

ST JOSEPH'S SCHOOL (PATEA)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	2452
Principal:	Angela Muncaster
School Address:	15 Suffolk Street, Patea
School Postal Address:	15 Suffolk Street, Patea, 4520
School Phone:	06 273 8644
School Email:	admin@stjoespatea.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
David Towers	Chairperson	Co-opted	Dec 2020
Angela Muncaster	Principal	ex Officio	
Susan Hurley	Parent Rep	Elected	Jun 2022
Keri Phillips	Parent Rep	Elected	Jun 2022
Pauline Ranson	Staff Rep	Elected	Jun 2022
Linda Towers	Proprietors Rep	Appointed	Jun 2022
Kelly Langdon	Proprietors Rep	Elected	Jun 2022

Accountant / Service Provider: Education Services Ltd

ST JOSEPH'S SCHOOL (PATEA)

Annual Report - For the year ended 31 December 2020

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St Joseph's School (Patea)

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.

David James Towers

Full Name of Board Chairperson

Towers

Signature of Board Chairperson

31 May 2021

Date:

Angela Muncaster

Full Name of Principal

Muncaster

Signature of Principal

31 May 2021

Date:

St Joseph's School (Patea)

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	329,979	291,694	273,516
Locally Raised Funds	3	15,711	17,700	15,864
Use of Land and Buildings Integrated		24,800	26,156	26,156
Interest income		146	-	596
Gain on Sale of Property, Plant and Equipment		-	-	1,079
		<hr/>	<hr/>	<hr/>
		370,636	335,550	317,211
Expenses				
Locally Raised Funds	3	2,552	7,100	2,484
Learning Resources	4	223,167	207,225	207,879
Administration	5	61,682	64,614	57,113
Finance		1,074	1,073	1,331
Property	6	55,269	47,565	42,268
Depreciation	7	8,029	7,916	9,786
Loss on Disposal of Property, Plant and Equipment		-	-	320
		<hr/>	<hr/>	<hr/>
		351,773	335,493	321,181
Net Surplus / (Deficit) for the year		18,863	57	(3,970)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		18,863	57	(3,970)

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 (Patea)

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		66,852	71,852	70,267
Total comprehensive revenue and expense for the year		18,863	57	(3,970)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		600	-	555
Equity at 31 December	22	86,315	71,909	66,852
Retained Earnings		86,315	71,909	66,852
Equity at 31 December		86,315	71,909	66,852

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 (Patea)

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	111,513	68,436	88,726
Accounts Receivable	9	18,498	9,014	16,159
Prepayments		1,723	3,089	632
Inventories	10	2,777	265	1,312
		<u>134,511</u>	<u>80,804</u>	<u>106,829</u>
Current Liabilities				
GST Payable		9,089	3,462	3,618
Accounts Payable	12	22,648	18,866	22,653
Revenue Received in Advance	13	3,185	-	1,427
Provision for Cyclical Maintenance	14	-	-	31,500
Painting Contract Liability - Current Portion	15	10,570	-	-
Finance Lease Liability - Current Portion	16	2,911	2,463	2,975
		<u>48,403</u>	<u>24,791</u>	<u>62,173</u>
Working Capital Surplus/(Deficit)		86,108	56,013	44,656
Non-current Assets				
Property, Plant and Equipment	11	21,961	16,652	29,990
		<u>21,961</u>	<u>16,652</u>	<u>29,990</u>
Non-current Liabilities				
Painting Contract Liability	15	16,870	-	-
Finance Lease Liability	16	4,884	756	7,794
		<u>21,754</u>	<u>756</u>	<u>7,794</u>
Net Assets		<u>86,315</u>	<u>71,909</u>	<u>66,852</u>
Equity		<u>86,315</u>	<u>71,909</u>	<u>66,852</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 (Patea)
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		158,492	138,469	102,320
Locally Raised Funds		17,469	14,300	17,291
Goods and Services Tax (net)		5,471	-	156
Payments to Employees		(82,874)	(79,000)	(67,902)
Payments to Suppliers		(61,426)	(83,222)	(48,328)
Cyclical Maintenance Payments in the year		(38,010)	-	-
Interest Paid		(1,074)	(1,073)	(1,331)
Interest Received		146	-	596
Net cash from/(to) Operating Activities		(1,806)	(10,526)	2,802
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(1,540)	(6,350)	(1,551)
Net cash from/(to) Investing Activities		(1,540)	(6,350)	(1,551)
Cash flows from Financing Activities				
Furniture and Equipment Grant		600	-	555
Finance Lease Payments		(1,907)	(3,872)	(2,264)
Painting contract payments		27,440	-	-
Net cash from/(to) Financing Activities		26,133	(3,872)	(1,709)
Net increase/(decrease) in cash and cash equivalents		22,787	(20,748)	(458)
Cash and cash equivalents at the beginning of the year	8	88,726	89,184	89,184
Cash and cash equivalents at the end of the year	8	111,513	68,436	88,726

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 (Patea)

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

St Joseph's School (Patea) (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 Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Grants

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The 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 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.

j) 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.

