

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST PETER CHANEL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of St Peter Chanel School (the School). The Auditor-General has appointed me, Heidi Rautjoki, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 22 May 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 23 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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 arise from 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 the other information. The other information comprises the information included on pages accompanying 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 (Revised): *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.



Heidi Rautjoki
Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand
22 May 2020

ST PETER CHANEL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 3834

Principal: Claire Peters

School Address: Main Road, Green Island, Dunedin

School Postal Address: PO Box 13100, Green Island, Dunedin 9052

School Phone: 03 4881519

School Email: office@stpeterchanel.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Anna Pawsey	Chair Person	Elected	Contract admin	May-22
Claire Peters	Principal	ex Officio		
Ben Hogan	Treasurer	Elected	Renewals Manager	May-22
Katie Harris	Secretary non voting		Office Manager	
John Moyle	Parent Rep	Elected	Business owner	May-22
Jo Davison	Parent Rep	Elected	Early Childhood carer	May-22
Fr Michael Hishon	Proprietor Rep	Proprietor appointed	Priest	May-22
Russell Stuck	Proprietor Rep	Proprietor appointed	Retail development	May-22
Erin Flannery	Proprietor Rep	Proprietor appointed	Administrator	May-22
Greg Wansink	Proprietor Rep	Proprietor appointed	Business owner	May-22
✶ Lesley Johnston	Staff Rep	Elected	Teacher	May-22

Accountant / Service Provider: MOORE Markhams Otago

ST PETER CHANEL SCHOOL

Annual Report - For the year ended 31 December 2019

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St Peter Chanel School

Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Anna Louise Pawsey
Full Name of Board Chairperson

Pawsey
Signature of Board Chairperson

22 May 2020
Date:

Claire Michelle Peters
Full Name of Principal

Bluf Peters
Signature of Principal

22 May 2020
Date:

St Peter Chanel School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	509,522	510,915	475,677
Locally Raised Funds	3	48,457	-	44,580
Use of Land and Buildings Integrated		121,600	94,400	94,400
Interest income		2,418	2,000	2,078
		<u>681,997</u>	<u>607,315</u>	<u>616,735</u>
Expenses				
Locally Raised Funds	3	25,436	-	30,164
Learning Resources	4	450,188	420,864	389,835
Administration	5	48,810	48,721	37,111
Finance		547	-	1,002
Property	6	157,186	131,730	130,908
Depreciation	7	17,131	7,500	16,621
Loss on Disposal of Property, Plant and Equipment		-	-	135
		<u>699,298</u>	<u>608,815</u>	<u>605,776</u>
Net Surplus / (Deficit) for the year		(17,301)	(1,500)	10,959
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(17,301)</u>	<u>(1,500)</u>	<u>10,959</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 Peter Chanel School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		134,704	134,704	123,745
Total comprehensive revenue and expense for the year		(17,301)	(1,500)	10,959
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		2,136	-	-
Equity at 31 December	21	119,539	133,204	134,704
Retained Earnings		119,539	133,204	134,704
Reserves		-	-	-
Equity at 31 December		119,539	133,204	134,704

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 Peter Chanel School

Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	4,056	46,640	48,140
Accounts Receivable	9	15,343	23,537	23,537
Prepayments		2,103	2,368	2,368
Inventories	10	1,926	1,302	1,302
Investments	11	87,438	60,385	60,385
		<u>110,866</u>	<u>134,232</u>	<u>135,732</u>
Current Liabilities				
GST Payable		5,790	6,434	6,434
Accounts Payable	13	19,902	29,654	29,654
Revenue Received in Advance	14	1,973	-	-
Provision for Cyclical Maintenance	15	8,000	8,000	8,000
Finance Lease Liability - Current Portion	16	2,894	4,073	4,073
		<u>38,559</u>	<u>48,161</u>	<u>48,161</u>
Working Capital Surplus/(Deficit)		<u>72,307</u>	<u>86,071</u>	<u>87,571</u>
Non-current Assets				
Property, Plant and Equipment	12	<u>78,240</u>	<u>79,255</u>	<u>79,255</u>
		78,240	79,255	79,255
Non-current Liabilities				
Provision for Cyclical Maintenance	15	28,000	28,000	28,000
Finance Lease Liability	16	3,008	4,122	4,122
		<u>31,008</u>	<u>32,122</u>	<u>32,122</u>
Net Assets		<u>119,539</u>	<u>133,204</u>	<u>134,704</u>
Equity	21	<u>119,539</u>	<u>133,204</u>	<u>134,704</u>

