
Cash flows from Financing Activities				
Furniture and Equipment Grant		22,804	25,569	25,569
Finance Lease Payments		(40,037)	(58,909)	(38,280)
Painting contract payments		-	-	(8,102)
Funds Administered on Behalf of Third Parties		(28,848)	-	90,049
Net cash from/(to) Financing Activities		(46,081)	(33,340)	69,236
Net increase/(decrease) in cash and cash equivalents		(33,024)	(26,591)	74,190
Cash and cash equivalents at the beginning of the year	9	357,579	357,579	283,389
Cash and cash equivalents at the end of the year	9	324,555	330,988	357,579

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.



Sacred Heart Girls College

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietors 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 17.

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 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. Finance leases are disclosed at note 18.

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, Koha, Gifts and Bequests

Donations, koha, 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 schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

i) Inventories

Inventories are consumable items held for sale and comprised of pots of Honey and Juicies sold for fundraising. 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.

j) Investments

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

k) Property, Plant and Equipment

Land and buildings owned by the Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Proprietor Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) 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

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.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information and the present value of the estimated future cash flows.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

q) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

r) 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.

s) 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.

t) 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.

u) Budget Figures

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

v) 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 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	1,426,923	1,404,180	1,283,467
Teachers' Salaries Grants	4,435,662	-	4,103,762
Resource Teachers Learning and Behaviour Grants	1,171	-	1,007
Other MoE Grants	140,147	23,580	198,804
Other Government Grants	81,580	74,222	75,522
	<u>6,085,483</u>	<u>1,501,982</u>	<u>5,662,562</u>

The school has not opted in to the donations scheme for this year.

Other MOE Grants total includes additional COVID-19 funding of \$3,930 for Devices and \$19,723 through Operations Grant 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 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	229,844	212,710	228,441
Bequests & Grants	12,217	6,166	239,004
Activities	222,697	428,239	365,053
International Trip Income	640	-	336,369
Trading	17,864	15,376	15,269
Fundraising	24,513	24,442	44,135
Other Revenue	44,468	22,196	28,611
	<u>552,243</u>	<u>709,129</u>	<u>1,256,882</u>
Expenses			
Activities	174,117	440,888	343,402
International Trip Expense			336,291
Trading	19,496	25,050	21,454
Fundraising (Costs of Raising Funds)	23,563	21,270	42,766
Grant Expenditure	1,422	-	2,000
Other Locally Raised Funds Expenditure	11,713	11,600	16,037
	<u>230,311</u>	<u>498,808</u>	<u>761,950</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>321,932</u>	<u>210,321</u>	<u>494,932</u>

During the 2019 financial year there were two overseas trips undertaken to Sydney and America. The trip to Sydney was for music students covering a range of music curriculum areas. The trip to America covered specific curriculum areas for painting, photography, history and geography students related to NCEA standards. Both trips were funded by students families and some fundraising.

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	12.09	6	7.95
Revenue			
International Student Fees	201,226	91,346	175,412
Expenses			
Advertising	3,061	10,000	7,536
Commissions	21,974	14,184	23,917
Employee Benefit - Salaries	45,995	48,480	50,758
Other Expenses	16,275	7,500	11,036
	87,305	80,164	93,247
<i>Surplus/ (Deficit) for the year International Students</i>	113,921	11,182	82,165

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	253,438	251,283	241,242
Library Resources	6,259	13,000	6,199
Employee Benefits - Salaries	5,062,095	611,443	4,786,412
Staff Development	12,822	33,510	21,001
	5,334,614	909,236	5,054,854

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	8,795	8,539	8,125
Board of Trustees Fees	3,465	6,600	4,235
Board of Trustees Expenses	247	3,500	6,814
Communication	9,131	11,325	10,688
Consumables	5,817	5,850	6,773
Operating Lease	13,359	19,275	12,134
Other	40,542	39,852	47,045
Employee Benefits - Salaries	345,877	331,622	327,851
Insurance	12,388	12,000	12,119
Service Providers, Contractors and Consultancy	108,424	105,366	114,727
	548,045	543,929	550,511



