

ST. JOSEPH'S SCHOOL BOARD OF TRUSTEES



ANNUAL REPORT

2020

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ST JOSEPH'S SCHOOL (KAIKOURA)



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	3530
Principal:	Judith Ford
School Address:	30 Ludstone Road, Kaikoura
School Postal Address:	30 Ludstone Road, Kaikoura
School Phone:	03 319 5725
School Email:	office@stjkaikoura.school.nz

ST JOSEPH'S SCHOOL (KAIKOURA)

Annual Report - For the year ended 31 December 2020

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St Joseph's School (Kaikoura)

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

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

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

Michelle Dransky
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

30.03.2021
Date:

Judith Ford
Full Name of Principal

[Signature]
Signature of Principal

31.03.2021
Date:

St Joseph's School (Kaikoura)

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Maria Adams	Chairperson	Elected Member	May 2022
Judith Ford	Principal	ex Officio	
Marieke Ross	Parent Rep	Elected Member	May 2022
Lisa Moffat	Parent Rep	Elected Member	May 2022
Daniel Fleming	Parent Rep	Elected Member	May 2022
Jason Ruawai	Parent Rep	Appointed	May 2022
Sr Maureen	Proprietor's Rep		
Michelle Ormsby	Proprietor's Rep	Appointed	
Emma Fissenden	Proprietor's Rep		Jul 2020
Sophie Lewthwaite	Staff Rep	Elected Member	May 2022

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

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	843,208	816,309	816,664
Locally Raised Funds	3	24,477	20,500	35,834
Use of Proprietor's Land and Buildings		118,386	118,386	114,295
Interest Income		1,137	1,000	1,945
		<u>987,208</u>	<u>956,195</u>	<u>968,738</u>
Expenses				
Locally Raised Funds	3	17,436	17,000	22,112
Learning Resources	4	714,100	705,239	714,824
Administration	5	62,355	86,700	63,033
Finance		2,263	-	2,430
Property	6	165,322	177,586	156,834
Depreciation	7	25,897	20,000	27,408
Loss on Disposal of Property, Plant and Equipment		2,167	-	867
		<u>989,540</u>	<u>1,006,525</u>	<u>987,508</u>
Net (Deficit) / Surplus for the year		(2,332)	(50,330)	(18,770)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(2,332)</u>	<u>(50,330)</u>	<u>(18,770)</u>

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

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

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January		179,673	179,673	198,443
Total comprehensive revenue and expense for the year		(2,332)	(50,330)	(18,770)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		5,231	-	-
Equity at 31 December	21	182,572	129,343	179,673
Retained Earnings		182,572	129,343	179,673
Equity at 31 December		182,572	129,343	179,673

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

St Joseph's School (Kaikoura)

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	129,959	121,357	151,687
Accounts Receivable	9	40,597	30,776	30,776
GST Receivable		5,142	4,146	4,146
Prepayments		4,369	6,306	6,306
Inventories	10	1,295	1,298	1,298
Investments	11	29,420	13,609	13,609
		<u>210,782</u>	<u>177,492</u>	<u>207,822</u>
Current Liabilities				
Accounts Payable	13	50,523	52,699	52,699
Finance Lease Liability - Current Portion	15	15,719	13,028	13,028
		<u>66,242</u>	<u>65,727</u>	<u>65,727</u>
Working Capital Surplus/(Deficit)		144,540	111,765	142,095
Non-current Assets				
Property, Plant and Equipment	12	66,928	51,873	71,873
		<u>66,928</u>	<u>51,873</u>	<u>71,873</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	17,524	14,474	14,474
Finance Lease Liability	15	11,372	19,821	19,821
		<u>28,896</u>	<u>34,295</u>	<u>34,295</u>
Net Assets		<u>182,572</u>	<u>129,343</u>	<u>179,673</u>
Equity	21	<u>182,572</u>	<u>129,343</u>	<u>179,673</u>