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.

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	20 years
Furniture and Equipment	5-20 years
Information and Communication	4 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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.

n) 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.

o) 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.

p) 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.

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts 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.

s) 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).

t) 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.

u) 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.

v) 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.

w) Budget Figures

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

x) 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	120,812	133,525	90,286
Teachers' Salaries Grants	173,381	153,225	166,502
Other MoE Grants	35,786	4,944	16,728
	329,979	291,694	273,516

The school has opted in to the donations scheme for this year. Total amount received was \$3,000.

Other MOE Grants total includes additional COVID-19 funding totalling \$37,734 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	-	-	305
Bequests & Grants	14,950	13,500	14,750
Activities	761	3,400	217
Trading	-	800	592
	15,711	17,700	15,864
Expenses			
Activities	1,495	6,300	3,531
Trading	1,057	800	(1,047)
	2,552	7,100	2,484
<i>Surplus for the year Locally raised funds</i>	13,159	10,600	13,380

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	5,871	8,100	5,317
Library Resources	497	300	105
Employee Benefits - Salaries	208,946	190,725	193,507
Staff Development	7,853	8,100	8,950
	223,167	207,225	207,879

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	3,554	3,554	3,451
Board of Trustees Fees	3,325	4,300	3,315
Board of Trustees Expenses	1,572	1,770	2,154
Communication	1,887	3,070	1,868
Consumables	2,034	2,450	1,149
Operating Lease	-	200	40
Other	1,422	2,170	1,288
Employee Benefits - Salaries	41,932	41,500	38,200
Insurance	1,863	1,600	1,688
Service Providers, Contractors and Consultancy	4,093	4,000	3,960
	61,682	64,614	57,113

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,936	2,200	2,160
Cyclical Maintenance Expense	6,510	3,889	389
Grounds	4,050	5,300	4,839
Heat, Light and Water	4,124	4,400	3,729
Rates	572	600	563
Repairs and Maintenance	12,857	4,600	4,012
Use of Land and Buildings	24,800	26,156	26,156
Security	420	420	420
	<u>55,269</u>	<u>47,565</u>	<u>42,268</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. 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.

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	514	416	514
Furniture and Equipment	2,371	2,172	2,685
Information and Communication Technology	1,895	1,471	1,819
Leased Assets	3,224	3,784	4,678
Library Resources	25	73	90
	<u>8,029</u>	<u>7,916</u>	<u>9,786</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	55,823	13,416	33,150
Bank Call Account	55,690	55,020	55,576
	<u>111,513</u>	<u>68,436</u>	<u>88,726</u>

Cash and cash equivalents for Statement of Cash Flows

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)	\$
Banking Staffing Underuse	6,376	-	3,138
Teacher Salaries Grant Receivable	12,122	9,014	13,021
	<u>18,498</u>	<u>9,014</u>	<u>16,159</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	18,498	9,014	16,159
	<u>18,498</u>	<u>9,014</u>	<u>16,159</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Uniforms	2,348	-	1,015
Stationery	429	265	297
	<u>2,777</u>	<u>265</u>	<u>1,312</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	6,896	-	-	-	(514)	6,382
Furniture and Equipment	9,160	-	-	-	(2,371)	6,789
Information and Communication Tech	3,646	-	-	-	(1,895)	1,751
Leased Assets	10,238	-	-	-	(3,224)	7,014
Library Resources	50	-	-	-	(25)	25
Balance at 31 December 2020	<u>29,990</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(8,029)</u>	<u>21,961</u>

The net carrying value of equipment held under a finance lease is \$7,014 (2019: \$10,238)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	10,279	(3,897)	6,382
Furniture and Equipment	78,312	(71,523)	6,789
Information and Communication	37,281	(35,530)	1,751
Leased Assets	13,439	(6,425)	7,014
Library Resources	27,546	(27,521)	25
Balance at 31 December 2020	<u>166,857</u>	<u>(144,896)</u>	<u>21,961</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Building Improvements	7,410	-	-	-	(514)	6,896
Furniture and Equipment	11,512	459	(126)	-	(2,685)	9,160
Information and Communication Tech	3,026	2,633	(194)	-	(1,819)	3,646
Leased Assets	3,285	11,749	(118)	-	(4,678)	10,238
Library Resources	140	-	-	-	(90)	50
Balance at 31 December 2019	<u>25,373</u>	<u>14,841</u>	<u>(438)</u>	<u>-</u>	<u>(9,786)</u>	<u>29,990</u>

