



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:

3536

Principal:

Nigel Tyer

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# ST MARY'S SCHOOL (HOKITIKA)

Annual Report - For the year ended 31 December 2020

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# St Mary's School (Hokitika)

## Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Mark Johannus van Beek  
Full Name of Board Chairperson

NIGEL ALLAN TYER  
Full Name of Principal

M. J. van Beek  
Signature of Board Chairperson

N. A. Tyer  
Signature of Principal

21 May 2021  
Date:

21 May 2021  
Date:

# St Mary's School (Hokitika)

## Members of the Board of Trustees

For the year ended 31 December 2020

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Held Until</b>
Mark van Beek	Proprietor's Rep Chairperson	Appointed	Nov 2022
Karen Payne	Principal	Ex Officio	Dec 2020
Nigel Tyer	Staff Rep Principal	from January 2021	Dec 2020
Jeanna Croft	Parent Rep	Elected Member	May 2022
Fergal O'Gara	Parent Rep	Elected Member	May 2022
Fayne Wilson	Parent Rep	Elected Member	May 2022
Peter O'Reilly	Parent Rep	Elected Member	May 2022
Celine Stokowski	Parent Rep	Elected Member	May 2022
Karen Becker	Proprietor's Rep	Appointed	Nov 2022
Parish Priest	Proprietor's Rep	Appointed	Nov 2022
Kerry Weston	Proprietor's Rep	Appointed	Nov 2022

## St Mary's School (Hokitika)

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,245,406	1,169,161	1,191,862
Locally Raised Funds	3	45,384	7,400	86,539
Use of Proprietor's Land and Buildings		78,989	78,087	78,087
Interest Income		5,389	7,200	8,955
		<u>1,375,168</u>	<u>1,261,848</u>	<u>1,365,443</u>
<b>Expenses</b>				
Locally Raised Funds	3	16,876	2,000	51,248
Learning Resources	4	1,036,909	1,011,180	969,577
Administration	5	96,226	108,295	84,082
Finance		3,459	4,500	4,565
Property	6	131,888	140,727	132,076
Depreciation	7	50,443	49,080	49,147
Loss on Disposal of Property, Plant and Equipment		-	-	832
		<u>1,335,801</u>	<u>1,315,782</u>	<u>1,291,527</u>
<b>Net Surplus / (Deficit) for the year</b>		39,367	(53,934)	73,916
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>39,367</u></u>	<u><u>(53,934)</u></u>	<u><u>73,916</u></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 Mary's School (Hokitika)

# Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

		2020	2020	2019
		\$	\$	\$
	Notes	Actual	Budget (Unaudited)	Actual
<b>Balance at 1 January</b>		530,556	530,556	451,520
Total comprehensive revenue and expense for the year		39,367	(53,934)	73,916
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		6,908	-	5,120
<b>Equity at 31 December</b>	25	576,831	476,622	530,556
Retained Earnings		576,831	476,622	530,556
<b>Equity at 31 December</b>		576,831	476,622	530,556

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 Mary's School (Hokitika)**  
**Statement of Financial Position**  
As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	236,436	188,855	193,709
Accounts Receivable	9	67,316	79,627	79,627
GST Receivable		3,643	4,033	4,033
Prepayments		6,563	3,046	3,046
Investments	10	211,011	205,868	205,868
		<u>524,969</u>	<u>481,429</u>	<u>486,283</u>
<b>Current Liabilities</b>				
Accounts Payable	12	77,848	70,547	70,547
Revenue Received in Advance	13	669	1,167	1,167
Provision for Cyclical Maintenance	14	25,000	-	-
Finance Lease Liability - Current Portion	15	15,039	16,269	16,269
Funds Held on Behalf of Kiwisport Cluster	16	636	10,029	10,029
Funds Held on Behalf of Community of Learning Cluster	17	27,392	8,169	8,169
		<u>146,584</u>	<u>106,181</u>	<u>106,181</u>
<b>Working Capital Surplus/(Deficit)</b>		378,385	375,248	380,102
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	216,913	194,370	243,450
		<u>216,913</u>	<u>194,370</u>	<u>243,450</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	-	67,490	67,490
Finance Lease Liability	15	18,467	25,506	25,506
		<u>18,467</u>	<u>92,996</u>	<u>92,996</u>
<b>Net Assets</b>		<u>576,831</u>	<u>476,622</u>	<u>530,556</u>
<b>Equity</b>	25	<u>576,831</u>	<u>476,622</u>	<u>530,556</u>