7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	18,023	10,000	14,593
Consultancy and Contract Services	107,063	101,634	103,815
Cyclical Maintenance Provision	35,241	11,990	51,916
Grounds	14,919	7,018	12,587
Heat, Light and Water	53,357	52,419	56,735
Rates	10,537	8,640	6,322
Repairs and Maintenance	59,542	30,010	47,099
Use of Land and Buildings	1,012,000	-	920,000
Security	6,888	6,245	5,256
Vehicle Costs	5,806	9,475	12,194
	<u>1,323,376</u>	<u>237,431</u>	<u>1,230,517</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	45,371	7,581	16,865
Furniture and Equipment	58,621	57,838	67,130
Information and Communication Technology	33,626	27,132	39,648
Motor Vehicles	-	-	-
Leased Assets	59,692	45,125	55,519
Library Resources	5,479	12,483	5,346
	<u>202,789</u>	<u>150,159</u>	<u>184,508</u>

9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	582	1,211	1,211
Cheque Account	(13,378)	19,106	19,106
Cheque Account	4,530	543	543
Business Call Account	170,938	132,042	158,633
International Account	161,883	178,086	178,086
Cash and cash equivalents for Statement of Cash Flows	<u>324,555</u>	<u>330,988</u>	<u>357,579</u>

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

The school cheque account was in overdraft at 31 December 2020 of \$13,378 (31 December 2019 \$0). The bank overdraft was fully repaid on 5 January 2021. The overdraft is unsecured, interest is 22% per annum.

Of the \$324,555 Cash and Cash Equivalents, \$83,270 of International Homestay fees is held by the school.

Of the \$324,555 Cash and Cash Equivalents, \$78,563 of International Student fees is held by the school.

Of the \$324,555 Cash and Cash Equivalents, \$0 of International Trip fees relating to 2021 is held by the school.

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	81,490	22,112	22,112
Interest Receivable	1,550	4,564	4,564
Banking Staffing Underuse	15,753	-	-
Teacher Salaries Grant Receivable	347,416	305,033	305,033
	<u>446,209</u>	<u>331,709</u>	<u>331,709</u>
Receivables from Exchange Transactions	83,040	26,676	26,676
Receivables from Non-Exchange Transactions	363,169	305,033	305,033
	<u>446,209</u>	<u>331,709</u>	<u>331,709</u>

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Honey & Juicies held for fundraising	2,432	9,800	9,800
	<u>2,432</u>	<u>9,800</u>	<u>9,800</u>

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	710,000	710,000	710,000
Non-current Asset			
Equitable Leasehold Interest (Note 15)	43,081	30,757	32,073
Total Investments	<u>753,081</u>	<u>740,757</u>	<u>742,073</u>



13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	393,998	8,322			(45,371)	356,949
Furniture and Equipment	217,856	54,263			(58,621)	213,498
Information and Communication Technology	53,053	19,128			(33,626)	38,555
Motor Vehicles	-				-	-
Leased Assets	57,241	56,994			(59,692)	54,543
Library Resources	45,138	6,179			(5,479)	45,838
Balance at 31 December 2020	767,286	144,886	-	-	(202,789)	709,383

The net carrying value of equipment held under a finance lease is \$54,542.

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	448,232	(91,283)	356,949
Furniture and Equipment	1,087,407	(873,908)	213,499
Information and Communication Technology	406,357	(367,802)	38,555
Motor Vehicles	50,773	(50,773)	-
Leased Assets	192,622	(138,080)	54,542
Library Resources	131,440	(85,602)	45,838
Balance at 31 December 2020	2,316,831	(1,607,448)	709,383

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	125,967	284,896			(16,865)	393,998
Furniture and Equipment	273,462	11,524			(67,130)	217,856
Information and Communication Technology	70,403	22,298			(39,648)	53,053
Motor Vehicles	-				-	-
Leased Assets	86,127	26,661	(29)		(55,519)	57,241
Library Resources	43,023	7,462			(5,346)	45,138
Balance at 31 December 2019	598,982	352,841	(29)	-	(184,508)	767,286

The net carrying value of equipment held under a finance lease is \$57,240.