The net carrying value of equipment held under a finance lease is \$10,238 (2018: \$3,285)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Building Improvements	10,279	(3,383)	6,896
Furniture and Equipment	78,312	(69,152)	9,160
Information and Communication	37,281	(33,635)	3,646
Leased Assets	13,439	(3,201)	10,238
Library Resources	27,546	(27,496)	50
Balance at 31 December 2019	<u>166,857</u>	<u>(136,867)</u>	<u>29,990</u>

12. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	3,079	1,039	1,748
Accruals	3,554	2,847	3,451
Capital Accruals for PPE items	-	-	1,540
Banking Staffing Overuse	-	3,520	-
Employee Entitlements - Salaries	12,122	9,014	13,021
Employee Entitlements - Leave Accrual	3,893	2,446	2,893
	<u>22,648</u>	<u>18,866</u>	<u>22,653</u>

Payables for Exchange Transactions	22,648	18,866	22,653
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>22,648</u>	<u>18,866</u>	<u>22,653</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income in Advance	3,185	-	1,427
	<u>3,185</u>	<u>-</u>	<u>1,427</u>

14. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	31,500	(3,889)	31,111
Increase to the Provision During the Year	3,500	3,889	389
Adjustment to the Provision	3,010	-	-
Use of the Provision During the Year	(38,010)	-	-
Provision at the End of the Year	<u>-</u>	<u>-</u>	<u>31,500</u>
Cyclical Maintenance - Current	-	-	31,500
Cyclical Maintenance - Term	-	-	-
	<u>-</u>	<u>-</u>	<u>31,500</u>

15. Painting Contract Liability

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Liability	10,570	-	-
Non Current Liability	16,870	-	-
	<u>27,440</u>	<u>-</u>	<u>-</u>

In 2020 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering a five year period. The programme provides for one exterior repaint of the Ministry owned buildings in 2020, with regular maintenance in subsequent years. The agreement has an annual commitment of \$10,570. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. 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	3,672	2,463	3,872
Later than One Year and no Later than Five Years	5,557	756	9,157
	<u>9,229</u>	<u>3,219</u>	<u>13,029</u>

17. Related Party Transactions

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

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

The Proprietor of the School (Roman Catholic Bishop of the Diocese of Palmerston North) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor 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(c). The estimated value of this use during 2020 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,325	3,315
Full-time equivalent members	0.12	0.12
<i>Leadership Team</i>		
Remuneration	112,105	101,203
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	115,430	104,518
Total full-time equivalent personnel	1.12	1.12

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	100 - 110	90 - 100
Benefits and Other Emoluments	3 - 4	2 - 3
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	-	-
	0.00	0.00

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

19. 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	-	-

20. 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.

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2020 (Capital commitments at 31 December 2019: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	111,513	68,436	88,726
Receivables	18,498	9,014	16,159
Total Financial assets measured at amortised cost	130,011	77,450	104,885

Financial liabilities measured at amortised cost

Payables	22,648	18,866	22,653
Finance Leases	7,795	3,219	10,769
Painting Contract Liability	27,440	-	-
Total Financial Liabilities Measured at Amortised Cost	57,883	22,085	33,422

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of St Joseph's School (Patea) (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 20, 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 31 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.



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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.



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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Board of Trustees schedule included under the School directory page, the Analysis of Variance, and the Kiwisport statement included in the 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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Other than the audit, we have no relationship with or interests in the School.

David Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
Whanganui, New Zealand

Date: 31 May 2021



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Analysis of Variance Reporting



School Name:	St Joseph's Patea	School Number:	
Strategic Aim:	<div> <div> Strategic Direction 2020-2022 Goal 1: Catholic Special Character At St Joseph's School Patea we are a community that seeks to communicate Christ and help form Christ in the lives of others. </div> <div>  </div> </div>		
Annual Aim:	<p>School Annual Goals Dimension 1: TE TŪTAHI KI A TE KATAITI Encounter with Christ Develop structured prayer plan. Share more RE learning with Whanau. Develop stronger links between the TAHI values of caring, wisdom, kindness, respect and justice and the teachings of Jesus Christ and His Church relating them to Gospel stories.</p> <p>Dimension 2: TE WHAKATUPU MĀ TE MĀTAURANGA Growth in Knowledge A robust cycle of learning through planning, assessment (including pre and post-tests), and evaluation to support next teaching and learning steps.</p> <p>Dimension 4. TE KAITIAKITANGA ME TO WHAKAPAKARI I TE TUAKIRI KATORIKA - Safeguarding and Strengthening Catholic Character Enrolment procedures are reviewed and strengthened. Board develop a yearly plan for Catholic character professional development and formation needs.</p>		
Target:	<p>Develop structured prayer plan</p> <p>Share more RE learning with Whanau</p> <p>Develop stronger links between the TAHI values of Responsibility, Wisdom, Justice, Charity and the teachings of Jesus Christ and His Church relating them to Gospel stories.</p> <p>A robust cycle of learning through planning, assessment (including pre and post-tests), and evaluation to support next teaching and learning steps.</p> <p>Create opportunities to integrate localised content related to Josephite Charism, Suzanne Aubert, Parihaka</p> <p>Build capability as a faith leader working towards classroom level certification</p>		

