

ST JOSEPH'S SCHOOL QUEENSTOWN

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	4016
Principal:	Alan Grant
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ST JOSEPH'S SCHOOL (QUEENSTOWN)

Annual Report - For the year ended 31 December 2022

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St Joseph's School (Queenstown)

Statement of Responsibility

For the year ended 31 December 2022

The Board 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 2022 fairly reflects the financial position and operations of the School.

The School's 2022 financial statements are authorised for issue by the Board.

CARIN BARRETT.

Full Name of Presiding Member

C Barrett.

Signature of Presiding Member

14/11/23.

Date:

Alan Grant

Full Name of Principal

AG

Signature of Principal

14/11/2023

Date:

St Joseph's School (Queenstown)

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Catkin Bartlett	Presiding Member	Elected	Sep 2025
Alan Grant	Principal	ex Officio	
Allan Mitchell	Acting Principal	ex Officio	Jan 2022
Brooke Campbell	Parent Representative	Elected	Sep 2025
Alex Bowles	Parent Representative	Elected	Sep 2025
Becks Caswell	Parent Representative	Elected	Sep 2025
Orlagh Allcorn	Parent Representative	Elected	Sep 2025
Alice Dunstan	Staff Representative	Elected	Sep 2025
Tracey van Herel	Parent Representative	Elected	Apr 2022
Daragh Cantwell	Parent Representative	Elected	Apr 2022
Neki Patel	Parent Representative	Elected	Sep 2022
Ailsa Cain	Parent Representative	Co-opted	Sep 2022
Phillip Wilson	Proprietors Representative	Appointed	
Sue O'Connor	Proprietors Representative	Appointed	
Banjo Balila	Proprietors Representative	Appointed	
Fr Cipriano Fernandes	Proprietors Representative	Appointed	
Debbie Healy	Staff Representative	Elected	May 2022

St Joseph's School (Queenstown)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,077,823	994,293	1,054,158
Locally Raised Funds	3	65,240	135,900	119,195
Use of Proprietor's Land and Buildings		500,000	800,000	500,000
Interest Income		3,512	700	685
		<u>1,646,575</u>	<u>1,930,893</u>	<u>1,674,038</u>
Expenses				
Locally Raised Funds	3	46,496	72,550	41,030
Learning Resources	4	965,369	904,717	984,377
Administration	5	91,393	93,730	94,249
Finance		1,034	-	982
Property	6	580,042	875,121	570,717
Loss on Disposal of Property, Plant and Equipment		2,241	-	669
		<u>1,686,575</u>	<u>1,946,118</u>	<u>1,692,024</u>
Net (Deficit)/Surplus for the year		(40,000)	(15,225)	(17,986)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(40,000)</u>	<u>(15,225)</u>	<u>(17,986)</u>

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

St Joseph's School (Queenstown)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		232,639	232,639	246,186
Total comprehensive revenue and expense for the year		(40,000)	(15,225)	(17,986)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		5,948	-	4,439
Contribution - Te Mana Tuhono		7,275	-	-
Equity at 31 December		205,862	217,414	232,639
Accumulated comprehensive revenue and expense		205,862	217,414	232,639
Equity at 31 December		205,862	217,414	232,639

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 (Queenstown)

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	24,862	214,731	193,106
Accounts Receivable	8	70,032	46,225	46,225
Prepayments		9,699	9,046	9,046
Investments	9	155,105	-	-
		<u>259,698</u>	<u>270,002</u>	<u>248,377</u>
Current Liabilities				
GST Payable		4,911	7,785	7,785
Accounts Payable	11	83,418	57,579	57,579
Revenue Received in Advance	12	5,949	2,885	2,885
Provision for Cyclical Maintenance	13	13,345	9,792	9,792
Finance Lease Liability	14	5,122	4,449	4,449
Funds held in Trust	15	2,610	2,660	2,660
		<u>115,355</u>	<u>85,150</u>	<u>85,150</u>
Working Capital Surplus/(Deficit)		144,343	184,852	163,227
Non-current Assets				
Property, Plant and Equipment	10	103,478	73,309	102,309
		<u>103,478</u>	<u>73,309</u>	<u>102,309</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	33,478	33,189	25,339
Finance Lease Liability	14	8,481	7,558	7,558
		<u>41,959</u>	<u>40,747</u>	<u>32,897</u>
Net Assets		<u>205,862</u>	<u>217,414</u>	<u>232,639</u>
Equity		<u>205,862</u>	<u>217,414</u>	<u>232,639</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 (Queenstown)