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	439,909	(45,911)	393,998
Furniture and Equipment	1,033,143	(815,287)	217,856
Information and Communication Technology	392,526	(339,473)	53,053
Motor Vehicles	50,773	(50,773)	-
Leased Assets	170,873	(113,632)	57,241
Library Resources	125,615	(80,477)	45,138
Balance at 31 December 2019	2,212,839	(1,445,553)	767,286



14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	75,838	109,299	109,301
Accruals	18,002	17,684	17,684
Employee Entitlements - Salaries	347,416	305,033	305,033
Employee Entitlements - Leave Accrual	12,479	10,284	10,284
	<u>453,735</u>	<u>442,300</u>	<u>442,302</u>
Payables for Exchange Transactions	453,735	442,300	442,302
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>453,735</u>	<u>442,300</u>	<u>442,302</u>

The carrying value of payables approximates their fair value. The School operates a credit card facility with TSB. The limit on the credit card is \$10,000 and as at balance date \$2,830.51 was owing (2019: \$703.26).

15. Equitable leasehold interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the Boards interests in capital works assets owned by the Proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the Board and Proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 25 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor of the closure of the school.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
The major capital works included in the equitable leasehold interest are:			
Buildings	43,081	30,757	32,073
	<u>43,081</u>	<u>30,757</u>	<u>32,073</u>

2020	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Cost					
Equitable Leasehold Interest	65,802	12,501			78,303
Balance as at 31 December 2020	<u>65,802</u>	<u>12,501</u>	<u>-</u>	<u>-</u>	<u>78,303</u>

Accumulated Amortisation	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Equitable Leasehold Interest (Amortisation for the year)	33,730			1,492	35,222
Balance as at 31 December 2020	<u>33,730</u>	<u>-</u>	<u>-</u>	<u>1,492</u>	<u>35,222</u>

Net Book Value at 31 December 2020 43,081

2019	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Cost					
Equitable Leasehold Interest	65,802				65,802
Balance as at 31 December 2019	<u>65,802</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>65,802</u>

Accumulated Amortisation	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Equitable Leasehold Interest (Amortisation for the year)	32,413			1,317	33,730
Balance as at 31 December 2019	<u>32,413</u>	<u>-</u>	<u>-</u>	<u>1,317</u>	<u>33,730</u>

Net Book Value at 31 December 2019 32,073

16. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income received in advance	3,279	71,219	71,219
International Student Fees	123,353	196,201	196,201
Other	101,310	81,230	81,230
	<u>227,942</u>	<u>348,650</u>	<u>348,650</u>

17. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	194,375	194,375	158,221
Increase/ (decrease) to the Provision During the Year	35,241	11,990	51,916
Use of the Provision During the Year	(5,995)	(11,990)	(15,762)
Provision at the End of the Year	<u>223,621</u>	<u>194,375</u>	<u>194,375</u>
Cyclical Maintenance - Current	107,851	93,052	93,052
Cyclical Maintenance - Term	115,770	101,323	101,323
	<u>223,621</u>	<u>194,375</u>	<u>194,375</u>

18. 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	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	43,628	-	40,975
Later than One Year and no Later than Five Years	36,812	19,812	37,746
Later than Five Years			
	<u>80,440</u>	<u>19,812</u>	<u>78,721</u>

19. Funds held in Trust

	2020	2020	2019
	Actual	Budget	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	116,439	145,287	145,287
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>116,439</u>	<u>145,287</u>	<u>145,287</u>

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



20. 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 (Mission College New Plymouth Trust Board) 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(d). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include development and special character donations payable to the Proprietor. The amounts collected in total were \$143,115.90 (2019: \$138,697.25). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor at year end are \$5,017.76, (2019: \$6,825.56). The proprietor donated \$59,500 (2019: \$59,500) to the school during the year and the school contributed \$59,542 (2019: \$47,099) towards maintenance of the Proprietors buildings.

The School also provides accounting and payroll services under contract to the Sacred Heart Hostel Management Board which started in October 2019. The value of services provided by the School during the year was \$10,400 (2019:\$3,200). The Hostel provides hireage of its facilities and catering along with van hire to the School, the value of these services during the year was \$2,925 (2019: \$0).

21. 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	3,465	4,235
Full-time equivalent members	0.13	0.14
<i>Leadership Team</i>		
Remuneration	525,726	474,802
Full-time equivalent members	5	4
Total key management personnel remuneration	529,191	479,037
Total full-time equivalent personnel	5.13	4.14

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	180-190	170-180
Benefits and Other Emoluments	0-5	4-5
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
100-120	7.00	2.00
	7.00	2.00

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



22. 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	-	-

23. 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.

24. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- (a) In 2019 the School signed a three year contract with Egmont Cleaning Services to carry out external cleaning and spot repainting each year to the value of \$11,990 (GST exclusive) per year which commenced in 2020; and
- (b) In November 2020 the school signed a \$36,960.85 (gst exc) contract with Southcoast Construction, TEL, Anton Mora Painting, Newton Gorge and Climate Plumbing Services collectively to revamp the school library; and
- (c) In November 2020 the School signed a \$16,898.64 (gst exc) per year contract with Toyota New Zealand to lease a 12 seater van and a Toyota Highlander for three years. The lease agreement was signed in 2020 to begin in 2021 for both vehicles.
- (d) In December 2020 the School signed a contract for \$20k with TSH to purchase 4 new projectors.

(Capital commitments at 31 December 2019: \$11,990)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

- (i) operating lease of vehicles (2019: laptops);

	2020 Actual \$	2019 Actual \$
No later than One Year	16,899	754
Later than One Year and No Later than Five Years	33,797	378
Later than Five Years		
	50,696	1,132

25. 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.

26. 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	324,555	330,988	357,579
Receivables	446,209	331,709	331,709
Investments - Term Deposits	710,000	710,000	710,000
Total Financial assets measured at amortised cost	<u>1,480,764</u>	<u>1,372,697</u>	<u>1,399,288</u>

Financial liabilities measured at amortised cost

Payables	453,735	442,300	442,302
Finance Leases	80,440	19,812	78,721
Total Financial Liabilities Measured at Amortised Cost	<u>534,175</u>	<u>462,112</u>	<u>521,023</u>

27. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SACRED HEART GIRLS COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Sacred Heart Girls College (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 17 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 is responsible for the other information. The other information comprises the Board of Trustees schedule included under the School Directory page, Analysis of Variance and Kiwisport Statement, included as appendices 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.

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PO BOX 7144

156 Guyton Street | WHANGANUI

(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz



SILKS AUDIT
Chartered Accountants Ltd



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

D C Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
Whanganui, New Zealand

Date: 17 May 2021

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(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz



CHARTERED ACCOUNTANTS
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Goal 1	Detailed Goals	What will we do	Who and by When	How will it be measured	What will success look like	v Evaluation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">In a culturally responsive way, Nourish Catholic Character</p>	<p>Provide programmes of nourishment and encouragement.</p>	<p>Board further incorporate Catholic Character into policy documentation</p>	<p>The Board</p>	<p>Board attend Diocesan workshop to upskill</p>	<p>Policy, on review, strengthened with increased incorporation of Special Character</p>	<p>Diocese exploring strengthening of School Doc policies for special character context. Board continue to bring Catholic lens to decision-making; including equity and inclusion.</p>
		<p>Continue to build Tagged Teachers understanding and capacity of their role as leaders of faith</p>	<p>DRS and Tagged teacher group</p>	<p>Tagged teacher group who understand and have confidence in carrying out their role.</p>	<p>Tagged teachers building capacity as leaders of Special Character.</p>	<p>Tagged teachers lead staff whakakaha (nourishment) weekly.</p>
		<p>Continue to promote opportunities for all community to gain a deeper understanding of the Gospel and Charism of the Mission Sisters (CCM)</p>	<p>All staff</p>	<p>Every opportunity seized to incorporate CCM e.g. Assemblies, House Feasts, Retreats, Whakakaha</p>	<p>CCM will become part of our vernacular, more closely connecting the Mission Sisters Mission with all that we do</p>	<p>COVID disrupted. Opening new opportunities, including Mission Action Day. Manaaki Day and Feast Days offerings strengthened.</p>
		<p>Continue to nourish student faith formation and offer sacramental opportunities.</p>	<p>DRS/Chaplain/Youth Minister</p>	<p>Students complete Baptism Programme in Term One Students complete Reconciliation and Eucharist programmes in Terms Two and Three.</p>	<p>Students actively engaged in their own spiritual development And in sacramental programmes at school and/or in the parish.</p>	<p>Evangelisation opportunities growing. 8 Baptism 22 First Communion 40 Confirmation</p>