	<p>Enrolment procedures are reviewed and strengthened</p> <p>Board develop a yearly plan for their Catholic character professional development and formation needs.</p>
Baseline Data:	<p>All targets have been selected from the schools last Special Character Review.</p>

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>Developed structured prayer plan</p>	<p>Diocese worked with teacher, prayer examples were shared and implemented in the classroom. Observations of teacher's prayer practice feedback was given and clear next steps. Evidence in teacher's planning of a variety of prayer techniques used. Tamariki participating actively and respectfully in rich prayer times to support an encounter with Jesus Tamariki able to start taking ownership of classroom prayer using a variety of prayer techniques Prayer time being safeguarded.</p>	<p>Working with the Diocese and having prayer examples as a model helped to implement a robust prayer program. The teacher has a clear path and an understanding of next steps, this has helped and encouraged the tamariki to actively participate and take ownership of classroom prayer.</p> <p>Diocese and Teacher met, observations of prayer practice and feedback for teacher and next steps. This also helped teacher identify next steps for the tamariki. Evidence in teachers planning and timetable of the variety of prayer techniques used by the school community. (Waiata, meditation, different starters for prayer) During lockdown tamariki had prayer with Whaea Ange via zoom and activities were posted online for whanau to participate in prayer.</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? - What impact is there on current and ongoing teaching practice as a result of the actions taken and the results? - Have you identified any ongoing teacher or student needs? - What funding/resourcing may be necessary to support identified actions and needs?
<p>Share more RE learning with Whanau</p>	<p>Whanau evenings starting and ending with karakia, lead by tamariki Stand learning shared as part of the whanau celebration of learning evenings Special character and RE learning shared and celebrated through communication channels such as whanau facebook, private group and</p>	<p>Unfortunately due to COVID19 Changing levels and lockdown nation wide we found it difficult to have our planned whanau evenings. Strand learning continued via learning shared with whanau, Faith Facts on line. Diocese Facebook shared information and was shared via our shared group. We celebrated mass with our parish community during terms 3 & 4.</p>	

<p>Develop stronger links between the TAHI values of Responsibility, Wisdom, Justice, Charity and the teachings of Jesus Christ and His Church relating them to Gospel stories.</p>	<p>newsletters (Faith Facts Diocese) Facebook page used as a resource. Mass celebrated with the school/parish community once a term on a Wednesday.</p> <p>Deeper understanding behind the TAHI values. Children's versions of Gospel stories being used for tamariki to identify values. Stories found in the parables and linked to each TAHI Gospel value. (Mahi will continue 2021) Tamariki are more comfortable and able talk about how Jesus by relating Gospel story modelled/gave an example of the value in the Gospel. Tamariki able to talk about how they can be like Jesus today.</p>	<p>We as a kura are deloping sonter links between the TAHI values of Responsibility, Wisdon, Justice and Charity. Principal is working on how to collect evidence of their understanding of the Gospel story. Currently they are discussing and making links with the values and the Gospel reading. This goal will be ongoing.</p> <p>Confidence is growing and the tamariki are growing in knowledge and understanding the language used in gospel stories. The tamariki with encouragement and prompting of 'key words' using the words with confidence are encouraged to talk about how they can be like Jesus today.</p>	
<p>A robust cycle of learning through planning, assessment (including pre and post-tests), and evaluation to support next teaching and learning steps.</p>	<p>Diocese met termly with DRS to plan Strand learning. Planning Templates shared Develop good models of planning and assessment using a chosen template DRS to attend sexuality curriculum x 4 workshops for DRS's DRS reports to the Board about sexuality curriculum.</p>	<p>During Term 2, we were fortunate enough to have a Principal Release whom has previously been a DRS. COVID19 made it difficult for Diocese and Principal to meet face to face however were in consistent contact via oom sessions. Planning and Assessment has now been implemented. A good model for planning an assessment has been developed to follow. Share more RE</p>	