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

St Peter Chanel School

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		134,202	140,915	155,120
Locally Raised Funds		36,930	-	29,040
Goods and Services Tax (net)		(644)	-	3,495
Payments to Employees		(102,934)	(73,314)	(85,495)
Payments to Suppliers		(83,350)	(63,601)	(79,240)
Interest Paid		(547)	-	(616)
Interest Received		2,085	2,000	2,026
Net cash from Operating Activities		(14,258)	6,000	24,330
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(836)	(7,500)	(2,863)
Purchase of Investments		(27,053)	-	(1,968)
Net cash from Investing Activities		(27,889)	(7,500)	(4,831)
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,136	-	-
Finance Lease Payments		(4,073)	-	(1,501)
Net cash from Financing Activities		(1,937)	-	(1,501)
Net increase/(decrease) in cash and cash equivalents		(44,084)	(1,500)	17,998
Cash and cash equivalents at the beginning of the year	8	48,140	48,140	30,142
Cash and cash equivalents at the end of the year	8	4,056	46,640	48,140

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

St Peter Chanel School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

St Peter Chanel School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. 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 2019 to 31 December 2019 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 Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 24.

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.

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.

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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are 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 Crown.

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. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

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.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	3–20 years
Leased assets held under a Finance Lease	3 - 4 years
Library resources	10 years

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 licences with individual values under \$500 are not capitalised, they 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. Its 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, annual leave earned 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 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) 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).

r) Financial Assets and Liabilities

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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

s) Borrowings

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

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

v) Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	121,314	131,401	137,496
Teachers' Salaries Grants	373,391	370,000	326,374
Other MoE Grants	4,045	-	2,252
Other Government Grants	10,772	9,514	9,555
	<u>509,522</u>	<u>510,915</u>	<u>475,677</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	33,365	-	20,185
Activities	12,876	-	23,437
Trading	1,408	-	802
Other Revenue	808	-	156
	<u>48,457</u>	<u>-</u>	<u>44,580</u>
Expenses			
Activities	2,232	-	12,128
Trading	2,527	-	957
Fundraising (Costs of Raising Funds)	9,262	-	5,354
Other Locally Raised Funds Expenditure	11,415	-	11,725
	<u>25,436</u>	<u>-</u>	<u>30,164</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>23,021</u>	<u>-</u>	<u>14,416</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	5,704	6,800	4,670
Equipment Repairs	420	200	103
Information and Communication Technology	1,850	5,900	1,591
Extra-Curricular Activities	846	-	-
Library Resources	392	450	387
Employee Benefits - Salaries	433,375	400,014	376,406
Staff Development	7,601	7,500	6,678
	<u>450,188</u>	<u>420,864</u>	<u>389,835</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,201	3,000	2,893
Board of Trustees Fees	3,220	4,000	3,025
Board of Trustees Expenses	906	660	-
Communication	3,699	2,800	1,743
Consumables	6,617	7,126	5,459
Other	817	935	1,571
Employee Benefits - Salaries	25,928	25,300	17,933
Insurance	2,042	2,500	2,012
Service Providers, Contractors and Consultancy	2,380	2,400	2,475
	<u>48,810</u>	<u>48,721</u>	<u>37,111</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	1,246	1,500	1,444
Cyclical Maintenance Provision	-	2,000	-
Grounds	1,867	1,200	897
Heat, Light and Water	5,643	6,930	6,864
Rates	3,369	3,000	3,205
Repairs and Maintenance	6,074	4,300	6,103
Use of Land and Buildings	121,600	94,400	94,400
Security	365	400	465
Employee Benefits - Salaries	17,022	18,000	17,530
	<u>157,186</u>	<u>131,730</u>	<u>130,908</u>

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

7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Furniture and Equipment	11,605	7,500	10,762
Leased Assets	3,994	-	4,467
Library Resources	1,532	-	1,392
	<u>17,131</u>	<u>7,500</u>	<u>16,621</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	4,056	36,079	37,579
Bank Call Account	-	10,561	10,561
Cash and cash equivalents for Cash Flow Statement	<u>4,056</u>	<u>46,640</u>	<u>48,140</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Interest Receivable	1,593	1,260	1,260
Teacher Salaries Grant Receivable	13,750	22,277	22,277
	<u>15,343</u>	<u>23,537</u>	<u>23,537</u>
Receivables from Exchange Transactions	1,593	1,260	1,260
Receivables from Non-Exchange Transactions	13,750	22,277	22,277
	<u>15,343</u>	<u>23,537</u>	<u>23,537</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	1,926	125	125
School Uniforms	-	1,177	1,177
	<u>1,926</u>	<u>1,302</u>	<u>1,302</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	87,438	60,385	60,385
Total Investments	<u>87,438</u>	<u>60,385</u>	<u>60,385</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Furniture and Equipment	62,679	12,000	-	-	(11,605)	63,074
Leased Assets	7,764	1,780	-	-	(3,994)	5,550
Library Resources	8,812	2,336	-	-	(1,532)	9,616
Balance at 31 December 2019	79,255	16,116	-	-	(17,131)	78,240