**In a culturally responsive way, Nourish
Catholic Character**

	Curriculum-focussed goals align with Leaders of Learning foci	DRS/DP Curriculum	<p>Continue to develop pedagogical practice that encourages student agency</p> <p>Continue to differentiate curriculum, specifically developing resources for international students</p>	<p>Increased student engagement and ownership of learning utilising inquiry from point of faith discernment</p> <p>Collaboratively developed resources for diverse cultures</p>	<p>Cross-curricular incorporation of Catholic lens requires further strengthening.</p> <p>Resource for international students developed.</p>
Ensure Māori are Spiritually Nourished as Māori	Inquire into appropriate tikanga, under advisement, in order to authentically nourish the spirituality of Māori.	All	Provide opportunities for nourishment through PLD and EOTC to continually build capacity with Māori spirituality	Gain an authentic understanding of how to lead others' in providing a life-giving encounter for and with Māori	<p>The strengths of staff continue to be further-developed through whakakaha.</p> <p>Next step: Further-develop local curriculum and tikanga Māori with an explicit Catholic lens.</p>

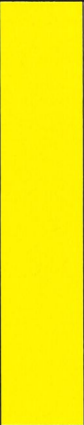
Goal 2	Detailed Goals	What will we do	Who and by When	How will it be measured	What will success look like	√ Evaluation
In a culturally responsive way, Nurture Hauora	Implement and embed programmes of wellbeing	<p>Continue to strengthen and support Manaaki teachers as lead pastoral carers</p> <p>Continue to embed Tier 2 practices and communicate them with the wider staff.</p>	<p>Manaaki teachers through support from the Pastoral team BHO DP</p>	<p>Manaaki teachers are the Tier 1 pastoral support teacher; parents will be communicating directly with them. Manaaki teachers monitoring attendance using kamar. Caregivers know who their lead pastoral carer is.</p> <p>Deans will be predominantly dealing with T2 issues with developed processes for sharing appropriate information with Manaaki teacher.</p>	<p>All students are closely monitored through a well embedded system of pastoral care</p> <p>Attendance rates continue to improve</p>	<p>Lockdown period has provided a natural and important opportunity for this role to be strengthened. Manaaki teacher weekly one to one student contact in lockdown a strong compliment to established pastoral care offering.</p> <p>Attendance has been impacted by Covid-19. Attendance rates appear higher than they are as all students “present” for lockdown. Different students presenting with attendance issues as a result of lockdown. Term 4 attendance data show improvement on Term 4 2019.</p> <p>Kumanu group meeting again fortnightly - providing wrap-around support for some higher needs students</p>
	Further embed the dispositions of Ako, Manaakitanga and Wāhine Toa school-wide	<p>Extend the new Manawa Mission acknowledgement system to Year 9 students</p>	<p>All Staff led by Manawa Mission team including Hauora leaders</p>	<p>All staff understand the acknowledgement system. Integration into Elizabeth House</p>	<p>Acknowledgment system accepted and used motivationally for Year 7-9 students</p>	<p>Following Covid, the Acknowledgement system has again been stalled; however re-designed and ready for launch SoY 2021.</p> <p>Manawa Mission lead team has resumed meeting fortnightly. A refreshed initiative to get back to our Manawa Mission foundations – analysing kamar pastoral data and using whole school Tier 1 initiatives to improve positive behaviour for learning. Refreshing our communication documents – for Teachers, for Parents, for Students.</p>
	Build a community culture of relational trust	<p>Align Elizabeth House and Sacred Heart systems and processes to strengthen relationships – e.g. Year 9 Transition, Restorative Practices, and Kiva</p>	<p>EH Manager and Hostel Dean, Deans, SLT, manaaki teachers</p>	<p>Wellbeing survey, My Hauora survey, Kiva survey, anecdotal reporting, Mission College New Plymouth Trust Board reports.</p>	<p>Enhanced student wellbeing, relationships and data shows reduction of bullying incidents.</p>	<p>Kiva process used successfully across hostel and school at Year 9 and Year 10.</p> <p>Hostel Manager is included in Kumanu group and Pastoral hui with Deans. Pastoral, behavioural and learning needs of boarders carefully considered and planned for weekly.</p>