<p>Create opportunities to integrate localised content related to Josephite Charism, Suzanne Aubert, Parihaka</p>	<p>Curriculum Resources purchased to complement RE learning programme/Special Character.</p> <p>Diocese to send information about Josephite charism</p> <p>Principal to integrate Information into localised curriculum unit at the beginning of the year and other times when appropriate</p> <p>Principal is preparing children for noho marae include information sharing about the Parihaka story using Caritas resource and local knowledge</p> <p>Principal using the story of Suzanne Aubert as a context during the Communion of Saints learning.</p> <p>Organising a trip up the Whanganui River to give context to this learning</p>	<p>learning with Whanau.</p> <p>DRS attended online sexuality curriculum workshops with Diocese. Principal reported to the BOT about Sexuality curriculum (November Report)</p> <p>We started the year off with Church Strand and integrated information in our curriculum unit (Local History) We were fortunate to get a visit to our local museum Aotea Utanganui before nationwide lock down. We were unable have our planned 'Noho Marae' due to COVID19 however we still learnt about Parihaka story using the Caritas resourch and local knowledge of Kaumatua (Pariroa Marae and Tutahi)</p>	
<p>Build capability as a faith leader working towards classroom level certification</p>	<p>Principal accessing the Kete website, resetting the password so she can track SC and RE formation</p> <p>Principal sending PD template to Jane at the start of November (RE/SC PD) showing at least 12 Hours PD for each staff member.</p> <p>Principal recording and including in these hours, time spent with PNCEO staff on Leadership, Charter development and Curriculum</p>	<p>Kete website login and password has been reset. Principal/DRS hours have been recorded on a PD template meeting the 12 hours required. Quality time spent with PNCEO staff on Leadership, Charter development and the Curriculum. Principal / Teacher only staff member currently. A staff member .4 position was on site for 2 terms of 2020 and attended no PD. BOT have recorded 2 hours of PD.</p>	

Enrolment procedures are reviewed and strengthened.	PNCEO conducting Roll Audit will in Term 2 2020 Conversation with Bishops Agent around granting preference and a discussion about the process to clarify what order event should happen in the enrolment process	PNCEO manager met with Principal & BOT. Going through the preference roll. The manager also worked with the Parish re and Bishop's rep on the correct process in an enrolment.	
Board develop a yearly plan for their Catholic character professional development and formation needs.	PNCEO Manager will attend one or two board meetings to model how formation sessions could be run by the Board responding to their needs Create a plan with the Board for 2021	This will need to be addressed in 2021 as this is still work in progress due to COVID19.	

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.

School Name:	St Joseph's Patea	School Number:	
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Strategic Aim:	<p>Strategic Direction 2020-2022 Goal 2: Learning and the Learners</p> <p>At St Joseph's School Patea we will create our future by actively engaging all learners in creative and innovative learning programmes, guided by the NZ Curriculum and the Religious Education Curriculum of Aotearoa NZ, in partnership with learners, supported by their whanau.</p>
Annual Aim:	<p>School Annual Goals</p> <p>Robust appraisal process for Principal</p> <p>Develop curriculum leadership capability in - (PR1ME Mathematics program inquiry)</p> <p>Build capability and confidence in the designing, planning and delivery of localised curriculum</p> <p>Investigate a Curriculum for Year 7 & 8 What would this look like @ St Joseph's Patea.</p>
Target:	<p>Student Achievement Targets 2020</p> <p>Complete beginning principals programme</p> <p>Robust appraisal process for Principal</p> <p>Kahui Ako x2 a term – principals PLG</p> <p>Keep the community informed and engaged about our faith, teaching and learning... Whanau Evenings</p> <p>Begin to Investigate a Curriculum for Year 7 & 8</p> <p>Investigate the possibility of St Joseph's Patea being bilingual</p>
Baseline Data:	<p>Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.</p>



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>Student Achievement: Target Learners 2020</p>	<p>Reading: Students instructional reading sessions x4 a week Students being supported to build their capability and confidence to take risks when working on unknown words. Students engaging in using new strategies for reading. Learners' confidence in themselves as readers growing and developing. Reading Recovery teacher taking identified children to boost their reading when RR children are away.</p> <p>Super Nova Reading Rockets Learners using the profile to access their learning goals and next steps. Learners using the profile when creating success criteria. The teacher using the structure of the profile to help with planning and forming a solid OTJ.</p> <p>Sunshine Classics: More confidence in learners, speed and recall of sight words being automated. Opportunities to practice reading learning during school hours and at home. Learners building their confidence in knowing which 'known' strategies to choose when decoding a word or when</p>	<p>Reading: Instructional Reading Sessions x4 a week: We saw the students being supported to build their capability and confidence to take risks when working on unknown words. Some students engaged in using new strategies for reading. Some learner's confidence in themselves as readers grew and developed into confident readers taking risks. Reading Recovery teacher took identified children to boost their reading when RR children were away.</p> <p>Super Nova Reading Rockets: We saw learners using the profile to access their learning goals and next steps. We saw learners using the profile when creating success criteria. We saw the teacher using the structure of the profile to help with planning and forming a solid OTJ.</p> <p>Sunshine Classics Online: Some learners have more confidence in speed and recall of sight words being automated. Opportunities to practice reading learning during school hours and at home were encouraged. Some learners built their confidence in knowing which 'known strategies</p>	<p>Based on the outcomes , change of staff for 2021, Covid19, change of levels we will deliver the same goals across the curriculum in Reading Writing and Maths.</p>