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		296,751	286,876	283,056
Locally Raised Funds		66,021	135,900	145,564
Goods and Services Tax (net)		(2,874)	-	4,990
Payments to Employees		(162,850)	(145,230)	(186,615)
Payments to Suppliers		(196,566)	(256,621)	(206,699)
Interest Received		3,075	700	631
Net cash from/(to) Operating Activities		3,557	21,625	40,927
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(22,442)	-	(68,360)
Purchase of Investments		(155,105)	-	-
Net cash (to)/from Investing Activities		(177,547)	-	(68,360)
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,948	-	4,439
Finance Lease Payments		(152)	-	(6,302)
Funds Administered on Behalf of Third Parties		(50)	-	151
Net cash (to)/from Financing Activities		5,746	-	(1,712)
Net (decrease)/increase in cash and cash equivalents		(168,244)	21,625	(29,145)
Cash and cash equivalents at the beginning of the year	7	193,106	193,106	222,251
Cash and cash equivalents at the end of the year	7	24,862	214,731	193,106

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 (Queenstown)

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

St Joseph's School (Queenstown) (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 is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

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 whole 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 Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.

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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

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.

1.3. Revenue Recognition

Government Grants

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

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

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

Other Ministry Grants for directly funded programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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 recognised as revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Investments

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

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the Statement of Comprehensive Revenue and Expense 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	4-25 years
Information and communication technology	4-10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

1.10. 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available 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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide 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 by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.13. Revenue Received in Advance

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

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

1.14. 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 Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.15. Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the School is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.16. 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 in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investments' fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in the Statement of Comprehensive Revenue and Expense unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to the Statement of Comprehensive Revenue and Expense.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in the Statement of Comprehensive Revenue and Expense.

1.17. 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.

1.18. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

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

1.20. 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	304,971	286,876	291,248
Teachers' Salaries Grants	772,852	707,417	762,910
	<u>1,077,823</u>	<u>994,293</u>	<u>1,054,158</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	32,679	85,450	98,888
Fees for Extra Curricular Activities	2,470	11,100	3,158
Trading	1,580	1,850	994
Fundraising & Community Grants	22,693	30,000	7,728
Other Revenue	5,818	7,500	8,427
	<u>65,240</u>	<u>135,900</u>	<u>119,195</u>
Expenses			
Extra Curricular Activities Costs	44,294	69,100	34,692
Trading	1,660	1,450	1,739
Fundraising & Community Grant Costs	542	2,000	4,599
	<u>46,496</u>	<u>72,550</u>	<u>41,030</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>18,744</u>	<u>63,350</u>	<u>78,165</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	39,521	45,500	35,261
Equipment Repairs	304	1,500	1,533
Information and Communication Technology	242	3,800	2,661
Library Resources	179	500	113
Employee Benefits - Salaries	880,651	810,917	899,849
Staff Development	11,154	13,500	10,082
Depreciation	33,318	29,000	34,878
	<u>965,369</u>	<u>904,717</u>	<u>984,377</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,987	4,500	5,658
Board Fees	4,000	5,750	4,050
Board Expenses	1,891	7,000	6,716
Communication	3,025	3,650	4,552
Consumables	9,813	16,500	9,303
Other	6,141	7,400	8,462
Employee Benefits - Salaries	50,361	41,730	47,978
Insurance	5,860	2,500	2,746
Service Providers, Contractors and Consultancy	4,315	4,700	4,784
	<u>91,393</u>	<u>93,730</u>	<u>94,249</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,866	4,700	5,232
Consultancy and Contract Services	32,558	29,000	30,915
Cyclical Maintenance Provision	15,542	7,850	6,670
Grounds	2,992	9,500	6,669
Heat, Light and Water	9,964	7,000	8,214
Rates	5,187	6,679	5,272
Repairs and Maintenance	7,798	9,692	7,263
Use of Land and Buildings	500,000	800,000	500,000
Security	1,135	700	482
	<u>580,042</u>	<u>875,121</u>	<u>570,717</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	24,862	62,269	40,644
Short-term Bank Deposits	-	152,462	152,462
	<u>24,862</u>	<u>214,731</u>	<u>193,106</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.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,000	267	267
Interest Receivable	514	77	77
Banking Staffing Underuse	6,215	-	-
Teacher Salaries Grant Receivable	61,303	45,881	45,881
	<u>70,032</u>	<u>46,225</u>	<u>46,225</u>
Receivables from Exchange Transactions	2,514	344	344
Receivables from Non-Exchange Transactions	67,518	45,881	45,881
	<u>70,032</u>	<u>46,225</u>	<u>46,225</u>

9. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset	155,105	-	-
Short-term Bank Deposits	155,105	-	-
Total Investments	<u>155,105</u>	<u>-</u>	<u>-</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	43,029	16,382	(1,166)	-	(8,258)	49,987
Information and Communication Technology	43,928	12,343	(1,050)	-	(18,924)	36,297
Leased Assets	11,954	7,011	-	-	(5,590)	13,375
Library Resources	3,398	994	(27)	-	(546)	3,819
Balance at 31 December 2022	102,309	36,730	(2,243)	-	(33,318)	103,478

The net carrying value of equipment held under a finance lease is \$13,375 (2021: \$11,954)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
Furniture and Equipment	\$ 124,798	\$ (74,811)	\$ 49,987	\$ 181,297	\$ (138,268)	\$ 43,029
Information and Communication Technology	134,889	(98,592)	36,297	262,144	(218,216)	43,928
Leased Assets	19,561	(6,186)	13,375	20,621	(8,667)	11,954
Library Resources	25,987	(22,168)	3,819	25,200	(21,802)	3,398
Balance at 31 December	305,235	(201,757)	103,478	489,262	(386,953)	102,309

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Accruals	\$ 16,873	\$ 6,850	\$ 6,850
Employee Entitlements - Salaries	65,769	49,953	49,953
Employee Entitlements - Leave Accrual	776	776	776
	83,418	57,579	57,579
Payables for Exchange Transactions	83,418	57,579	57,579
	83,418	57,579	57,579

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Other Revenue in Advance	\$ 5,949	\$ 2,885	\$ 2,885
	5,949	2,885	2,885

13. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Provision at the Start of the Year	\$ 35,131	\$ 35,131	\$ 32,311
Increase to the Provision During the Year	11,062	7,850	7,850
Other Adjustments	4,480	-	(1,180)
Use of the Provision During the Year	(3,850)	-	(3,850)
Provision at the End of the Year	46,823	42,981	35,131
Cyclical Maintenance - Current	13,345	9,792	9,792
Cyclical Maintenance - Non current	33,478	33,189	25,339
	46,823	42,981	35,131

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	6,024	5,219	5,219
Later than One Year and no Later than Five Years	9,224	8,461	8,461
Future Finance Charges	(1,645)	(1,673)	(1,673)
	<u>13,603</u>	<u>12,007</u>	<u>12,007</u>
Represented by:			
Finance lease liability - Current	5,122	4,449	4,449
Finance lease liability - Non current	8,481	7,558	7,558
	<u>13,603</u>	<u>12,007</u>	<u>12,007</u>

15. Funds Held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	2,610	2,660	2,660
	<u>2,610</u>	<u>2,660</u>	<u>2,660</u>

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

16. Related Party Transactions

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

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

The Proprietor of the School (Roman Catholic Diocese 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 1.3. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,000	4,050
<i>Leadership Team</i>		
Remuneration	408,621	324,662
Full-time equivalent members	4.00	3.00
	<u>412,621</u>	<u>328,712</u>
Total key management personnel remuneration		

There are 10 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance 2 members and Property 2 members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	30-40
Benefits and Other Emoluments	1 - 10	1-10
Termination Benefits	0 - 0	0 - 0

Principal 2

The total value of remuneration paid or payable to the Principal was in the following bands:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0 - 0	90-100
Benefits and Other Emoluments	0 - 0	1-10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	-	-
110 -120	-	-
120 - 130	-	-
	-	-

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee members, 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:

	2022 Actual \$10,000	2021 Actual
Total Number of People	1	-

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, 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. 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 2022, a contingent liability for the school may exist.