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

**St Mary's School (Hokitika)**  
**Statement of Cash Flows**  
For the year ended 31 December 2020

		2020	2020 Budget	2019
	Note	Actual \$	(Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		381,402	351,110	343,126
Locally Raised Funds		50,396	7,400	88,331
Goods and Services Tax (net)		390	-	(1,073)
Payments to Employees		(209,488)	(213,157)	(175,372)
Payments to Suppliers		(147,402)	(67,084)	(156,370)
Funds Administered on Behalf of Third Parties		9,830	-	(4,661)
Cyclical Maintenance Payments in the Year		(17,023)	(15,868)	(456)
Interest Received		5,601	7,200	9,009
Net cash from/(to) Operating Activities		<u>73,706</u>	<u>69,601</u>	<u>107,195</u>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(14,803)	(69,955)	(94,266)
Purchase of Investments		(5,143)	-	(6,665)
Net cash from/(to) Investing Activities		<u>(19,946)</u>	<u>(69,955)</u>	<u>(100,931)</u>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		6,908	-	5,120
Finance Lease Payments		(17,941)	(4,500)	(2,160)
Net cash from/(to) Financing Activities		<u>(11,033)</u>	<u>(4,500)</u>	<u>(1,701)</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u><u>42,727</u></u>	<u><u>(4,854)</u></u>	<u><u>4,563</u></u>
Cash and cash equivalents at the beginning of the year	8	193,709	193,709	189,146
<b>Cash and cash equivalents at the end of the year</b>	8	<u><u>236,436</u></u>	<u><u>188,855</u></u>	<u><u>193,709</u></u>

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 Mary's School (Hokitika)

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

#### 1.1. Reporting Entity

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

#### 1.2. Basis of Preparation

##### **Reporting Period**

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

##### **Basis of Preparation**

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

##### **Financial Reporting Standards Applied**

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

##### **PBE Accounting Standards Reduced Disclosure Regime**

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Specific Accounting Policies**

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

##### **Critical Accounting Estimates And Assumptions**

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

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

##### **Useful lives of property, plant and equipment**

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

### *Cyclical Maintenance*

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

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

## **1.3. Revenue Recognition**

### **Government Grants**

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

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

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

### **Other Grants**

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

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

## **1.4. Use of Land and Buildings Expense**

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

### **1.5. Operating Lease Payments**

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

### **1.6. Finance Lease Payments**

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

### **1.7. Cash and Cash Equivalents**

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

### **1.8. Accounts Receivable**

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

### **1.9. 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.

### **1.10. Property, Plant and Equipment**

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

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

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

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

### ***Finance Leases***

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

## **Depreciation**

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

The estimated useful lives of the assets are:

The estimated useful lives of the assets are:

Building improvements	20 years
Furniture and equipment	5-10 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	8 years
Textbooks	3 years
Library resources	12.5% Diminishing value

### **1.11. Impairment of property, plant and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

#### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

### **1.12. 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.

### **1.13. Employment Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

#### **1.14. 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.

#### **1.15. Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### **1.16. Provision for Cyclical Maintenance**

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

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

#### **1.17. Financial Instruments**

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

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

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

#### **1.18. Borrowings**

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

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

#### **1.19. Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **1.20. Budget Figures**

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

#### **1.21. Services received in-kind**

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

## 2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	344,740	319,436	289,181
Teachers' Salaries Grants	874,413	831,350	857,198
Other MoE Grants	26,253	18,375	45,483
	<u>1,245,406</u>	<u>1,169,161</u>	<u>1,191,862</u>

The School has opted in to the donations scheme for this year. Total amount received was \$23,400.