	<p>locating correct information when answering questions. Learners being prepared to take risks instead of relying on teacher prompts and becoming frustrated. Learners becoming more self-managing.</p> <p>Progress of Target Learners: Years 1-4 Target 6 Learners At the beginning of the year 6 of the 6 learners are Well Below End of year Progress: 3 of the 6 learners are working Well Below 3 of the 6 learners are working Below Year 5 Target 5 Learners At the beginning of the year: 3 of the 5 learners are working Well Below 2 of the 5 learners are working Below End of year Progress: 1 of the 5 learners is working Below 3 of the 5 learners are working At 1 learner has left the district Mid Term 3. This learner was on track to achieving At Year 6 Target 4 Learners At the beginning of the year: 3 of the 4 learners are working Well Below 1 of the 4 learners is working Below End of year Progress: 2 of the 4 learners are working Well Below 1 of the 4 learners is working Below 1 of the 4 learners is working At</p> <p>Written Language In partnership with LSC identify children for referral to RT Lit, using unassisted 20 min writing sample. We will see the teacher being supported to build her capability in working with children who are underachieving</p>	<p>to choose when decoding a word or when locating correct information when answering questions. Most learners are prepared to take risks instead of relying on teacher prompts and becoming frustrated. Most learners becoming mere self-managing.</p> <p>Written Language: Teacher Aides were supported to build their capability in working with children who were identified to be underachieving.</p>	
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	<p>Students engaging in using new strategies for writing</p> <p>Learner's confidence in themselves as writers growing and developing</p> <p>Reading Recovery teacher taking identified children to boost their writing when RR children are away</p> <p>Students writing x4 a week</p> <p>Students daily practising using basic sight words, phonics chart, sentence starters</p> <p>Students engaging in daily instructional sessions with the teacher</p> <p>Students using the modelling book to help and guide them as they are writing independently</p> <p>STEPS Web Program</p> <p>Students being placed appropriately onto the STEPS programme having been tested using the Schonell Spelling test</p> <p>Students recognising sight vocab automatically, instantly and without hesitation, approximately 210 words</p> <p>Students using these words confidently in their writing and recognising them in their reading</p> <p>Students being more accurate in their spelling of these words</p>	<p>We saw some students engaging in using new strategies for writing independently.</p> <p>We saw learner's confidence in themselves as writers growing and developing making progress.</p> <p>Reading Recovery teacher took identified learners to boost their writing when RR children were away. 4 learners were identified to work with her. Juniors worked daily with TA practising using basic sight words, phonics, sentence starters.</p> <p>Students writing 4 x a week: The students were engaged in daily instructional sessions with Teacher and Teacher Aides. Most students were using the modelling book to help and guide them to write independently.</p> <p>Steps Web Program: Students were place appropriately onto the STEPS program having been tested using the Schonell Spelling Test. Most students improved in recognising sight vocab automatically, instantly and without hesitation, approximately 210 words. Most students using these words confidently in their</p>	
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	<p>Students building on their word knowledge using a thesaurus to extend their vocabulary/oral language</p> <p>Students persisting due to the additional support of teacher aides</p> <p>Student self-monitoring in their reading and writing</p> <p>Teacher Aide support with Year 1-3 learners</p> <p>TA extending learners phonological knowledge using Jolly Phonics</p> <p>Learners transferring their knowledge of phonics sounds and attempting to record the known sounds in their writing</p> <p>Learners creating a sentence/s that makes sense using their knowledge of phonics sounds and basic sight words</p> <p>Teacher Aide support with Years 3-5 Dictation x 2 a week. Monday and Wednesdays.</p> <p>We will see the teacher preparing dictation using the essential words list – First 300</p> <p>We will see learners transferring their known knowledge of sounds and blends from their spelling list into context</p> <p>We will see improved listening</p> <p>We will see learners developing an awareness of surface features</p> <p>We will see learners developing an awareness about what looks and sounds right in their recording of what they are hearing</p>	<p>writing and recognising them in their reading. Some students being more accurate in their spelling of these words. Some students building on their word knowledge using a thesaurus to extend their vocabulary / oral language.</p> <p>Most students are persisting due to the additional support of teacher aides. More students are self-monitoring in their reading and writing. Explore and provide opportunities to use digital technology to assist learners to achieve their writing goals: Most learners especially our boys are having a go at writing their ideas on google docs. This has worked wonders with them and some lovely written work completed using the chrome books provided in class. We saw students highly motivated to write because their interest were sparked.</p> <p>We saw most students writing about things that they were interested in / authentic contexts. The teacher researched appropriate writing motivations apps however due to time did not implement all apps. This will be continued and further explored 2021. Student examples of unassisted writing were moderated (twice a term) Students engaged in daily writing.</p>	
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	<p>Developing a learner profile for Writing</p> <p>We will see learners using the profile to access their learning goals and next steps</p> <p>We will see learners using the profile when creating success criteria</p> <p>We will see the teacher using the structure of the profile to help with planning and forming a solid OTJ</p> <p>Provide opportunities for students to share their writing with an audience</p> <p>We will see the teacher seeking opportunities for learners to share their writing with an audience</p> <p>We will see a publishing wall that learners continually put up to date writing on for an audience.</p> <p>We will see a combination of computer-generated publishing and handwriting</p> <p>Explore and provide opportunities to use digital technology to assist learners to achieve their writing goals APPs include: Pobble 365, Padlet, Google docs</p> <p>We will see learners especially our boys, having a go at writing their ideas on google docs</p> <p>We will see students highly motivated to write because their interest will be sparked</p> <p>We will see students writing about things that they are interested in /authentic contexts</p> <p>We will see the teacher researching appropriate writing motivation apps</p> <p>Mathematics:</p>	<p>In the Principals report (once every 3 months) to the BoT, student progress was shared using baseline data and the current progress of the Target group.</p> <p>A profile was created and used to create learning goals and next steps.</p> <p>The profile was used to create the success criteria.</p> <p>Classroom teacher used the structure of the profile to help with planning and forming a solid OTJ.</p> <p>A writing wall was created and work shared via newsletters, face book page and end of year assembly sharing their published work written and published on the computer.</p>	
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Front load – additional session with teacher before maths instructional session providing clarity, confidence and comprehensive teaching and learning for the classroom.

We will see the teacher identify key areas for next steps, adjusting Prime learning activities to learners' needs using knowledge learnt from ALIM 2019.

We will see the teacher exploring acceleration practices and designing interventions for continuous improvement in mathematics relative to our school context.

We will see more confidence in learners desire to participate because the strategy is not unknown to them.

We will see learners taking more risks with their learning and adopting a have a go attitude.

We will see them excited about their learning and wanting to achieve.

We will see learning being celebrated with learners.

Placement Test

Pretest and Mastery Test

Maths Progressions/Pact Tool

We will see the teacher analysing pretests and mastery tests and identifying where learners are achieving alongside the progressions.

We will see the teacher identifying what worked well and learner's gaps

We will see the above data being shared with learners and opportunities for learners to talk about how they feel and what is or is not working for them

We will see learners co constructing their

Maths:

Teacher analysed pre-tests and mastery tests and identified learners achieving alongside the progressions. Teacher identified what worked well and learner's gaps. Baseline data was shared with learners and opportunities for learners to talk about how they felt

<p>Complete beginning principals programme</p>	<p>next learning goals/steps alongside the teacher.</p> <p>Maths session x5 a week/Teacher Aide coaching learner</p> <p>We will see teachers planning Number Mon- Wed and Strand learning Thursday-Friday.</p> <p>We will see students engaging in daily instructional mathematics sessions with the teacher.</p> <p>We will see students practising instructional strategy independently then completing set learning activities for their level on Mathletics.</p> <p>We will see students using the modelling book to help and guide them as they are working independently.</p> <p>We will see learners remaining focused and engaged and confident to ask for help.</p> <p>We will see a learning focused relationship developing between the teacher aide and learners and trust being built.</p> <p>Mathletics</p> <p>The teacher used ALIM knowledge to put learners in the appropriate level so that they gain confidence to use the appropriate strategies to problem solve.</p> <p>We will see more confidence in learners, speed and recall of basic facts and multiplication.</p> <p>Opportunities to practice maths learning during school hours and at home</p> <p>Learners building their confidence in knowing which “known” strategies to choose.</p>	<p>and what is or is not working for them. Learners co constructed their next learning goals/steps along-side the teacher.</p> <p>Monday-Wednesday learners worked on Number and Strand learning Thursday-Friday.</p> <p>Learners were focused and engaged during Mathematics and confident to ask for help. Lovely learning focused relationships were developed between the teacher aides and learners. A good foundation and trust were built during Mathematics. In our Target group we have seen growth and confidence in learners, speed and recall of basic facts and multiplication. Currently the tamariki are working on transference of this into solving number problems and not to panic. Currently our lears practice Mathletics at school rather than home. We have seen our learners working with each other when they are unsure of which known strategy to use having discussion with each other becoming more self-managing.</p>	
<p>Robust appraisal process for Principal</p>	<p>Learners being prepared to take risks instead of relying on teacher prompts and becoming frustrated.</p>		
<p>Kahui Ako x2 a term – principals PLG</p>			