Additional funding wash up payment

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2021: nil)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

21. 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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	24,862	214,731	193,106
Receivables	70,032	46,225	46,225
Investments - Term Deposits	155,105	-	-
Total Financial assets measured at amortised cost	<u>249,999</u>	<u>260,956</u>	<u>239,331</u>

Financial liabilities measured at amortised cost

Payables	83,418	57,579	57,579
Finance Leases	13,603	12,007	12,007
Total Financial liabilities measured at amortised Cost	<u>97,021</u>	<u>69,586</u>	<u>69,586</u>

22. Events After Balance Date

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

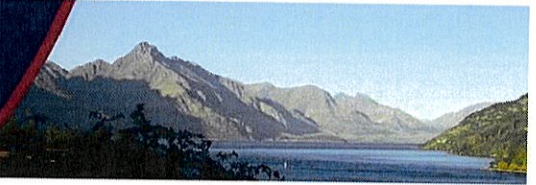
23. Comparatives

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



ST JOSEPH'S SCHOOL

QUEENSTOWN



Creating confident learners who, like Jesus, make a positive difference.

Compliance with the Good Employer Policy

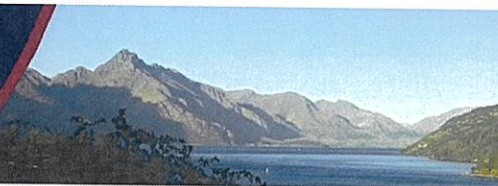
The St Joseph's School Board:

- Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students;
- Has reviewed its compliance with these policies and can report that it meets all the requirements identified and is in accordance with best practice;
- Is a good employer and complies with all conditions included within employee contracts;
- Ensures all employees are treated fairly, without bias or discrimination;
- Meets all EEO requirements.

Walk in Truth, and with respect.



ST JOSEPH'S SCHOOL QUEENSTOWN



Creating confident learners who, like Jesus, make a positive difference.

22 March 2023

KiwiSport Funding 2022

KiwiSport is a Government funding initiative that promotes sport and aims to increase opportunities for school-aged students to participate in organised sport.

In 2022, St Joseph's School received total KiwiSport funding of \$1,853.92 excluding GST.

The funding was spent on providing release for our teacher responsible for sport to prepare for school sports events, to attend sporting events with our students at regional levels, and to contribute towards costs for our students participating in such events.

Alan Grant

Tumuaki | Principal

St Joseph's School Queenstown

Walk in Truth, and with respect.

Statement of Variance Reporting



School Name:	St Joseph's School Queenstown	School Number:	4016
Strategic Aim:	Inspire and engage students and families in learning		
Annual Aim:	Embed our procedures in Structured Literacy in the areas of assessment and the tier system for support, provide Structured Literacy specialist support, develop coaching systems for consistency and sustainability.		
Target:	<p>Plan and implement an intervention and support programme to address knowledge gaps for students in Tier 2 and Tier 3. The intervention and support programme will be structured in alignment with the Scope and Sequence chart and in addition to the classroom Structured Literacy programme. The programme will be staffed by teachers and supported by a teacher aide.</p> <p>Complete some of the professional learning modules on the iDeal platform to continue to build knowledge and grow understanding in the Structured Literacy approach.</p> <p>Plan and implement procedures and timeline for observations and coaching to ensure consistent practice throughout the school.</p>		
Baseline Data:	<p>As part of our professional learning journey over the last few years, we have been developing our understanding of the Science of Reading and how the brain learns to read and write. Teachers are more knowledgeable through our professional learning journey in Structured Literacy with Learning Matters of how to teach structured literacy in a consistent way following the Scope and Sequence for each level based on the science. We know that we must fold back to where the gaps are for our students to make progress in their learning.</p> <p>Last year's assessment data showed that approximately 73% of our tamariki are working at Tier 1 or Tier 1a - at this level their needs are generally met within the existing classroom programme, where the teacher might revisit aspects of prior lessons in order to address identified knowledge gaps.</p>		

The data showed that approximately 27% of our tamariki are working at Tier 2 or Tier 3 - at this level targeted intervention is required in addition to the classroom Structured Literacy programme in order to address the knowledge gaps identified in the analysis of testing data.