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

St Joseph's School (Kaikoura)
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		236,291	211,482	235,959
Locally Raised Funds		24,477	20,500	35,996
Goods and Services Tax (net)		(996)	-	801
Payments to Employees		(124,235)	(115,332)	(139,302)
Payments to Suppliers		(117,430)	(147,980)	(118,966)
Cyclical Maintenance Payments in the Year		(1,650)	-	(23,000)
Interest Received		1,445	1,000	1,627
Net cash from/(to) Operating Activities		17,902	(30,330)	(6,885)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(12,350)	-	(11,684)
Purchase of Investments		(15,811)	-	-
Proceeds from Sale of Investments		-	-	41,475
Net cash from/(to) Investing Activities		(28,161)	-	29,791
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,231	-	-
Finance Lease Payments		(16,700)	-	(7,552)
Net cash from/(to) Financing Activities		(11,469)	-	(7,552)
Net increase/(decrease) in cash and cash equivalents		(21,728)	(30,330)	15,354
Cash and cash equivalents at the beginning of the year	8	151,687	151,687	136,333
Cash and cash equivalents at the end of the year	8	129,959	121,357	151,687

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

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

St Joseph's School (Kaikoura)

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Cyclical Maintenance

A school recognises its obligation to maintain the Proprietor'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 14.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. Revenue Recognition

Government Grants

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

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

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

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

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

1.5. Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

1.6. Finance Lease Payments

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

1.7. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

1.8. Accounts Receivable

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

1.9. Inventories

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

1.10. Investments

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

1.11. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

1.12. 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.

1.13. Accounts Payable

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

1.14. Employment Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.15. Revenue Received in Advance

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

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.

1.16. Provision for Cyclical Maintenance

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

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

1.17. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

1.18. Borrowings

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

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

1.19. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	238,281	205,000	203,236
Teachers' Salaries Grants	595,709	595,709	580,705
Other MoE Grants	9,218	15,600	32,723
	<u>843,208</u>	<u>816,309</u>	<u>816,664</u>

The School has opted in to the donations scheme for this year. Total amount received was \$15,600.

Other MOE Grants total includes additional COVID-19 funding totalling \$2,813 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	3,871	4,000	3,730
Other Revenue	8,085	1,000	13,040
Trading	1,022	-	792
Activities	11,499	15,500	18,272
	<u>24,477</u>	<u>20,500</u>	<u>35,834</u>
Expenses			
Activities	16,622	17,000	21,317
Trading	814	-	795
	<u>17,436</u>	<u>17,000</u>	<u>22,112</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>7,041</u>	<u>3,500</u>	<u>13,722</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	28,096	18,550	19,291
Equipment Repairs	549	800	848
Library Resources	442	530	468
Employee Benefits - Salaries	671,363	667,359	680,120
Staff Development	13,650	18,000	14,097
	<u>714,100</u>	<u>705,239</u>	<u>714,824</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	3,000	3,000	2,850
Board of Trustees Fees	3,170	4,600	3,075
Board of Trustees Expenses	1,451	5,900	1,678
Communication	3,012	3,600	3,807
Consumables	8,993	10,700	8,134
Operating Lease	3,247	17,000	3,742
Legal Fees	-	400	-
Other	132	500	140
Employee Benefits - Salaries	32,082	30,800	32,711
Insurance	3,473	6,000	2,931
Service Providers, Contractors and Consultancy	3,795	4,200	3,965
	<u>62,355</u>	<u>86,700</u>	<u>63,033</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,339	3,000	2,798
Cyclical Maintenance Provision	3,050	4,000	1,400
Grounds	10,535	10,500	7,313
Heat, Light and Water	4,875	5,500	6,745
Rates	2,834	3,500	2,580
Repairs and Maintenance	2,345	9,000	4,874
Use of Land and Buildings	118,386	118,386	114,295
Security	1,670	1,700	534
Employee Benefits - Salaries	17,288	22,000	16,295
	<u>165,322</u>	<u>177,586</u>	<u>156,834</u>

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

7. Depreciation of Property, Plant and Equipment

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	2,085	2,000	5,336
Furniture and Equipment	3,624	2,000	4,659
Information and Communication Technology	2,522	2,000	5,255
Leased Assets	16,498	13,000	10,641
Library Resources	1,168	1,000	1,517
	<u>25,897</u>	<u>20,000</u>	<u>27,408</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	101,736	121,357	85,965
Bank Call Account	28,223	-	22,607
Short-term Bank Deposits	-	-	43,115
Cash and cash equivalents for Statement of Cash Flows	<u>129,959</u>	<u>121,357</u>	<u>151,687</u>