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Furniture and Equipment	225,541	(162,467)	63,074
Leased Assets	15,331	(9,781)	5,550
Library Resources	38,758	(29,142)	9,616
Balance at 31 December 2019	279,630	(201,390)	78,240

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and Equipment	63,792	9,649	-	-	(10,762)	62,679
Leased Assets	4,751	7,615	(135)	-	(4,467)	7,764
Library Resources	8,658	1,546	-	-	(1,392)	8,812
Balance at 31 December 2018	77,201	18,810	(135)	-	(16,621)	79,255

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Furniture and Equipment	215,791	(153,112)	62,679
Leased Assets	13,551	(5,787)	7,764
Library Resources	37,321	(28,509)	8,812
Balance at 31 December 2018	266,663	(187,408)	79,255

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	1,602	2,877	2,877
Accruals	4,550	4,500	4,500
Employee Entitlements - Salaries	13,750	22,277	22,277
	<u>19,902</u>	<u>29,654</u>	<u>29,654</u>

Payables for Exchange Transactions	19,902	29,654	29,654
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	<u>19,902</u>	<u>29,654</u>	<u>29,654</u>
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The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	1,973	-	-
	<u>1,973</u>	<u>-</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	36,000	36,000	36,000
Increase/ (decrease) to the Provision During the Year	-	-	8,000
Use of the Provision During the Year	-	-	(8,000)
Provision at the End of the Year	<u>36,000</u>	<u>36,000</u>	<u>36,000</u>
Cyclical Maintenance - Current	8,000	8,000	8,000
Cyclical Maintenance - Term	28,000	28,000	28,000
	<u>36,000</u>	<u>36,000</u>	<u>36,000</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	3,251	-	4,620
Later than One Year and no Later than Five Years	3,008	-	4,145
	<u>6,259</u>	<u>-</u>	<u>8,765</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 Dunedin) 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 the current period 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.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,220	3,025
Full-time equivalent members	0.02	0.02
<i>Leadership Team</i>		
Remuneration	268,457	254,761
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	271,677	257,786
Total full-time equivalent personnel	3.02	3.02

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	90 - 100
Benefits and Other Emoluments	2 - 3	2 - 3
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
110 - 120	-	-
100 - 110	-	-
	-	-

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

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works.

(Capital commitments at 31 December 2019: nil)

(a) Operating Commitments

As at 31 December 2019 the Board has not entered into any contracts

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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	4,056	46,640	48,140
Receivables	15,343	23,537	23,537
Investments - Term Deposits	87,438	60,385	60,385
Total Financial assets measured at amortised cost	<u>106,837</u>	<u>130,562</u>	<u>132,062</u>

Financial liabilities measured at amortised cost

Payables	19,902	29,654	29,654
Finance Leases	5,902	8,195	8,195
Total Financial Liabilities Measured at Amortised Cost	<u>25,804</u>	<u>37,849</u>	<u>37,849</u>

23. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

24. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 9 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements



St Peter Chanel School Board of Trustees

2019

Claire Peters Began: June 19	25 Inglis Street Mosgiel Claire@stpeterchanel.school.nz	027 493 9559
Fr Michael Hishon Began: June 19	250 Main South Road mgtph62@gmail.com	488 2577 021 151 7189
John Moyle Began: June 19	26B Christie Street john@moyles.co.nz	488 0651 027 230 7779
Anna Pawsey Began: June 19	15 Tay Street annaphil@xtra.co.nz	484 7178 027 491 6797
Lesley Johnston Began: June 19	3 Hamel Street lesley@stpeterchanel.school.nz	464 0754
Russell Stuck Began: June 19	43 Allen Road Russell.stuck@ballance.co.nz	488 4694 027 839 6550
Ben Hogan Began: June 19	824 Brighton Road ben.hogan@downer.co.nz	027 238 1583
Jo Davison Began: June 19	103 Bush Road Mosgiel Davison.jo@hotmail.com	021 162 5556
Greg Wansink Began: August 19	3 Alfred Place Fairfield	027 432 8838