Other MOE Grants total includes additional COVID-19 funding totalling \$5,453.92 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>			
Donations	2,838	2,100	23,421
Other Revenue	25,197	-	14,881
Trading	6,017	4,500	8,474
Activities	11,332	800	39,763
	<u>45,384</u>	<u>7,400</u>	<u>86,539</u>
<b>Expenses</b>			
Activities	11,186	2,000	42,472
Trading	2,492	-	4,573
Other Locally Raised Funds Expenditure	3,198	-	4,203
	<u>16,876</u>	<u>2,000</u>	<u>51,248</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>28,508</u>	<u>5,400</u>	<u>35,291</u>

## 4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	37,165	49,522	27,182
Employee Benefits - Salaries	996,494	956,558	937,718
Staff Development	3,250	5,100	4,677
	<u>1,036,909</u>	<u>1,011,180</u>	<u>969,577</u>

## 5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	3,877	3,877	4,764
Board of Trustees Fees	3,770	4,500	3,825
Board of Trustees Expenses	4,947	1,300	2,567
Communication	2,586	2,800	2,606
Consumables	4,207	5,250	4,963
Operating Lease	4,640	20,330	3,379
Other	14,527	14,264	6,531
Employee Benefits - Salaries	50,749	49,650	49,467
Insurance	4,379	4,000	3,590
Service Providers, Contractors and Consultancy	2,544	2,324	2,390
	<u>96,226</u>	<u>108,295</u>	<u>84,082</u>

## 6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,888	6,000	6,613
Cyclical Maintenance Provision	14,181	-	14,181
Adjustment to the Provision	(39,648)	-	(38,634)
Grounds	2,520	5,000	1,828
Heat, Light and Water	11,975	10,240	13,884
Rates	2,753	2,650	2,990
Repairs and Maintenance	19,333	13,100	17,813
Use of Land and Buildings	78,989	78,087	78,087
Security	440	650	440
Employee Benefits - Salaries	36,457	25,000	34,874
	<u>131,888</u>	<u>140,727</u>	<u>132,076</u>

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

## 7. Depreciation of Property, Plant and Equipment

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	2,690	2,890	2,690
Furniture and Equipment	12,380	14,550	13,439
Information and Communication Technology	16,495	16,110	13,032
Leased Assets	17,555	13,990	18,513
Library Resources	1,323	1,540	1,473
	<u>50,443</u>	<u>49,080</u>	<u>49,147</u>

## 8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	214,309	188,855	171,596
Bank Call Account	22,127	-	22,113
Cash and cash equivalents for Statement of Cash Flows	<u>236,436</u>	<u>188,855</u>	<u>193,709</u>

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

Of the \$236,436 Cash and Cash Equivalents, \$27,392 is held by the School on behalf of the COL cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

Of the \$236,436 Cash and Cash Equivalents, \$636 is held by the School on behalf of the Kiwisport cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

## 9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,000	7,510	7,510
Interest Receivable	275	487	487
Banking Staffing Underuse	-	13,299	13,299
Teacher Salaries Grant Receivable	65,041	58,331	58,331
	<u>67,316</u>	<u>79,627</u>	<u>79,627</u>
Receivables from Exchange Transactions	2,275	7,997	7,997
Receivables from Non-Exchange Transactions	65,041	71,630	71,630
	<u>67,316</u>	<u>79,627</u>	<u>79,627</u>

## 10. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	211,011	205,868	205,868
<b>Total Investments</b>	<b>211,011</b>	<b>205,868</b>	<b>205,868</b>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2020</b>						
Building Improvements	47,817	-	-	-	(2,690)	45,127
Furniture and Equipment	83,139	8,000	-	-	(12,380)	78,759
Information and Communication Technology	60,909	6,530	-	-	(16,495)	50,944
Leased Assets	41,272	9,103	-	-	(17,555)	32,820
Library Resources	10,313	273	-	-	(1,323)	9,263
<b>Balance at 31 December 2020</b>	<b>243,450</b>	<b>23,906</b>	<b>-</b>	<b>-</b>	<b>(50,443)</b>	<b>216,913</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2020</b>			
Building Improvements	53,806	(8,679)	45,127
Furniture and Equipment	244,388	(165,629)	78,759
Information and Communication Technology	106,583	(55,639)	50,944
Leased Assets	61,579	(28,759)	32,820
Library Resources	42,855	(33,592)	9,263
<b>Balance at 31 December 2020</b>	<b>509,211</b>	<b>(292,298)</b>	<b>216,913</b>