<p>Keep the community informed and engaged about our faith, teaching and learning... Whanau Evenings</p>	<p>We see learners becoming more self-Managing.</p> <p>Year 5 Target 5 Learners: At the beginning of the year: 1 of the 5 learners is Well Below 4 of the 5 learners are Below End of year progress: 2 of the 5 learners are Below 2 of the 5 learners are At 1 learner has left was on track to progressing At</p> <p>Year 6 Target 4 Learners: 2 of the 4 learners are Well Below 2 of the 4 learners are Below End of year progress: 2 of the 4 learners are working Well Below 1 of the 4 learners is Below 1 of the 4 learners is At</p>		
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<p>Begin to Investigate a Curriculum for Year 7 & 8</p>	<p>Principal attend two hui and give presentation on her inquiry journey.</p> <p>Principal completing the following: Self-review Creating goals around principal planner for time management and developing a hard copy folder of school wide documentation</p> <p>Principal developing curriculum leadership capability in - (PR1ME Mathematics program - inquiry)</p> <p>Principal engaging in regular meetings with Appraiser using Skype</p> <p>Principal will write regular principal reflections</p> <p>Principal's inquiry having a positive impact on accelerated progress of learners</p> <p>Principal understanding what local curriculum is and its importance – e.g. collaboration among the school leaders, iwi and Parish engagement, community involvement in students learning. What makes our school unique – identity.</p> <p>Angela effectively using and having a deeper understanding of learner voice.</p> <p>Learner voice influencing the curriculum</p> <p>Angela beginning to Implement localised cross-curricular learning themes and experiences with tamariki, creating opportunities to integrate localised content related to Josephite Charism, Suzanne Aubert, Parihaka</p> <p>Resources/Knowledge being shared, and Angela using this to adapt and refine</p>		
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<p>learning experiences for tamariki from what she has learnt at PLDsessions.</p> <p>Donna and Angela reviewing where the school is at with implementing the localised curriculum. (Recorded). They will Identify what is happening and how we can get better at it, making it more robust and identifying next steps.</p> <p>Learners participating in Annual noho marae. Enviro Schools- re-establishing gardens, systems for recycling waste around the school.</p> <p>Learners having pride in their learning – planning, sharing, demonstrating, and celebrating their learning</p> <p>All whānau interested in participating in the evening. Whānau feel comfortable and confident to engage with the Kura and with what their children are learning.</p> <p>Whanau feel their presence and input is valued.</p> <p>Angela gathering information, documenting findings and informing the BoT on the following:</p> <p>MoE funding and its uses for Years 7 and 8</p> <p>Curriculum requirements for Years 7 and 8 identified</p> <p>Technology opportunities for the children identified and a provider negotiated</p> <p>Offering Te Reo Maori as a second language for Years 7 and 8</p> <p>Information to be shared with the Board at the beginning of Term 4 Board meeting</p>		
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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.			

School Name:	St Joseph's School Patea	School Number:	
Strategic Aim:	Strategic Direction 2020-2022 Goal 3: Learning Climate: At St Joseph's School Patea we will create our future by optimising learning opportunities for all learners.		
Annual Aim:	Optimising learning opportunities for all learners.		
Target:	Updated 10 Year Property Plan /Budgeted Cyclical Maintenance Plan Funding for a new playground including making the structure SunSmart Uniform that our learners and whanau feel proud to wear Seek outside providers to complement curriculum learning making the curriculum accessible to all learners HR audit, reviewing employment agreements and job descriptions of Office Manager, TAide, Cleaner, principal release teacher		
Baseline Data:	Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.		

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>Updated 10 Year Property Plan /Budgeted Cyclical Maintenance Plan</p> <p>Funding for a new playground including making the structure SunSmart</p> <p>Uniform that our learners and whanau feel proud to wear</p>	<p>Painting Contract with an outside provider is in place with a focus on external painting of school including deck.</p> <p>Roof replaced on Junior Room and screws replaced on main roof.</p> <p>Investigate funding new fencing along the front of the school.</p> <p>Review Cyclical Maintenance plan</p> <p>TSB contacted and meeting arranged. Ensure we are aware of all funding we are entitled to apply for from TSB</p> <p>Application for funding progressed. Halberg Trust applied to for funding and design (for students with physical challenges)</p> <p>Sunshades applied for to McBroom Trust.</p> <p>Source funding for a school washing machine and dryer</p> <p>Source funding to replace student PE shirts Pelorus Trust</p>	<p>Painting of the deck and outside the school has been completed despite interruptions due to COVID19.</p> <p>Junior Room roof has been replaced. The screws on the main roof have been replaced.</p> <p>Leaking in the roof where screws were replaced occurred. Silicon has been put in the holes over the screws where leaking was happening.</p> <p>A parent has donated a washing machine currently work in progress for a dryer.</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? - What impact is there on current and ongoing teaching practice as a result of the actions taken and the results? - Have you identified any ongoing teacher or student needs? - What funding/resourcing may be necessary to support identified actions and needs?

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.

St. Joseph's School Patea

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PATEA
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Principal:
Angela Muncaster
Email:
admin@stjoespatea.school.nz

11th May 2021

To Whom It May Concern

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2020, the school received a total Kiwisport funding of \$303.98(excluding GST). The funding was spent on sporting endeavours.

Yours faithfully

A handwritten signature in blue ink that reads "Muncaster".

Angela Muncaster
Principal
St Joseph's School, Patea