

# ST JOHN'S GIRLS' SCHOOL

Annual Report - For the year ended 31 December 2022

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# ST JOHN'S GIRLS' SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 4131

**Principal:** Nathan Hughes

**School Address:** 349 Dee Street, Invercargill

**School Postal Address:** 349 Dee Street, Invercargill

**School Phone:** 03 218 7759

**School Email:** [principal@stjohnsgirls.school.nz](mailto:principal@stjohnsgirls.school.nz)

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Sandy Gilmete	Presiding Member	Elected	May-25
Nathan Hughes	Principal ex Officio	ex Officio	
Mark Billcliff	Parent Representative	Elected	May-25
Kate Brady	Parent Representative	Elected	May-25
Tony Miles	Parent Representative	Elected	May-25
Anna Reilly	Parent Representative	Elected	May-25
Raewyn King	Board of Proprietors Representative	Elected	Dec-22
Sarah Jagoutz	Staff Representative	Elected	May-25

**Accountant / Service Provider:** BDO Invercargill

# St John's Girls' School

## Statement of Responsibility

For the year ended 31 December 2022

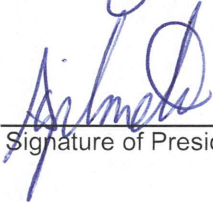
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

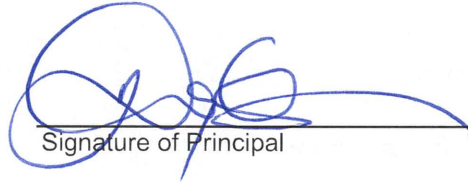
The School's 2022 financial statements are authorised for issue by the Board.

Sandhya Gilmete  
Full Name of Presiding Member

  
Signature of Presiding Member

25-7-23  
Date:

Nathan Hughes  
Full Name of Principal

  
Signature of Principal

25-7-2023  
Date:

1/05/2025

# St John's Girls' School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	1,091,663	999,996	1,008,081
Locally Raised Funds	3	216,656	233,712	244,340
Use of Proprietor's Land and Buildings		187,000	140,796	114,900
Interest Income		1,212	996	1,064
Other Revenue		70	-	-
<b>Total Revenue</b>		<b>1,496,601</b>	<b>1,375,500</b>	<b>1,368,385</b>
<b>Expenses</b>				
Locally Raised Funds	3	61,939	90,660	84,178
Learning Resources	4	1,131,623	998,004	1,037,991
Administration	5	140,116	120,984	112,638
Finance		791	-	928
Property	6	242,469	198,396	164,242
		<b>1,576,938</b>	<b>1,408,044</b>	<b>1,399,977</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(80,337)</b>	<b>(32,544)</b>	<b>(31,592)</b>
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(80,337)</b>	<b>(32,544)</b>	<b>(31,592)</b>

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 John's Girls' School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		404,711	404,711	418,943
Total comprehensive revenue and expense for the year		(80,337)	(32,544)	(31,593)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	4,744
Contribution - Te Mana Tuhono				12,617
<b>Equity at 31 December</b>		324,374	372,167	404,711
Accumulated comprehensive revenue and expense		324,374	372,167	404,711
Reserves		-	-	-
<b>Equity at 31 December</b>		324,374	372,167	404,711

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 John's Girls' School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	187,525	173,321	205,865
Accounts Receivable	8	84,059	97,535	82,535
GST Receivable		-	4,968	4,968
Inventories	9	47,927	42,305	42,305
Related Parties Receivables	14	12,422	-	15,000
		<u>331,933</u>	<u>318,129</u>	<u>350,673</u>
<b>Current Liabilities</b>				
GST Payable		6,459	-	-
Accounts Payable	11	108,980	82,685	82,685
Revenue Received in Advance	12	3,183	1,631	1,631
Finance Lease Liability	13	4,839	5,683	5,683
		<u>123,461</u>	<u>89,999</u>	<u>89,999</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>208,472</b>	<b>228,130</b>	<b>260,674</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	121,277	147,337	147,337
		<u>121,277</u>	<u>147,337</u>	<u>147,337</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	13	5,375	3,300	3,300
		<u>5,375</u>	<u>3,300</u>	<u>3,300</u>
<b>Net Assets</b>		<u><u>324,374</u></u>	<u><u>372,167</u></u>	<u><u>404,711</u></u>
<b>Equity</b>		<u><u>324,374</u></u>	<u><u>372,167</u></u>	<u><u>404,711</u></u>