The net carrying value of equipment held under a finance lease is \$32,820 (2019: \$41,272)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Building Improvements	50,507	-	-	-	(2,690)	47,817
Furniture and Equipment	91,126	5,482	(30)	-	(13,439)	83,139
Information and Communication Technology	7,369	66,572	-	-	(13,032)	60,909
Leased Assets	56,087	24,080	(20,382)	-	(18,513)	41,272
Library Resources	11,738	851	(803)	-	(1,473)	10,313
<b>Balance at 31 December 2019</b>	<b>216,827</b>	<b>96,985</b>	<b>(21,215)</b>	<b>-</b>	<b>(49,147)</b>	<b>243,450</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2019</b>			
Building Improvements	53,806	(5,989)	47,817
Furniture and Equipment	236,388	(153,249)	83,139
Information and Communication Technology	100,053	(39,144)	60,909
Leased Assets	62,824	(21,552)	41,272
Library Resources	42,581	(32,268)	10,313
<b>Balance at 31 December 2019</b>	<b>495,652</b>	<b>(252,202)</b>	<b>243,450</b>



## 12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	6,343	6,249	6,249
Accruals	3,877	3,179	3,179
Employee Entitlements - salaries	65,216	58,331	58,331
Employee Entitlements - leave accrual	2,412	2,788	2,788
	<u>77,848</u>	<u>70,547</u>	<u>70,547</u>
Payables for Exchange Transactions	77,848	70,547	70,547
	<u>77,848</u>	<u>70,547</u>	<u>70,547</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	669	1,167	1,167
	<u>669</u>	<u>1,167</u>	<u>1,167</u>

## 14. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	67,490	67,490	92,399
Increase to the Provision During the Year	14,181	-	14,181
Adjustment to the Provision	(39,648)	-	(38,634)
Use of the Provision During the Year	(17,023)	-	(456)
Provision at the End of the Year	<u>25,000</u>	<u>67,490</u>	<u>67,490</u>
Cyclical Maintenance - Current	25,000	-	-
Cyclical Maintenance - Term	-	67,490	67,490
	<u>25,000</u>	<u>67,490</u>	<u>67,490</u>

## 15. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	17,416	19,387	19,387
Later than One Year and no Later than Five Years	20,471	28,763	28,763
	<u>37,887</u>	<u>48,150</u>	<u>48,150</u>

## 16. Funds Held on Behalf of Kiwisport Cluster

St Mary's School (Hokitika) is the lead school and holds funds on behalf of the Kiwisport cluster.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	10,029	10,029	-
Funds Received from Cluster Members	18,004	-	37,018
Funds Spent on Behalf of the Cluster	(27,397)	-	(26,989)
Funds Held at Year End	<u>636</u>	<u>10,029</u>	<u>10,029</u>

## 17. Funds Held on Behalf of Community of Learning Cluster

St Mary's School (Hokitika) was the lead school and held funds on behalf of the Community of Learning cluster.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	8,169	8,169	18,827
Funds Received from Cluster Members	13,300	-	-
Funds Received from MoE	12,094	-	6,774
Funds Spent on Behalf of the Cluster	(6,171)	-	(17,432)
Funds Held at Year End	<u>27,392</u>	<u>8,169</u>	<u>8,169</u>

## 18. Funds Held on Behalf of Swim Safe Cluster

St Mary's School (Hokitika) was the lead school and held funds on behalf of the Swim Safe cluster.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	-	-	4,013
Funds Spent on Behalf of the Cluster	-	-	(4,013)
Funds Held at Year End	<u>-</u>	<u>-</u>	<u>-</u>

## 19. Funds Held on Behalf of Westamath Cluster

St Mary's School (Hokitika) was the lead school and holds funds on behalf of the Westamath cluster.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	-	-	19
Funds Spent on Behalf of the Cluster	-	-	(19)
Funds Held at Year End	<u>-</u>	<u>-</u>	<u>-</u>