The school has received funding for Reading Recovery again in 2022 and, given that the new Reading Recovery model supports the use of a phonic-based approach to literacy intervention and teaching and aligns well with a Structured Literacy approach, the Reading Recovery work will be included in the Structured Literacy specialist support programme led by Jen Johnston.

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>Every student in every class was fully engaged in the Structured Literacy Programme. This was our daily programme.</p> <p>At the start of the year, we assessed where the students were at, noted their deficits, and from there have taught explicitly to their needs using multi-sensory methods and following a scope and sequence that is sequential and builds cumulatively on what has already been learnt before. At regular times throughout the year, we have monitored their personal progress.</p> <p>Jen Johnston and Belinda Davidson planned and implemented an intervention programme, teaching Structured Literacy to Tier 3 and Tier 2 learners from all classes throughout the school in small groups of no more than 4 in areas of identified need based on the principles and elements of Structured Literacy.</p> <p>Communicated regularly with staff about the progress of and recommendations for these children.</p> <p>Jen blended the Reading Recovery and Structured Literacy</p>	<p>Students involved in the Structured Literacy intervention programme showed accelerated progress because of the combination of classroom teaching and additional targeted support outside of the classroom. Some of the targeted students moved from Tier 3 to Tier 2 and some from Tier 2 to Tier 1 because of their accelerated progress. Some students did not progress as we had hoped.</p> <p>Staff enjoyed the opportunity to reflect on their teaching practice and set goals and made changes to their practice after their reflections.</p> <p>Staff are growing in confidence with implementing a quality Structured Literacy programme.</p>	<p>There were significant disruptions to the intervention programme caused by staff illness - when we were unable to find a reliever to cover staff illness, we would cancel the intervention programme and use Jen or Belinda in a classroom instead. This had a negative impact on the progress of students and on the smooth running (and continuity) of the intervention programme itself. In Term 4 we scrapped the intervention programme and used the staff in a 'roll-growth' class.</p> <p>We cancelled a number of planned Structured Literacy staff meetings because of staff absence and more urgent needs arising. This meant that there was less professional learning and development in Structured Literacy than intended.</p>	<p>Continue to implement a Structured Literacy intervention programme but focus predominantly on students in Years 4-8 who are in Tier 3 or Tier 2 and provide other support for targeted students in Years 0-3.</p> <p>Increase teacher-ownership of their students' work in the intervention programme by having the teacher complete the testing and identify the knowledge gaps to be addressed.</p> <p>Prioritise Structured Literacy staff meetings so that staff are continuing to grow their skills and confidence in this area.</p> <p>Continue to explore opportunities for observations and coaching in Structured Literacy.</p>

<p>work for selected Junior School students.</p> <p>Jen and Belinda prepared a summary report for the School Board to share progress and impact.</p> <p>Staff recorded themselves teaching a Structured Literacy lesson and analysed the recording, sharing findings with colleagues in a staff meeting in Term 4.</p> <p>We scheduled staff meetings with a Structured Literacy focus to share resource material from the iDeaL website to continue our professional learning journey in Structured Literacy.</p>			
Planning for next year:			
To provide funding for a specialist teacher to teach a daily intervention/targeted support programme.			

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST JOSEPH'S SCHOOL (QUEENSTOWN)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of St Joseph's School (Queenstown) (the School). The Auditor-General has appointed me, Mike Hawken, 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 3 to 17, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 14 November 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages accompanying the financial statements but does not include the financial statements, and our auditor's report thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



Mike Hawken
for Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand