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

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Interest Receivable	10	318	318
Teacher Salaries Grant Receivable	40,587	30,458	30,458
	<u>40,597</u>	<u>30,776</u>	<u>30,776</u>
Receivables from Exchange Transactions	10	318	318
Receivables from Non-Exchange Transactions	40,587	30,458	30,458
	<u>40,597</u>	<u>30,776</u>	<u>30,776</u>

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,295	1,298	1,298
	<u>1,295</u>	<u>1,298</u>	<u>1,298</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset Short-term Bank Deposits	29,420	13,609	13,609
Total Investments	29,420	13,609	13,609

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	4,974	-	-	-	(2,085)	2,889
Furniture and Equipment	19,878	5,738	-	-	(3,624)	21,992
Information and Communication Technology	3,579	5,717	-	-	(2,522)	6,774
Leased Assets	32,822	10,769	-	-	(16,498)	27,093
Library Resources	10,620	895	(2,167)	-	(1,168)	8,180
Balance at 31 December 2020	71,873	23,119	(2,167)	-	(25,897)	66,928

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	53,363	(50,474)	2,889
Furniture and Equipment	129,438	(107,446)	21,992
Information and Communication Technology	85,766	(78,992)	6,774
Leased Assets	58,301	(31,208)	27,093
Library Resources	30,080	(21,900)	8,180
Balance at 31 December 2020	356,948	(290,020)	66,928

The net carrying value of equipment held under a finance lease is \$27,093 (2019: \$32,822)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Building Improvements	10,310	-	-	-	(5,336)	4,974
Furniture and Equipment	21,665	2,897	(25)	-	(4,659)	19,878
Information and Communication Technology	9,357	-	(523)	-	(5,255)	3,579
Leased Assets	31,907	11,556	-	-	(10,641)	32,822
Library Resources	10,475	1,981	(319)	-	(1,517)	10,620
Balance at 31 December 2019	83,714	16,434	(867)	-	(27,408)	71,873

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Building Improvements	53,362	(48,388)	4,974
Furniture and Equipment	123,701	(103,823)	19,878
Information and Communication Technology	80,049	(76,470)	3,579
Leased Assets	47,532	(14,710)	32,822
Library Resources	36,667	(26,047)	10,620
Balance at 31 December 2019	341,311	(269,438)	71,873

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	3,869	8,724	8,724
Accruals	4,156	3,277	3,277
Banking staffing overuse	307	9,118	9,118
Employee Entitlements - salaries	40,587	30,458	30,458
Employee Entitlements - leave accrual	1,604	1,122	1,122
	50,523	52,699	52,699
Payables for Exchange Transactions	50,523	52,699	52,699
	50,523	52,699	52,699

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	14,474	14,474	34,424
Increase to the Provision During the Year	3,050	-	3,050
Use of the Provision During the Year	-	-	(23,000)
Provision at the End of the Year	17,524	14,474	14,474
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	17,524	14,474	14,474
	17,524	14,474	14,474

15. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	17,024	15,050	15,050
Later than One Year and no Later than Five Years	11,859	21,405	21,405
	28,883	36,455	36,455

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 (Archdiocese of Wellington) is a related party of the Board because the Proprietor appoints representatives to the Board, giving the Proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the Proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1.4. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

17. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,170	3,075
Full-time equivalent members	0.06	0.08
<i>Leadership Team</i>		
Remuneration	232,056	213,903
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	235,226	216,978
Total full-time equivalent personnel	2.06	2.08

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	110-120	100 - 110
Benefits and Other Emoluments	0-5	0 - 0
Termination Benefits	0 - 0	0 - 0

Other Employees

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

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

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 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	-	-

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'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.

20. Commitments

(a) Capital Commitments

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

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

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

(a) operating lease of a photocopier and Laptops in 2019.

	2020 Actual \$	2019 Actual \$
No later than One Year	-	2,093
	-	2,093

21. 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.

22. 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	129,959	121,357	151,687
Receivables	40,597	30,776	30,776
Investments - Term Deposits	29,420	13,609	13,609
Total Financial Assets Measured at amortised cost	199,976	165,742	196,072

Financial liabilities measured at amortised cost

Payables	50,523	52,699	52,699
Finance Leases	27,091	32,849	32,849
Total Financial Liabilities Measured at Amortised Cost	77,614	85,548	85,548

23. 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 ST JOSEPH'S SCHOOL (KAIKOURA)'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of St Joseph's School (Kaikoura) (the School). The Auditor-General has appointed me, John Hooper, using the staff and resources of John Hooper & Co, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2020, the statements of comprehensive revenue and expense, changes in net assets / equity and 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 Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 12 May 2021. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the Auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities, 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for other information. The other information obtained at the date of our report is the list of board of trustee members, Kiwisport report and the analysis of variance report.

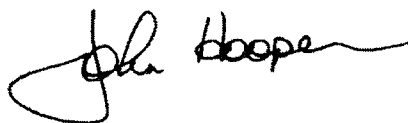
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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



JOHN HOOPER

John Hooper & Co

On behalf of the Auditor-General

Nelson, New Zealand

Analysis of Variance Reporting

School Name:	St Joseph's School, Kaikoura	School Number:	3530
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Strategic Aim:	Strengthen our curriculum and student learning base to meet the learning needs of our students by providing a dynamic curriculum in a student-centred environment.			
Annual Aim:	Writing - to accelerate the progress of students who are achieving below the expected level.			
Target:	Target students are students below the expected level, particularly those students in Year 8 in 2020.			
Baseline Data:	Number of students below in writing	2017	2018	2019
	Year 1	1/9	1/9	1/16
	Year 2	2/12	4/20	1/9
	Year 3	3/15	6/15	3/20
	Year 4	5/13	4/13	3/14
	Year 5	4/9	2/11	1/13
	Year 6	2/4	2/9	0/11

Year 7	2/8	2/4	5/9	
Year 8	1/8	2/8	1/4	

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																								
<p>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</p> <p>Sue Hennessey has worked with the students not at the expected level, along with extra Teacher Aide support and support from the classroom teacher.</p> <p>We have continued to get support from Jacqui Clayton - Literacy Advisor.</p>	<p>Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate (eg, of students or cohorts of students that are now achieving at expected levels). You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken (were there changes in attitude, motivation or engagement).</p> <table><tr><th>Counts +</th><th>Mid 2020</th><th>End 2020</th></tr><tr><td>Well above</td><td>0</td><td>0</td></tr><tr><td>Above</td><td>11</td><td>24</td></tr><tr><td>At</td><td>73</td><td>60</td></tr><tr><td>Below</td><td>13</td><td>13</td></tr><tr><td>Well below</td><td>0</td><td>0</td></tr><tr><td>Total At or above</td><td>84 out of 97</td><td>92 out of 105</td></tr><tr><td>Percentage At or above</td><td>87%</td><td>88%</td></tr></table> <p>4 of our students have progressed from below the expected level to at, and 6 students have moved from at to above. This is a real credit to the teachers for explicitly teaching the students about the writing process and providing a variety of ways to practice writing. Some of the students have dyslexic tendencies. One student has been referred to the RTLB (Resource Teacher of Learning and Behaviour) for learning issues. There are also other factors including English as a second language, attitude challenges (student has anxiety around making mistakes so chose not to complete a task, we are working on rewarding the students for completing work).</p>	Counts +	Mid 2020	End 2020	Well above	0	0	Above	11	24	At	73	60	Below	13	13	Well below	0	0	Total At or above	84 out of 97	92 out of 105	Percentage At or above	87%	88%	<p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>You might like to consider the following questions:</p> <ul style="list-style-type: none">- Why did you get (or not get) the outcomes you thought you would?- Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?- Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case? <p>The Covid lockdown had a significant impact on our ability to accelerate the achievement of the students who were below in writing at the start of the year. These students struggled to engage in online learning and also struggled to re-engage with learning when they returned to school. A teacher was employed to work with small groups to support those particularly affected, however this was short term (8 weeks at the end of term 2).</p>	<p>You might like to consider the following questions:</p> <ul style="list-style-type: none">- Based on the outcomes and the reasons for these, what will you do the same/ differently next year?- Employ a teacher to take students 1 on 1 or in small groups to improve their mindset towards writing, ensure Teacher Aides are available to assist teachers in classes during writing time so teachers can spend more time with struggling writers. Ensure all students have the opportunity for free/journal writing and explicit writing lessons.- What impact is there on current and ongoing teaching practice as a result of the actions taken and the results? <p>The focus this year was on wellbeing after returning from lockdown to ensure students felt comfortable and supported in their learning.</p> <ul style="list-style-type: none">- Have you identified any ongoing teacher or student needs?- We need support as teachers to support students with dyslexic tendencies.- What funding/resourcing may be necessary to support identified actions and needs?- Professional development - LSC and RTLit are both looking into PD around dyslexia and structured literacy approach.
Counts +	Mid 2020	End 2020																									
Well above	0	0																									
Above	11	24																									
At	73	60																									
Below	13	13																									
Well below	0	0																									
Total At or above	84 out of 97	92 out of 105																									
Percentage At or above	87%	88%																									

Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

A literacy target will be part of the targets for 2021.

Emma Checketts will take part in the Better Start Literacy Approach with Sue Hennessey and the University of Canterbury.
Employ a teacher to take small groups or individuals who are below the expected level.

School Name:	St Joseph's School, Kaikoura	School Number:	3530
Strategic Aim:	Strengthen our curriculum and student learning base to meet the learning needs of our students by providing a dynamic curriculum in a student-centred environment.		
Annual Aim:	Maths - to accelerate the progress of 7 students who are below the expected level and accelerate the progress of 10 students who are at the expected level to achieve above the expected level.		
Target:	Maths - to accelerate the progress of 7 students who are below the expected level and accelerate the progress of 10 students who are at the expected level to achieve above the expected level.		
Baseline Data:	Number of students below in mathematics	2019 Below	2019 Above
	Year 1	0/16	0/16
	Year 2	0/9	1/9
	Year 3	4/20	0/20
	Year 4	1/14	3/14

Year 5	1/13	0/13
Year 6	0/11	1/11
Year 7	1/9	0/9
Year 8	0/4	0/4

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</p> <p>We trialled using the Pr1me maths programme as part of our maths curriculum in years 3-8. The students enjoyed using the books along with lessons from the teacher, games, basic facts, online maths games.</p>	<p>Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate (eg, of students or cohorts of students that are now achieving at expected levels). You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken (were there changes in attitude, motivation or engagement).</p> <p>We were very pleased to see an improvement in the number of students achieving above the expected level in maths and 4 students whose progress was accelerated and went from below the expected level to at.</p>	<p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>- Why did you get (or not get) the outcomes you thought you would?</p> <p>Pr1me resources incorporate other strands of the maths curriculum so students are able to make sense of maths and see how it is used in a range of ways.</p> <p>- Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</p> <p>Use of the Pr1me resources, provides a more balanced curriculum rather than focusing just on the number</p>	<p>Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</p> <p>- What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</p> <p>Teachers discussed the use of ability groups and we have decided to have mixed ability groups next year to improve students' mindset around mathematics.</p> <p>- Have you identified any ongoing teacher or student needs?</p> <p>Students will be in mixed ability groups to improve their self-esteem around maths.</p> <p>A more balanced focus on all aspects of the maths curriculum. Less focus on just numeracy.</p> <p>Our maths resources need replacing.</p> <p>- What funding/resourcing may be</p>

<div> <div>Counts</div> <table> <tr> <th></th> <th>Mid 2020</th> <th>End 2020</th> </tr> <tr> <td>Well Above</td> <td>0</td> <td>0</td> </tr> <tr> <td>Above</td> <td>3</td> <td>23</td> </tr> <tr> <td>At</td> <td>45</td> <td>79</td> </tr> <tr> <td>Below</td> <td>9</td> <td>5</td> </tr> <tr> <td>Well Below</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total At or above</td> <td>86 out of 97</td> <td>102 out of 102</td> </tr> <tr> <td>Percentage At or above</td> <td>91%</td> <td>95%</td> </tr> </table> </div>		Mid 2020	End 2020	Well Above	0	0	Above	3	23	At	45	79	Below	9	5	Well Below	0	0	Total At or above	86 out of 97	102 out of 102	Percentage At or above	91%	95%	<div> <div>strand.</div> <div>- Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case?</div> </div>	<div>necessary to support identified actions and needs?</div> <div>Each classroom to update their maths resources.*</div>
	Mid 2020	End 2020																								
Well Above	0	0																								
Above	3	23																								
At	45	79																								
Below	9	5																								
Well Below	0	0																								
Total At or above	86 out of 97	102 out of 102																								
Percentage At or above	91%	95%																								
<div>Planning for next year:</div>																										
<div>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</div> <div>Mixed ability groups</div> <div>Provide a variety of learning experiences - Pr1me, DMIC (group problem solving), integrate maths strands.</div>																										
<div>School Name:</div>	<div>St Joseph's School, Kaikoura</div>	<div>School Number: 3530</div>																								
<div>Strategic Aim:</div>	<div>St Joseph's School will have meaningful partnerships at all levels.</div>																									
<div>Annual Aim:</div>	<div>Build on and improve positive relationships with whanau that influence and contribute to student learning and wellbeing.</div>																									

Target:	90% attendance at student learning conferences and meet the teacher, parents will regularly check their child's Linc-ed profile.
Baseline Data:	We are concerned that moving to a digital platform to share student learning will decrease the number of parents attending face to face sharing of their child's learning.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</p> <p>Checked that all parents are able to login to their child's Linc-ed/HERO learning journey.</p> <p>Advertise and held meet the teacher meetings.</p> <p>Created student logins for the senior students (Room 5) so they were able to select and upload their learning to share with parents.</p> <p>Teacher's contacted families during lockdown</p>	<p>Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate (eg, of students or cohorts of students that are now achieving at expected levels). You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken (were there changes in attitude, motivation or engagement).</p> <p>Covid 19 had a big impact on our ability to meet with parents in 2020. We had the first meet the teacher goal setting meeting just before Lockdown with 84 children attending out of 103 students attending on the 3rd of March.</p>	<p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>- Why did you get (or not get) the outcomes you thought you would?</p> <p>The Covid lockdown and subsequent levels made it difficult for us to increase parent engagement as we were unable to hold many events throughout the year.</p>	<p>- Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</p> <p>We hope to have a community event each term, either focussed on wellbeing or student learning, to re-engage with with the school community.</p> <p>Have a backup plan of online meetings with parents if face to face is not possible in Term 1 and/or 3.</p> <p>- What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</p> <p>We hope to extend and embed students uploading their work to increase the home - school connection in the senior school.</p> <p>- Have you identified any ongoing teacher or student needs?</p> <p>Continue to upskill teachers in the use of HERO, we would like to visit another</p>

<p>Emma Checketts - 03/03/2020</p> <p>Lucy Wareham - 03/03/2020</p> <p>Mel Ford - 03/03/2020</p> <p>Renee Balcazar - 03/03/2020</p> <p>Sophie Lewthwaite - 03/03/2020</p>	<p>9</p> <p>13</p> <p>23</p> <p>24</p> <p>15</p>	<p>school using HERO to see how they integrate it into their regular work plan.</p> <p>- What funding/resourcing may be necessary to support identified actions and needs?</p> <p>A day trip to Christchurch to visit another HERO school.</p>
<p>Planning for next year:</p> <p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p> <p>Engagement will continue to be a target for 2021 in the hope we can enhance our home/school relationships. We will work together with Friends of St Joseph's to develop new opportunities to strengthen home/school relationships. We have 7 Sunday School Masses planned and hope all of these will be possible.</p> <p>Add in regular contact with families - email or phone call</p>		

ST JOSEPH'S SCHOOL

TE WHARE KURA O HATO HOHEPA

30 Ludstone Road, Kaikoura 7300. Phone (03) 319 5725 email office@stjkaikoura.school.nz
Principal: Judith Ford



20 November 2020

To whom it may concern:

During 2020, the school received total Kiwisport funding of \$1589.00. This was spent on:

- Hockey Lessons
- Hockey Sticks
- Basketball/Netball hoops

Thank you to Kiwisport for their continued support to get more kids more active more often.

Kind Regards

Judith Ford
Principal