## 20. Related Party Transactions

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

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

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

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



## 21. Remuneration

### Key management personnel compensation

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

	<b>2020 Actual \$</b>	<b>2019 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,770	3,825
Full-time equivalent members	0.12	0.60
<i>Leadership Team</i>		
Remuneration	353,060	353,978
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	356,830	357,803
Total full-time equivalent personnel	3.12	3.60

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:

	<b>2020 Actual \$000</b>	<b>2019 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150-160
Benefits and Other Emoluments	15 - 20	10-20
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

<b>Remuneration \$000</b>	<b>2020 FTE Number</b>	<b>2019 FTE Number</b>
100 - 110	2.00	1.00
	2.00	1.00

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

## 22. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	<b>2020 Actual \$</b>	<b>2019 Actual \$</b>
Total	-	-
Number of People	-	-

### 23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

#### Holidays Act Compliance - schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

#### Cyclical Maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of the Diocese Rebuild Programme which will result in a number of the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect these particular buildings. As a result, the School cannot make a reliable estimate of the maintenance required on these School's buildings and accordingly no cyclical maintenance provision on these buildings. The school has provided for cyclical maintenance of areas which are not subject to the rebuild and this is included in note 14.

### 24. Commitments

#### (a) Capital Commitments

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

(Capital commitments at 31 December 2019: \$nil)

#### (b) Operating Commitments

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

(Operating commitments at 31 December 2019: \$nil)

### 25. Managing Capital

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

### 26. Financial Instruments

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

#### Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	236,436	188,855	193,709
Receivables	67,316	79,627	79,627
Investments - Term Deposits	211,011	205,868	205,868
Total Financial Assets Measured at amortised cost	<u>514,763</u>	<u>474,350</u>	<u>479,204</u>

#### Financial liabilities measured at amortised cost

Payables	77,848	70,547	70,547
Finance Leases	33,506	41,775	41,775
Total Financial Liabilities Measured at Amortised Cost	<u>111,354</u>	<u>112,322</u>	<u>112,322</u>

### 27. Events After Balance Date

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



# Analysis of Variance Reporting 2020

<b>School Name:</b>	St Mary's Hokitika	<b>School Number:</b>	3536
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<b>Area</b>	Reading
<b>Strategic Aim:</b>	Empowerment through passionate, holistic, teaching and learning. Through inspired teaching, St Mary's students will develop into intelligent, well rounded and self-aware individuals. Students who see the possibility of a bright future ahead of them and are capable of dreaming big, but also have the skills to reach out and grab it.
<b>Annual Aim:</b>	To capture and use evidence effectively to make sound decisions that accelerates progress and ensures valuable outcomes for students at St Mary's Primary school
<b>Target:</b>	Accelerated progress and achievement in READING for students Below or Well below expectations
<b>Data:</b>	Attached Below

Actions (What did we do?)	Outcomes (What happened?)
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>● Reading Recovery</li> <li>● RTLit</li> <li>● Teacher Aide programmes- Early Words, Yolanda Soryl phonics programme.</li> <li>● Repeated Reading.</li> <li>● Sharpe Reading Programme in all classes.</li> <li>● Word Chain (computer programme)</li> <li>● Regular monitoring using Running Records to identify the reading process and identifying next steps.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● R.Rec. Throughout the year until graduated or withdrawn.</li> <li>● Word Chain installed on computers</li> </ul> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>● Employ Reading Recovery Tutor- BOT fund .1</li> <li>● Teacher Aide funding throughout the year</li> </ul>	<p>Remember that before reading this data, this was the year of COVID-19, and that included with a cohort change can make comparing data difficult</p> <p>All class programmes were thrown out of normality and parents became first educators with the assistance of online teaching.</p> <p>From 2019 – 2020:</p> <ul style="list-style-type: none"> <li>- The number of students at Well Below dropped by 3</li> <li>- The number of students at Well Below and Below stayed the same, yet the total number of students at school dropped.</li> <li>- Maori students at Well Below and Below increased by 6</li> <li>- Students at the standard dropped slightly.</li> </ul>