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

# St John's Girls' School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		317,478	300,000	268,312
Locally Raised Funds		226,405	233,712	290,227
Goods and Services Tax (net)		11,427	-	(9,321)
Payments to Employees		(316,596)	(250,659)	(276,077)
Payments to Suppliers		(239,674)	(295,987)	(243,044)
Interest Paid		(791)	-	(928)
Interest Received		1,212	996	1,064
Net cash from/(to) Operating Activities		(539)	(11,938)	30,233
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(11,293)	(16,802)	(92,816)
Net cash from/(to) Investing Activities		(11,293)	(16,802)	(92,816)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	17,361
Finance Lease Payments		(6,508)	(3,804)	(6,291)
Net cash from/(to) Financing Activities		(6,508)	(3,804)	11,070
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(18,340)</b>	<b>(32,544)</b>	<b>(51,513)</b>
Cash and cash equivalents at the beginning of the year	7	205,865	205,865	257,378
<b>Cash and cash equivalents at the end of the year</b>	7	<b>187,525</b>	<b>173,321</b>	<b>205,865</b>

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 John's Girls' School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

St John's Girls' School (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.

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements 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 expense 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 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 13.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. 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**

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.

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

Donations, gifts and bequests are recognised revenue when the right to receive funding 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.

### **d) 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.

### **e) 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.

### **f) 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.

**g) Accounts Receivable**

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

**h) Inventories**

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

**i) 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:

Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **j) 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 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on the valuer's approach to determining market value

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. 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.

#### **k) 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.

#### **l) 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, to 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 surplus or deficit in the period in which they arise.

#### **m) Revenue Received in Advance**

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

#### **n) 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.

The Proprietor does all of the maintenance on behalf of the school. 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. As the Proprietor does all the maintenance on behalf of the school, there is no provision for cyclical maintenance.

**o) Financial Instruments**

The School's financial assets comprise cash and cash equivalents and accounts receivable. All of these financial assets, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings and finance lease 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 surplus or deficit.

**p) 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.

**q) Budget Figures**

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

**u) 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	317,478	300,000	268,313
Teachers' Salaries Grants	774,185	699,996	739,768
	<u>1,091,663</u>	<u>999,996</u>	<u>1,008,081</u>

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	180,228	179,604	200,354
Fees for Extra Curricular Activities	14,068	22,812	14,135
Trading	22,360	31,296	27,832
Other Revenue	-	-	2,019
	<u>216,656</u>	<u>233,712</u>	<u>244,340</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	44,012	64,500	43,912
Trading	17,927	26,160	24,561
Fundraising and Community Grant Costs	-	-	15,705
	<u>61,939</u>	<u>90,660</u>	<u>84,178</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>154,717</u>	<u>143,052</u>	<u>160,162</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	35,801	44,208	33,118
Equipment Repairs	1,332	-	737
Information and Communication Technology	2,634	4,596	5,653
Library Resources	2,482	1,500	2,278
Employee Benefits - Salaries	1,039,147	901,704	951,522
Staff Development	5,135	6,000	4,847
Depreciation	45,092	39,996	39,836
	<u>1,131,623</u>	<u>998,004</u>	<u>1,037,991</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,635	4,500	4,500
Board Fees	2,444	3,996	-
Board Expenses	13,009	15,996	23,607
Communication	3,446	3,996	4,890
Consumables	3,496	5,004	2,857
Operating Lease	10,514	7,644	6,155
Other	25,721	23,652	18,164
Employee Benefits - Salaries	63,370	42,000	39,034
Insurance	482	2,196	714
Service Providers, Contractors and Consultancy	12,999	12,000	12,717
	<u>140,116</u>	<u>120,984</u>	<u>112,638</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	4,865	6,000	4,674
Consultancy and Contract Services	25,133	18,996	21,616
Heat, Light and Water	13,094	15,000	12,049
Rates	-	-	70
Repairs and Maintenance	3,666	3,000	2,292
Use of Land and Buildings	187,000	140,796	114,900
Employee Benefits - Salaries	8,711	14,604	8,641
	<u>242,469</u>	<u>198,396</u>	<u>164,242</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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	187,525	173,321	205,865
Cash and cash equivalents for Statement of Cash Flows	<u>187,525</u>	<u>173,321</u>	<u>205,865</u>

## 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	14,781	35,330	20,330
Teacher Salaries Grant Receivable	69,278	62,205	62,205
	<u>84,059</u>	<u>97,535</u>	<u>82,535</u>
Receivables from Exchange Transactions	14,781	35,330	20,330
Receivables from Non-Exchange Transactions	69,278	62,205	62,205
	<u>84,059</u>	<u>97,535</u>	<u>82,535</u>