		Continue to strengthen platforms for information sharing and staff voice.	SLT, LoLs, Deans, Lead teams	A range of modes of communication are strategically planned including House Hub discussion at staff meetings.	Communications are streamlined and staff are well supported.	Meetings have been minimised following lockdown learning review. Faculty hui and LoL hui are the key communication vehicles. Voluntary drop-in hui a useful new strategy providing opportunity for staff voice.
	Live the Mission through service	Opportunity for authentic service in the community	School community Pastoral team overseeing their year group.	House Feast Day service Student initiated acts of service in our community.	Meaningful, active service completed in the spirit of Living the Mission	Opportunities for student led initiatives are encouraged, e.g. Black Lives Matter liturgy in June. Covid-19 has restricted our engagement with the wider community, although successful Mission Action Day devised and held.

Goal 3	Detailed Goals	What will we do	Who and by When	How will it be measured	What will success look like	√ Evaluation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">In a culturally responsive way, Strengthen Learning and Teaching</p>	<p>Further advance student-centred innovative and collaborative pedagogical practices</p>	<p>Embed Digital Technology curriculum in Year 7-9 through CORE sessions and lead teacher teams</p>	<p>KGO AMU Year 7 and 8 staff LoL LwDT Team CORE PLD</p>	<p>Staff voice Student voice CORE Review Evidence in planning Reflected in reporting</p>	<p>Y 7-9 Staff can identify the digital outcomes in their unit plans, teaching and in reporting</p>	<p>New strategy – digital fluency and local curriculum (80 hours of funded PD)</p>
		<p>Align student assessment with current and best pedagogical practices.</p>	<p>All staff led by, LOLs and SLT</p>	<p>Comparison in change of assessment Assessment plans Evidence from NZQA moderation suggestions Student voice Staff voice Whanau voice</p>	<p>Year 7-9 Students can identify the Digital Outcomes in their lessons</p> <p>Comparison in change of assessment Assessment plans Evidence from NZQA moderation suggestions Student voice Staff voice Whanau voice</p>	<p>Digital technology implemented in some areas. e.g. Y7-9 Technology modules</p> <p>Review of assessment and learning, beginning with LOL's cognisance of Learning Progressions and PaCT Tool.</p>
		<p>Develop a new reporting model</p>	<p>All staff led by LOLs and SLT</p>	<p>Compare the change of reporting system Student voice Staff voice Whanau voice</p>	<p>More meaningful reporting reflecting the needs of the community</p>	<p>Post-lockdown reporting streamlined. Further development planned in-line with Progressions</p>
<p>Integrate the personal development component of the Health curriculum into the Religious Education curriculum Year 7-13.</p>	<p>DRS SLT Religious Education teachers</p>	<p>Reflected in unit plans</p>	<p>Courses and unit plans reflect the requirements of the NZ Catholic Bishop's</p>	<p>Renewed curriculum implemented; Health taught in RSt classes (from PE) in Years 7-10. Targeted approach in Years 11-13.</p>		

	<p>Inquire into current Level 3 courses and Year 13 programmes</p> <p>Inquire into and evaluate collaborative and innovative teaching practices. (e.g. use of double periods, team teaching, DTHM, new assessment).</p>	<p>AMU ABR WFO LoLs All staff</p> <p>KGR ESC BCO AMU LoLs Teaching Staff</p>	<p>A changed culture that values wide-ranging individualised learning programmes Changes to courses and programmes implemented Student voice</p> <p>Student and Staff Voice from: Year 9 English Year 12 Maths Year 7-9 Technology Teachers at House Hubs Reflections Year 9 working group Effectiveness of PLD</p>	<p>In 2021 all Year 13 programmes are individualised to reflect individual student pathways</p> <p>Courses and planning reflect the aspirations of the community. Teachers are reflective practitioners and are confident teaching in innovative and collaborative ways</p>	<p>Lockdown learning in Covid-19 hugely successful, utilising TEAMS. Year 13 Ako@home successfully trialled in T3.</p> <p>Technology and English trials reviewed. Technology re-design successfully implemented in an on-going way. English experiment dispersed with moving forward.</p>
Provide enriching learning opportunities to promote and engender personal excellence	Using GEMS themes, Careers Central and KAMAR track student pathways activity, and purposeful utilization.	WFO GEMS Teacher AMU LoL GEMS Teachers	GEMS self-Review Careers Central GEMS Jobs attendance GEMS Themes attendance Student voice	Students can articulate their next step and how they will get there	All students have their details entered in Career Central. GEMS lead team continue to review and fine-tune programme, more individualised and student-centric.
Provide a culturally inclusive learning environment	More widely develop appropriate use of karakia, te reo, tikanga, waiata in classrooms.	Komiti Maori HHA/KWA LOL Deans All staff	Evidence from hui and classroom practice (walkthroughs, observations, attestation reflections)	Clearly demonstration that we celebrate difference, individuality, biculturalism, diversity; and we are inclusive and respectful of all peoples	Te Reo being used more widely in staff and school communication in a deliberate and planned-for way.

Goal 4	Detailed Goals	What will we do	Who and by When	How will it be measured	What will success look like	√ Evaluation
In a culturally responsive way, Openly Engage with Community	Engage in rich community partnership	<ul style="list-style-type: none"> Continue to embed increasing bicultural understanding, capacity and responsiveness; tikanga/te Reo Māori/te Ao Māori 	<ul style="list-style-type: none"> All Ongoing 	<ul style="list-style-type: none"> Stakeholder voice (student/staff/whanau/iwi) regarding responsiveness through Wellbeing at School survey and internal review processes Feedback from cultural advisers of Te Atiawa and Taranaki iwi in regular hui Appropriately receive the Manawa Tapu korowai Successful hosting of te Kahui Whetu 	<ul style="list-style-type: none"> Seamless weaving of tikanga Māori and te Au Māori in our everyday actions and vernacular Continual adjustments to tikanga and curriculum on advice from advisors, with willing flexibility Culturally appropriate, inclusive ceremony arranged in consultation, and under advisement of iwi regarding kaupapa and protocol Te Kahu Whetu hosted in a manner that upholds its mana and our integrity in a manner that reflects our Catholic bi-cultural kaupapa 	<p>Positive feedback from community regarding bi-cultural commitment and tikanga at Manawa Tapu (via Principal performance appraisal survey)</p> <p>Worked with iwi in blessing new buildings and appointment of Te Reo Maori teacher, along with established practices with pōwhiri and poroporoaki etc.</p> <p>Scheduled for early 2021.</p> <p>Covid-19 postponement. Manawa Tapu to host in 2021.</p>
	Grow a shared sense of connectedness and belonging	<ul style="list-style-type: none"> Consult with community on next Strategic Plan 	<ul style="list-style-type: none"> BoT Mid-Year 	<ul style="list-style-type: none"> 2021-2024 Strategic Plan developed by this community for this community 	<ul style="list-style-type: none"> Consultation plan constructed that successfully identifies community and employs appropriate methods of communication to successfully target and capture meaningful voice 	<p>Extensive strategic plan consultation across community through a variety of mechanisms. Consultation period extended into early 2021 due to Covid-disruption.</p>

	<p>Continually improve upon communication</p>	<ul style="list-style-type: none"> Continue to strategise around and streamline modums for and methods of communication 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> Stakeholder voice 	<ul style="list-style-type: none"> Further development of APP with clear delineation around purposes for and methods of communication (newsletter/APP/Facebook) 	<p>Clear lines of communication and shared understanding developed around purpose and mechanisms (e.g.: Facebook shop window, APP for alerts, Kamar email for formal comm's).</p> <p>Strong unsolicited community voice/affirmation across Covid communications.</p>

Kiwisport Statement

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$15,575.75 (excluding GST). The funding was spent on opportunities throughout the year for our sporting students to achieve to their potential in their chosen areas they wish to participate in. Coaching and umpiring courses for students were organised in netball, basketball, hockey and football. Having the Kiwisport funding allows for continued high numbers. It also gives us the opportunity to provide skilled coaches and umpires as well as upskilling the players. The funding also paid for a dedicated sports development officer.

The funding also helped pay for staffing and supervision which was provided for students to attend many of the 50+ TSSSA events throughout Taranaki. This gives our students the opportunity to participate in a growing number of sports that many students do not get the opportunity to try. Approximately 600 entries were submitted from this school last year in the various events. Many of those students taking part don't normally play an organised sport so it is getting more students involved.

We also received a non-contestable Kiwisport grant of \$2362 which enabled us to purchase sporting equipment for our fitness suite which is utilised by students as part of PE classes and for sports training.