Reasons for the variance	Evaluation
<p>I believe a term at home had a greater impact on student learning than first thought. St Mary's also had a number of below Maori students enrol at the school last year (and the start of this year) and this will affect data due to the small number of students identifying as Maori at the school.</p>	<p>It is difficult to make a strong judgement on the impact the programmes set up last year had due to external factors.</p>

Planning for next year:
<p>Continue with the changes started last year to better evaluate their impact on teaching and learning without a pandemic affecting the New Zealand Education system. Look into purchasing more reading books with boy friendly contexts.</p>

# Analysis of Variance Reporting 2020

<b>School Name:</b>	St Mary's Hokitika	<b>School Number:</b>	3536
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<b>Area</b>	Writing
<b>Strategic Aim:</b>	Empowerment through passionate, holistic, teaching and learning. Through inspired teaching, St Mary's students will develop into intelligent, well rounded and self-aware individuals. Students who see the possibility of a bright future ahead of them and are capable of dreaming big, but also have the skills to reach out and grab it.
<b>Annual Aim:</b>	To capture and use evidence effectively to make sound decisions that accelerates progress and ensures valuable outcomes for students at St Mary's Primary school
<b>Target:</b>	Accelerated progress and achievement in WRITING for students Below or Well below expectations
<b>Data:</b>	Attached Below

<b>Actions (What did we do?)</b>	<b>Outcomes (What happened?)</b>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>● Use strategies as identified below and from Westland Kahui Ako inquiry projects.</li> <li>● Peer editing</li> <li>● Moderation Term 1 and term 3</li> <li>● Provide context for writing that are motivating.</li> <li>● Provide scaffolding for the reluctant writers.</li> <li>● Use Sheena Cameron books for ideas and strategies.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Word Sharks</li> <li>● Sheena Cameron Books</li> <li>● phonics charts</li> <li>● Alphabet charts</li> </ul> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>● Literacy Lead teacher</li> <li>● Teacher Aide funding throughout the year</li> </ul>	<p>Remember that before reading this data, this was the year of COVID-19, and that included with a cohort change can make comparing data difficult</p> <p>All class programmes were thrown out of normality and parents became first educators with the assistance of online teaching.</p> <p>From 2019 – 2020:</p> <ul style="list-style-type: none"> <li>- The number of students at Well Below dropped from 6 to 5</li> <li>- Students at WB and B dropped from 32 to 29</li> <li>- Female students clearly out-paced male students, more so in non-Maori categories</li> <li>- Maori students at WB and B increased from 6 to 10</li> <li>- Students writing above expected levels nearly halved from 27 to 14.</li> </ul>

<b>Reasons for the variance</b>	<b>Evaluation</b>
I believe a term at home had a greater impact on student learning than first thought. St Mary's also had a number of below Maori students enrol at the school last year (and the start of this year) and this will affect data due to the small number of students identifying as Maori at the school.	It is difficult to make a strong judgement on the impact the programmes set up last year had due to external factors.

<b>Planning for next year:</b>
Continue with the changes started last year to better evaluate their impact on teaching and learning without a pandemic affecting the New Zealand Education system. Include a focus on boy's writing skills with more "boy positive" writing contexts.

# Analysis of Variance Reporting 2020

<b>School Name:</b>	St Mary's Hokitika	<b>School Number:</b>	3536
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<b>Area</b>	Numeracy
<b>Strategic Aim:</b>	Empowerment through passionate, holistic, teaching and learning. Through inspired teaching, St Mary's students will develop into intelligent, well rounded and self-aware individuals. Students who see the possibility of a bright future ahead of them and are capable of dreaming big, but also have the skills to reach out and grab it.
<b>Annual Aim:</b>	To capture and use evidence effectively to make sound decisions that accelerates progress and ensures valuable outcomes for students at St Mary's Primary school
<b>Target:</b>	Accelerated progress and achievement in MATHEMATICS for students Below or Well below expectations
<b>Data:</b>	Attached Below

Actions (What did we do?)	Outcomes (What happened?)
<p>Actions</p> <ul style="list-style-type: none"> <li>● School wide professional development with UC ED Plus</li> <li>● Participate in the AliM PD</li> <li>● Upskill teachers in their professional knowledge of how to deliver the maths curriculum.</li> <li>● Build teacher's knowledge of maths progressions.</li> <li>● Clearly identify target students and use a Teaching as Inquiry approach.</li> <li>● Increase the use of materials in maths lessons.</li> <li>● Use strategies identified below as contributing to progress in maths in previous years.</li> </ul> <p>Personnel</p> <ul style="list-style-type: none"> <li>● Maths Lead teachers.</li> <li>● Teacher aides</li> <li>● UCED Plus maths advisors</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>● Numeracy Project</li> </ul>	<p>Remember that before reading this data, this was the year of COVID-19, and that included with a cohort change can make comparing data difficult</p> <p>All class programmes were thrown out of normality and parents became first educators with the assistance of online teaching.</p> <p>From 2019 – 2020:</p> <ul style="list-style-type: none"> <li>- The number of students at Well Below or Below decreased by 3</li> <li>- European numbers in Below and Well Below dropped by 3</li> <li>- Overall females are outperforming boys in numeracy</li> <li>- The number of students at Well Below increased by 1</li> <li>- Students achieving above the expected levels decreased by 6</li> <li>- Maori students at WB and B increased by 2</li> <li>-</li> </ul>

Reasons for the variance	Evaluation
I believe a term at home had a greater impact on student learning than first thought. St Mary's also had a number of below Maori students enrol at the school last year (and the start of this year) and this will affect data due to the small number of students identifying as Maori at the school.	It is difficult to make a strong judgement on the impact the programmes set up last year had due to external factors.

Planning for next year:
Continue with the changes started last year to better evaluate their impact on teaching and learning without a pandemic affecting the New Zealand Education system.
Look at strategies and current best practices to better engage boys into education.

# St Mary's Data Comparisons

Reading 2020						
		Well Below	Below	At	Above	Total
All Students	Male	6	15	30	12	63
	Female	3	7	36	27	73
	<b>Total</b>	<b>9</b>	<b>22</b>	<b>66</b>	<b>39</b>	<b>136</b>
Maori	Male	2	4	5	1	12
	Female	2	2	4	6	14
	<b>Total</b>	<b>4</b>	<b>6</b>	<b>9</b>	<b>7</b>	<b>26</b>
Asian	Male	-	1	2	1	4
	Female	-	-	5	4	9
	<b>Total</b>	<b>-</b>	<b>1</b>	<b>7</b>	<b>5</b>	<b>13</b>
NZ European	Male	4	10	21	10	45
	Female	1	5	26	16	48
	<b>Total</b>	<b>5</b>	<b>15</b>	<b>47</b>	<b>26</b>	<b>93</b>

Writing 2020						
		Well Below	Below	At	Above	Total
All Students	Male	4	15	43	1	63
	Female	1	9	50	13	73
	<b>Total</b>	<b>5</b>	<b>24</b>	<b>93</b>	<b>14</b>	<b>136</b>
Maori	Male	1	5	6	-	12
	Female	1	3	7	3	14
	<b>Total</b>	<b>2</b>	<b>8</b>	<b>13</b>	<b>3</b>	<b>26</b>
Asian	Male	-	-	4	-	4
	Female	-	1	5	3	9
	<b>Total</b>	<b>-</b>	<b>1</b>	<b>9</b>	<b>3</b>	<b>13</b>
NZ European	Male	3	10	31	1	45
	Female	-	5	36	7	48
	<b>Total</b>	<b>3</b>	<b>15</b>	<b>67</b>	<b>8</b>	<b>93</b>