Analysis of Variance Reporting



School Name:	St Peter Chanel School Green Island	School Number:	3834
Strategic Aim:	All children are able to effectively access the NZ Curriculum and are engaged in, and achieve success, as evidenced by achievement results.		
Annual Aim:	To develop and maintain programmes and effective teaching and learning strategies to ensure students who are not achieving at the expected curriculum level make accelerated progress.		
Target:	All children identified as being below the expected level in writing in 2018 will make at least one year's progress by the end of 2019. Between 82-85% of our children will be above or at the standard in writing. Between 10-15% of our children will be above the standard.		
Baseline Data:	Our end of 2018 National Standards data gave us this information below. This formed our baseline data for creating our Target for 2019. At or above National Standard in Writing. 2016 79% 2017. 88% 2018 78%		

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>
<ul style="list-style-type: none"> Recorded Assessment data on Edge Collaboration in teaching practise- working through what will make the most significant difference for children who need to be accelerated in 2019. All teachers targeted 2 writers in their class for their Spiral of Inquiry. This was working in collaboration across the Kāhui Ako. Teachers all took part in a PLG formed across the Kāhui Ako and presented their findings at the end of the year. Used PaCT as a tool to look at accelerated progress for target students and build leadership within staff to use PaCT across the Kāhui Ako Gave children opportunities to write using an authentic context. Used RTLB services to help implement learning support for struggling writers. Supporting teachers to gain a clear understanding of learning progressions in writing and next steps. Implement Play Based Learning in Y0-2 to increase oral language and to encourage natural writing when the children are ready. 	<p>69.1% of All Students were at their expected curriculum level.</p> <p>10.9% of all students were above their expected curriculum level.</p> <p>80% of All students were at or above their expected curriculum level for 2019.</p> <p>We have made a small improvement from the 2018 data of 2%.</p> <p>67% of our Y2 learners were achieving at or above their expected Curriculum level in 2018 and in 2019 we have 80% at or above.</p>	<p>Our data across the school in writing has improved throughout the year. The target of getting 82-85% of all students at or Above their expected Curriculum Level for 2019 was not quite reached.</p> <p>We did succeed in getting 10.9% of children above their expected level as we were aiming for between 10-15% above their expected level.</p> <p>The professional development opportunities for staff and the collaboration of teaching approaches created a successful outcome for those children who were well supported.</p> <p>In some cohorts of children we have identified more children with high learning needs. Some of these children have received further external support and these programmes will continue for 2020. Some students will be recommended, in collaboration with Whanau, for further assessments to check for high learning needs.</p> <p>The play based learning in the junior school is supporting tamariki coming in with their oral language and we have seen this positively impact their writing.</p>	<p>Children who have not yet met the Standard in writing will continue to be worked with to accelerate their progress in Writing. Some students will be targeted for teachers to make changes to their teaching practice.</p> <p>The collaboration across the Kāhui Ako and teachers using Spirals of Inquiry to enhance practice will continue. Teachers will use student agency to increase students awareness of their own writing ability and next steps to improve.</p> <p>We will continue with the effective teaching of Writing across the school and look for ways to continue and increase student's engagement in Writing.</p> <p>Using PaCT for a tool right across the school for 2020 so that we can see and monitor students' progress throughout the year. PaCT all school for writing in Term 1 & Term 4.</p>

Planning for next year:

Continue with the thorough and effective strategies teachers have developed to teach Writing across the school and embed these. Through the Kahui Ako, ensure that all teachers, especially new staff, have access to effective PLD. Review and monitor writing throughout the year more regularly. Use PaCT tool for all students in the school and take part in PaCT moderation with colleagues in our Kāhui Ako. PaCt will support staff in using the Learning Progressions for Writing. Continue with the Learning Through Play approach to writing in the junior school and look to develop this success in other areas of the school.



St Peter Chanel School

Variance Report for KiwiSport Funding 2019:

Last financial year the School received \$1000 in Operational funding targeted for KiwiSport.

The aim of the funding is to increase participation in sport for all New Zealand children. As in previous years St Peter Chanel School worked as part of a cluster of Greater Green Island schools and with Sport Otago to employ a Sports Facilitator, Holly Robinson. Holly put together a programme of development sessions and delivered them throughout the year. We changed facilitators at the end of 2019 due to Holly's international sporting commitments. Remaining funds have been used to offset the purchase of sports gear.

In 2019 we had;

5 Futsal teams

2 Basketball teams

2 Netball teams

A large number of our children also play sports for clubs and we promote outside sporting organisations through our school newsletter and noticeboard.

Claire Peters

Principal

May 2020