## 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
School Uniforms	47,927	42,305	42,305
	<u>47,927</u>	<u>42,305</u>	<u>42,305</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>						
Furniture and Equipment	50,940	7,102			(11,966)	<b>46,076</b>
Information and Communication Technology	78,478	3,625			(23,791)	<b>58,312</b>
Leased Assets	9,954	7,738			(8,269)	<b>9,423</b>
Library Resources	7,965	729	(162)		(1,066)	<b>7,466</b>
<b>Balance at 31 December 2022</b>	<u>147,337</u>	<u>19,194</u>	<u>(162)</u>	<u>-</u>	<u>(45,092)</u>	<u><b>121,277</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$9,423 (2021: \$9,954)

### Restrictions

There are no 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	269,449	(223,373)	<b>46,076</b>	262,347	(211,407)	<b>50,940</b>
Information and Communication T	164,650	(106,338)	<b>58,312</b>	161,025	(82,547)	<b>78,478</b>
Leased Assets	76,430	(67,007)	<b>9,423</b>	68,691	(58,737)	<b>9,954</b>
Library Resources	35,617	(28,151)	<b>7,466</b>	35,608	(27,643)	<b>7,965</b>
<b>Balance at 31 December</b>	<u>546,146</u>	<u>(424,869)</u>	<u><b>121,277</b></u>	<u>527,671</u>	<u>(380,334)</u>	<u><b>147,337</b></u>

**11. Accounts Payable**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Creditors	13,019	14,379	14,379
Accruals	4,635	4,500	4,500
Banking Staffing Overuse	4,368	-	-
Employee Entitlements - Salaries	86,413	63,105	63,105
Employee Entitlements - Leave Accrual	545	701	701
	<u>108,980</u>	<u>82,685</u>	<u>82,685</u>
Payables for Exchange Transactions	108,980	82,685	82,685
	<u>108,980</u>	<u>82,685</u>	<u>82,685</u>

The carrying value of payables approximates their fair value.

**12. Revenue Received in Advance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Other revenue in Advance	3,183	1,631	1,631
	<u>3,183</u>	<u>1,631</u>	<u>1,631</u>

**13. Finance Lease Liability**

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	4,839	5,683	5,683
Later than One Year and no Later than Five Years	5,375	3,300	3,300
	<u>10,214</u>	<u>8,983</u>	<u>8,983</u>
<b>Represented by</b>			
Finance lease liability - Current	4,839	5,683	5,683
Finance lease liability - Non current	5,375	3,300	3,300
	<u>10,214</u>	<u>8,983</u>	<u>8,983</u>



#### 14. 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 (St John's Girls' School Inc (Board of Proprietors)) is a related party of the School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School 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 School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

The total funds owing to the school by the proprietor are \$12,422.28, (2021: \$14,999.78).

## 15. Remuneration

### Key management personnel compensation

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i> Remuneration	2,444	3,295
<i>Leadership Team</i> Remuneration	289,329	297,584
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>291,773</u>	<u>300,879</u>

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. 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 1

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110-120	120-130
Benefits and Other Emoluments	0-10	20-30
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
110-120	1.00	0.00
	<u>1.00</u>	<u>0.00</u>

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

## 16. Compensation and Other Benefits Upon Leaving

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

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	\$0	\$0
Number of People	0	0

## **17. 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.

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 School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

## **18. Commitments**

### **(a) Capital Commitments**

As at 31 December 2022 the Board has not entered into 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 contracts:

(Operating Commitments at 31 December 2021 \$Nil).

## 19. 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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	187,525	173,321	205,865
Receivables	84,059	97,535	82,535
Total Financial assets measured at amortised cost	<u>271,584</u>	<u>270,856</u>	<u>288,400</u>

### Financial liabilities measured at amortised cost

Payables	108,980	82,685	82,685
Finance Leases	10,214	8,983	8,983
Total Financial Liabilities Measured at Amortised Cost	<u>119,194</u>	<u>91,668</u>	<u>91,668</u>

## 20. Events After Balance Date

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

## 21. Comparatives

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

# St John's Girls' School Strategic Aims and Analysis of Variance 2022



*Colour code – green is achieved*

## Strategic Aim:

- Within a safe, supportive learning environment, St John's Girls' School will encourage the development and achievement of each individual girl, giving priority to literacy and numeracy.
- To develop challenging, relevant learning experiences giving students the opportunity to develop the key competencies to enable them to be life-long learners.

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the board has identified the following priorities and targets for the year in accordance with our three-year strategy. We are focusing on the whole person rather than curriculum specific goals as our achievement data is high.

95% of all girls are achieving at or above expectations in reading, 96% of Maori students are doing the same.

86% of all girls are achieving at or above in writing, 79% of Maori students are doing the same.

88% of all girls are achieving at or above in mathematics, 92% of all Maori students are doing the same.

Strategic Aim 1: To continue to change our delivery of mathematics to incorporate open ended, rich tasks, to promote higher order and creative thinking based around the Jo Boaler philosophy, while retaining the best of our existing programme.		
2021	2022	2023
Trial this across the whole school	Evaluate what was done in 2021 and finetune the programme for 2022 considering the maths curriculum update.	Ensure practices are embedded.

Annual Plan – 2022 actions to achieve target – mostly a continuation of the actions for 2021.			
	Who	Cost	When
All staff following the Jo Boaler approach, plus using the best elements from the previous programme	Syndicate leaders	None	Ongoing
Frequent staff and syndicate meetings to share highlights and challenges	Principal		Ongoing

Time provided so teachers can observe other teachers within the school and at other schools.	Principal	\$2000		Ongoing
Invite Averil Lee in to run some PD to consolidate and extend teaching practice.	Principal	\$1000		Ongoing
Look at assessment practices to determine the most suitable assessment methods for this approach.	Leadership team	None		Ongoing
Analyse assessment data to determine the impact of using this approach.	Principal			November

**Monitoring:** Reporting by the principal each term to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

**How will we measure our success?** The girls' enjoyment and level of engagement in maths, assessment data and student voice surveying.

### How did we go in achieving what we set out to achieve?

- 2022 was a very challenging year with the large impact the pandemic had on our attendance, and at times, engagement. We are thrilled to have 88% of our girls achieving 'at or above' curriculum expectation for the year. We aim to increase this data at the end of 2023.
- We saw an increased level of confidence from the teaching staff. All teachers are delivering the programme in their classes.
- The girls' level of engagement when in class is high. They show obvious enjoyment of working collaboratively and this approach has filtered through into other curriculum areas.
- We are fortunate to have the opportunity to work alongside the Numeracy advisor from the University of Otago, Averil Lee. Her approaches to delivery and questioning are incredibly valuable, and our teaching staff gain a lot in the time we spent with her.
- We continue to look standardised assessments, weighing up their effectiveness in providing us with the data that we are looking for. We maintain our philosophy that speed is not the focus.
- Whilst time was provided for teachers to view the practice of others, this does need to be prioritised during additional release time.
- Syndicates have spent time discussing which of the big idea units in the Jo Boaler books are less effective. New units will be written to tailor to the needs of our girls.
- St John's was showcased in a university study on destreaming and the benefits of mixed-ability grouping. This work has been published outlining the benefits for all learners. We are proud of this work.

<b>Strategic Aim 2: Cultural Responsiveness (Year 4 of a similar aim which has been tweaked over the four years)</b> Ensure that every learner/ākongā and parent feels appreciated and included for who they are, in particular their identity, ancestry, language and culture.			
Ongoing: Continue to analyse data separately for Māori students to determine successes and needs; continue professional development upskilling teachers in Te Reo Māori and tikanga, teachers to set specific goals within the appraisal system in relation to the meaningful integration of Te Reo me ona Tikanga Māori into their classroom programme, investigate any barriers to learning and put in place an action plan to overcome them, Continue to incorporate Māori language into the Easter and Christmas Services and te reo into assemblies.			
<b>2020</b>	<b>2021</b>		
<p>Review actions from previous years and determine future actions building on what has been achieved</p> <p>Continue to incorporate Te Reo in newsletters and flyers.</p> <p>Ensure bi-cultural nature of NZ is evident around school.</p> <p>Celebrate other cultures through sharing their traditions and special events in class and in assembly, to build a sense of belonging and value.</p> <p>Incorporate whakatauki (Māori proverbs) and reo into our daily assemblies.</p> <p>Integrate te reo into our everyday conversations</p>	<p>Ensure practices are embedded in school.</p> <p>Dig deeper.</p> <p>Acknowledge and share cultural practices from other cultures, other than New Zealand European and Māori, within the school more.</p> <p>Integrate te reo into our everyday conversations</p> <p>Have rich conversations around culture and heritage in class following on from current events.</p>		
	<b>2022</b>		
	<p>Integrate NZ histories teaching into classroom lessons.</p> <p>Cultural weeks in assembly – celebrate all cultures in the school. Share this on school social media.</p> <p>Change classroom numbers to meaningful whānau names.</p> <p>Powhiri for new students and their families.</p> <p>Greater integration of Te reo Māori into newsletters and outward correspondence.</p> <p>Use greetings from many cultures, publicly.</p>		
<b>Annual Plan – 2022 actions to achieve target</b>			
Offer available external PD in te reo	Principal	\$500	Ongoing
Investigate working with local runanga to learn about Māori history and traditions.	Syn leaders	\$1000	
Investigate options around Cultural Responsiveness PD and offer to staff.	Principal	\$2000	Term 1
Ongoing staff development in Te Reo so the teachers are able to integrate elements of te reo into their everyday conversation. Set specific goals as a staff.	Principal		Ongoing
Ensure teachers share how they explicitly build knowledge of each girls' heritage and ancestry and how they share this knowledge with their class.	All		

Identify the girls who are from a different culture and invite them to share their special cultural events in assembly and syndicate events.	Teachers	Ongoing
Plan to incorporate more cultures into the topic rotation Multi Cultural Unit 2024.	All	
Allocate weeks in the school calendar for Cultural Weeks.	Leadership	Feb 2022
Review school correspondence, identifying multilingual greeting opportunities.	Principal	Ongoing
Plan and implement powhiri to begin the school year.	Leadership	Feb 2022
Review the naming of classrooms to better reflect our region.	All	Term 1

**Monitoring:** Reporting by the principal each term, to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

**How will we measure our success:** Qualitative data from the girls and their parents. Student voice. Commentary on events.

**Monitoring:** Reporting by the principal each term, to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

### How did we go in achieving what we set out to achieve?

- It has been exciting to see the confidence growth, across the school in the use of Te reo Maori. It is exciting.
- The school has had a lot of feedback about the obvious recognition of tikanga me ona Te reo Maori. The parent community sees it, and they value it.
- Our Katarahi leaders planned and implemented a cultural day in Term 3. This day saw the wholeschool rotation around 4 spaces, each immersing the visitors in a cultural experience. The cultures showcased are all represented among our girls and their families. Because of the success of this day, it is now an annual event.
- The teaching staff all completed a Te reo Maori course online. This was done outside of school. Some found it difficult, but still gained from it.
- Our whanau hui held in Term 4 was the most successful we have had to date. We coincided it with the school disco evening. This worked well. The format was that of a cup of tea and some supper in the school staffroom. We had about 15 parents attend, which was exciting given we had 19 families in the school identify as Maori. We listened and we shared. We had great feedback.
- We are aware that we have a long way to go in our aim of being culturally responsive. Because of this, we have chosen to continue with this aim, even though it was only scheduled on the 2022 charter until the end of that year. We have made great gains, and we are building traction so we need to carry on.
- Our next step involves forming genuine reciprocal relationships with the runanga so that we can better understand ourselves and where we come from.
- Whakatauki are now being published in the fortnightly newsletters, linking to the newsletter's content.



Strategic Aim 3: To extend our understanding and begin to implement the updated Social Sciences curriculum, in particular New Zealand Histories.		
2022	2023	2024
Explore the new document, in particular NZ Histories.	Explore the rest of the document and extend what was achieved in 2022 with NZ Histories.	

Annual Plan – 2022 actions to achieve target	Who	Cost	When
At staff meetings, explore the new curriculum document once it is finalised.	Principal		Ongoing
Investigate local Maori history.	All but led by the Principal		Ongoing
Investigate the many resources on TKI and ANZHC – Aotearoa – NZ Histories Curriculum to develop teacher’s knowledge of early history.	All but led by the Principal		Ongoing
Find suitable professional development	Principal	\$2000	

**Monitoring:** Reporting by the principal each term to the Board, to the school community at meetings and through the newsletter and to the MOE in the Analysis of Variance at the end of the year. Staff evaluation as part of general ongoing discussions.

**How will we measure our success?** Teacher survey

**Monitoring:** Principal report to Board. Staff evaluation as part of general ongoing discussions.

**How did we go in achieving what we set out to achieve?**

- We are finding this difficult to build traction in. There is such little resource available here in Murihiku.
- As a staff we explored the new curriculum, and enjoyed that format and the progressions.
- A barrier for teachers is accessing the knowledge in order to pass it onto the tamariki.
- Our inquiry long term plan has been adapted to best cater to NZ histories learning experiences.
- We have a staff only day scheduled for next term, based around unpacking the new curriculum, and diving deeper into the NZ histories curriculum.

## **ST JOHNS GIRLS SCHOOL**

### **St John's Girls' School**

#### **KIWISPORT 2022**

In 2022 the school received Kiwisport funding of \$1896.70 . The funding was spent on extra sports equipment and sports subscriptions to enable more girls to play sport. Most of the girls play at least one/two sports per week.