Numeracy 2020						
		Well Below	Below	At	Above	Total
All Students	Male	3	9	44	7	63
	Female	3	7	50	13	73
	<b>Total</b>	<b>6</b>	<b>16</b>	<b>94</b>	<b>20</b>	<b>136</b>
Maori	Male	-	3	8	1	12
	Female	3	1	8	2	14
	<b>Total</b>	<b>3</b>	<b>4</b>	<b>16</b>	<b>3</b>	<b>26</b>
Asian	Male	-	-	4	-	4
	Female	-	1	4	4	9
	<b>Total</b>	<b>-</b>	<b>1</b>	<b>8</b>	<b>4</b>	<b>13</b>
NZ European	Male	3	6	30	6	45
	Female	-	5	36	7	48
	<b>Total</b>	<b>3</b>	<b>11</b>	<b>66</b>	<b>13</b>	<b>93</b>

Reading 2019						
		Well Below	Below	At	Above	Total
All Students	Male	11	11	32	14	68
	Female	1	8	37	30	76
	<b>Total</b>	<b>12</b>	<b>19</b>	<b>69</b>	<b>44</b>	<b>144</b>
Maori	Male	4	-	7	2	13
	Female	-	-	9	3	12
	<b>Total</b>	<b>4</b>	<b>-</b>	<b>16</b>	<b>5</b>	<b>25</b>
Asian	Male	-	-	4	1	5
	Female	-	2	4	4	10
	<b>Total</b>	<b>-</b>	<b>2</b>	<b>8</b>	<b>5</b>	<b>15</b>
NZ European	Male	7	11	19	10	47
	Female	1	6	23	22	52
	<b>Total</b>	<b>8</b>	<b>17</b>	<b>42</b>	<b>32</b>	<b>99</b>

Writing 2019						
		Well Below	Below	At	Above	Total
All Students	Male	6	18	38	6	68
	Female	-	7	48	21	76
	<b>Total</b>	<b>6</b>	<b>25</b>	<b>86</b>	<b>27</b>	<b>144</b>
Maori	Male	3	2	8	-	13
	Female	-	1	9	2	12
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>17</b>	<b>2</b>	<b>25</b>
Asian	Male	-	1	3	1	5
	Female	-	1	6	3	10
	<b>Total</b>	<b>-</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>15</b>
NZ European	Male	3	15	24	5	47
	Female	-	5	32	15	52
	<b>Total</b>	<b>3</b>	<b>20</b>	<b>56</b>	<b>20</b>	<b>99</b>

Numeracy 2019						
		Well Below	Below	At	Above	Total
All Students	Male	5	9	43	11	68
	Female	-	11	50	15	76
	<b>Total</b>	<b>5</b>	<b>20</b>	<b>93</b>	<b>26</b>	<b>144</b>
Maori	Male	2	1	9	1	13
	Female	-	2	10	-	12
	<b>Total</b>	<b>2</b>	<b>3</b>	<b>19</b>	<b>1</b>	<b>25</b>
Asian	Male	-	1	4	-	5
	Female	-	2	6	2	10
	<b>Total</b>	<b>-</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>15</b>
NZ European	Male	3	7	27	10	47
	Female	-	7	33	12	52
	<b>Total</b>	<b>3</b>	<b>14</b>	<b>60</b>	<b>22</b>	<b>99</b>



## Kiwi Sport 2020

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$2003.50.

The funding was spent on our schools contribution for the employment of a Kiwi Sport Co-ordinator for 5 schools in our district.

A Kiwi Sport Co-ordinator is employed to work in 5 schools for a total of 25 hours a week to improve the fundamental skills of the children and also the skills of the school teaching staff.

Funds for this were sourced from Sport Canterbury, West Coast Community Trust, Pub Charity and the contribution of Kiwi Sport funds from school's operation grants.

St Mary's School is the employer and manages wages, travel and purchasing budgets.

The programme has been successful with positive feedback from teachers, children and parents. All lessons taken by the coordinator have the classroom teacher involved through observation and participation. The lesson is repeated by the teacher between the coordinator's sessions. Children look forward to their lessons and are transferring the skills learned to their leisure time.

## INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST MARY'S SCHOOL (HOKITIKA)'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of St Marys School (Hokitika) (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, 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 18, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 21 May 2021. This is the date at which our opinion is expressed.

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

## Basis for our opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

#### Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities 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 that include the Board of trustees listing, Analysis of variance and Kiwisport Report, 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.



Michael Rondel  
BDO Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand