

ST JOHN'S GIRLS' SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	4131
Principal:	Brenda Mackay
School Address:	349 Dee Street, Invercargill 9810
School Postal Address:	349 Dee Street, Invercargill 9810
School Phone:	03 218 7759
School Email:	principal@stjohnsgirls.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Mark Billcliff	Chair Person	Elected	2022
Brenda Mackay	Principal ex Officio	ex Officio	2022
Angela Pope	Parent Rep	Elected	2022
Anna Reilly	Parent Rep	Elected	2022
Sandy Gilmete	Parent Rep	Elected	2022
John Schol	Parent Rep	Elected	2022
Phil Muir	BOP Rep	Elected	2022
Nathan Hughes	Staff Rep	Elected	2022

Accountant / Service Provider: BDO Invercargill

ST JOHN'S GIRLS' SCHOOL

Annual Report - For the year ended 31 December 2020

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St John's Girls' School

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Mark Billcliffe

Full Name of Board Chairperson



Signature of Board Chairperson

22.5.21

Date:

Brenda Mackay

Full Name of Principal



Signature of Principal

22.5.21

Date:

St John's Girls' School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	973,387	845,000	908,699
Locally Raised Funds	3	230,260	235,800	235,652
Use of Proprietor's Land and Buildings		140,800	306,000	140,800
Interest income		787	500	645
		<u>1,345,234</u>	<u>1,387,300</u>	<u>1,285,796</u>
Expenses				
Locally Raised Funds	3	62,020	80,900	78,082
Learning Resources	4	932,766	804,572	841,105
Administration	5	87,349	103,329	93,376
Finance		1,434	-	1,171
Property	6	176,800	351,500	182,901
Depreciation	7	31,565	25,000	28,937
		<u>1,291,934</u>	<u>1,365,301</u>	<u>1,225,572</u>
Net Surplus for the year		53,300	21,999	60,224
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>53,300</u></u>	<u><u>21,999</u></u>	<u><u>60,224</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 John's Girls' School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		359,122	359,122	294,625
Total comprehensive revenue and expense for the year		53,300	21,999	60,224
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		6,521	-	4,272
Equity at 31 December	19	418,943	381,121	359,122
Retained Earnings		418,943	381,121	359,122
Equity at 31 December		418,943	381,121	359,122

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 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	257,378	259,936	222,916
Accounts Receivable	9	141,923	111,516	111,517
GST Receivable		-	41	42
Inventories	10	33,566	34,384	34,385
		<u>432,867</u>	<u>405,877</u>	<u>368,860</u>
Current Liabilities				
GST Payable		4,356	-	-
Accounts Payable	12	86,169	74,785	74,558
Revenue Received in Advance	13	2,484	1,618	1,618
Finance Lease Liability - Current Portion	14	6,156	10,930	10,930
		<u>99,165</u>	<u>87,333</u>	<u>87,106</u>
Working Capital Surplus/(Deficit)		333,702	318,544	281,754
Non-current Assets				
Property, Plant and Equipment	11	91,059	69,344	84,136
		<u>91,059</u>	<u>69,344</u>	<u>84,136</u>
Non-current Liabilities				
Finance Lease Liability	14	5,818	6,767	6,767
		<u>5,818</u>	<u>6,767</u>	<u>6,767</u>
Net Assets		<u>418,943</u>	<u>381,121</u>	<u>359,122</u>
Equity	19	<u>418,943</u>	<u>381,121</u>	<u>359,122</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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		259,952	230,000	237,910
Locally Raised Funds		207,817	235,800	191,540
Goods and Services Tax (net)		4,397	-	(1,137)
Payments to Employees		(213,961)	(175,352)	(164,581)
Payments to Suppliers		(185,409)	(243,720)	(208,094)
Interest Paid		(1,434)	-	(1,171)
Interest Received		787	500	645
Net cash from/(to) Operating Activities		72,149	47,228	55,111
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(38,487)	(10,208)	(17,923)
Net cash from/(to) Investing Activities		(38,487)	(10,208)	(17,923)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,521	-	4,272
Finance Lease Payments		(5,721)	-	(8,048)
Net cash from/(to) Financing Activities		800	-	(3,776)
Net increase/(decrease) in cash and cash equivalents		34,462	37,020	33,412
Cash and cash equivalents at the beginning of the year	8	222,916	222,916	189,504
Cash and cash equivalents at the end of the year	8	257,378	259,936	222,916

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 2020

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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Grants

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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



g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) 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	4-5 years
Library resources	12.5% Diminishing value



k) Impairment of property, plant, and equipment

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 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.

l) 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.

m) Employee Entitlements*Short-term employee entitlements*

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from [international, hostel students and grants received] (delete as appropriate) 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.

o) 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.

p) Financial Instruments

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

The School's financial liabilities comprise accounts payable, borrowings 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.

q) 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.

r) Budget Figures

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

s) 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	229,301	224,000	233,607
Teachers' Salaries Grants	713,436	615,000	670,789
Other MoE Grants	21,690	6,000	4,303
	<u>973,387</u>	<u>845,000</u>	<u>908,699</u>

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	15,320	12,000	9,849
Activities	189,041	191,800	195,584
Trading	25,899	32,000	29,472
Fundraising	-	-	407
Other Revenue	-	-	340
	<u>230,260</u>	<u>235,800</u>	<u>235,652</u>
Expenses			
Activities	39,639	50,600	51,786
Trading	22,381	30,300	26,296
	<u>62,020</u>	<u>80,900</u>	<u>78,082</u>
<i>Surplus for the year Locally raised funds</i>	<u>168,240</u>	<u>154,900</u>	<u>157,570</u>



4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	25,028	31,620	26,241
Equipment Repairs	1,186	4,000	776
Information and Communication Technology	4,310	3,100	4,616
Library Resources	833	1,500	1,550
Employee Benefits - Salaries	895,003	754,352	800,515
Staff Development	6,406	10,000	7,408
	<u>932,766</u>	<u>804,572</u>	<u>841,105</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	2,499	3,179	4,166
Board of Trustees Fees	-	4,000	-
Board of Trustees Expenses	10,457	17,800	9,746
Communication	3,114	3,200	3,124
Consumables	3,133	4,800	3,864
Operating Lease	3,798	9,900	6,066
Other	15,813	14,150	10,108
Employee Benefits - Salaries	37,682	36,000	37,223
Insurance	714	2,200	2,001
Service Providers, Contractors and Consultancy	10,139	8,100	17,078
	<u>87,349</u>	<u>103,329</u>	<u>93,376</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	4,828	5,500	5,483
Consultancy and Contract Services	18,380	17,000	18,709
Heat, Light and Water	7,516	19,000	12,962
Repairs and Maintenance	5,276	4,000	5,910
Use of Land and Buildings	140,800	306,000	140,800
Employee Benefits - Salaries	-	-	(964)
	<u>176,800</u>	<u>351,500</u>	<u>182,901</u>

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



7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	13,782	10,455	12,102
Information and Communication Technology	11,200	6,768	7,834
Leased Assets	5,474	6,780	7,848
Library Resources	1,109	997	1,153
	<u>31,565</u>	<u>25,000</u>	<u>28,937</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	194,172	202,109	165,318
Bank Call Account	63,206	57,827	57,828
Bank Overdraft	-	-	(230)
Cash and cash equivalents for Statement of Cash Flows	<u>257,378</u>	<u>259,936</u>	<u>222,916</u>

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	7,850	14,094	14,095
St John's Girls' School Board of Proprietors	74,220	44,667	44,667
Teacher Salaries Grant Receivable	59,853	52,755	52,755
	<u>141,923</u>	<u>111,516</u>	<u>111,517</u>
Receivables from Exchange Transactions	82,070	58,761	58,762
Receivables from Non-Exchange Transactions	59,853	52,755	52,755
	<u>141,923</u>	<u>111,516</u>	<u>111,517</u>

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	33,565	34,384	34,385
	<u>33,565</u>	<u>34,384</u>	<u>34,385</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	46,582	24,412			(13,782)	57,212
Information and Communication Technology	11,543	13,273			(11,200)	13,616
Leased Assets	17,938				(5,474)	12,464
Library Resources	8,074	1,125	(323)		(1,109)	7,767
Balance at 31 December 2020	84,137	38,810	(323)	-	(31,565)	91,059

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	256,213	(199,001)	57,212
Information and Communication Technology	76,789	(63,173)	13,616
Leased Assets	65,393	(52,929)	12,464
Library Resources	34,903	(27,136)	7,767
Balance at 31 December 2020	433,298	(342,239)	91,059

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	48,346	10,431			(12,195)	46,582
Information and Communication Technology	14,524	4,480			(7,461)	11,543
Leased Assets	5,204	20,862			(8,128)	17,938
Library Resources	7,605	1,802	(180)		(1,153)	8,074
Balance at 31 December 2019	75,679	37,575	(180)	-	(28,937)	84,137

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	231,801	(185,219)	46,582
Information and Communication Technology	63,516	(51,973)	11,543
Leased Assets	65,393	(47,455)	17,938
Library Resources	35,183	(27,109)	8,074
Balance at 31 December 2019	395,893	(311,756)	84,137



12. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	4,888	6,234	6,006
Accruals	3,179	1,835	1,836
Capital Accruals for PPE items	-	1,000	1,000
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	77,998	65,564	65,564
Employee Entitlements - Leave Accrual	104	152	152
	<u>86,169</u>	<u>74,785</u>	<u>74,558</u>
Payables for Exchange Transactions	86,169	74,785	74,558
	<u>86,169</u>	<u>74,785</u>	<u>74,558</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	2,484	1,618	1,618
	<u>2,484</u>	<u>1,618</u>	<u>1,618</u>

14. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	7,015	10,930	10,930
Later than One Year and no Later than Five Years	6,166	6,767	6,767
	<u>13,181</u>	<u>17,697</u>	<u>17,697</u>



15. 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 Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

The total funds owing by the school to the proprietor at 31 December 2020 is \$65,321, (2019: \$44,667).

In addition the school has entered into a Service Level Agreement with the Proprietor for the provision of services, including administration and payroll, for the amount of \$50,000.

16. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,470	3,460
Full-time equivalent members	0.20	0.15
<i>Leadership Team</i>		
Remuneration	311,619	280,786
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	314,089	284,246
Total full-time equivalent personnel	3.20	3.15

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.

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	110-120
Benefits and Other Emoluments	10-20	10-20
Termination Benefits	-	-



17. 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.

18. Commitments

(a) Capital Commitments

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

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

19. 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.



20. 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	257,378	259,936	222,916
Receivables	141,923	111,516	111,517
Total Financial assets measured at amortised cost	<u>399,301</u>	<u>371,452</u>	<u>334,433</u>

Financial liabilities measured at amortised cost

Payables	86,169	74,785	74,558
Finance Leases	11,974	17,697	17,697
Total Financial Liabilities Measured at Amortised Cost	<u>98,143</u>	<u>92,482</u>	<u>92,255</u>

21. Events After Balance Date

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



St John's Girls' Strategic Aims and Analysis of Variance 2020

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 which meet the needs and interests of the students, giving them the opportunity to develop the key competencies to enable them to be life-long learners.

As a result of community consultation, the analysis of EOY 2019 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.

93% of all girls are achieving at or above expectations in reading, 89% of Maori students are doing the same.

89% of all girls are achieving at or above in writing, 89% of Maori students are doing the same.

91% of all girls are achieving at or above in mathematics, 88% of all Maori students are doing the same.

Strategic Aim 1: To increase the profile of science within the school		
Rationale: To change the perception of some parent's around how much science is happening in the school. The Board became aware via the last two annual BOT parental surveys that some parents have the perception that there is not much science taught.		
2020	2021	2022
Look at how much science is happening in the school Ensure we have good coverage Communicate this to parents/girls	Review actions from previous years and determine future actions.	Ensure practices are embedded in school

Target group – whole school community, parents, support staff and students

Plan Annual Plan – 2020 actions to achieve target	Who is responsible?	Cost?	When?
Look at how much science is happening in the school – where, what levels, depth	Leadership team at staff meeting		Term 1
Review the current topic/inquiry 4 year rotation plan	All teachers		Term 1
Adjust plan to incorporate more science if required.	Leadership		Ongoing
When undertaking science activities, share this with parents. Communicate regularly and explicitly with parents through Facebook and the newsletter.			Ongoing but starting in Term 1
Invite parents in to help or to share their knowledge with the girls.	All teachers		Ongoing
Evaluate the success of the plan	All teachers		Ongoing

When we examined our programme, we realised that we were covering a lot of science. We didn't need to adjust the 4 Year rotation plan to incorporate more science.

The parents were sent information around how science is currently taught using an integrated approach, what topics were covered and when, and they were asked for any concerns. The responses were mostly positive.

The responses made us realise that we were not clearly communicating to parents (or the girls) when we were investigating a science topic. We assumed they would know that the topic being investigated included science. This has improved but we can still do better.

Several exciting things derived from the aim. Everyone became more aware of science in the curriculum and in the world around us. Discussion about all things science increased.

In one junior class, as part of newsboard, each girl was asked to prepare a science experiment to share with the class. Each girl was responsible for organising the equipment required, setting up the experiment, carrying it out and asking the other class members to explain what they saw. If they couldn't, she would explain. The science was quite remarkable, well beyond what would be expected from 6-year olds. The parents really got behind it, sharing their knowledge. We are not continuing with this aim into 2021 as we have achieved what we wanted to.

Strategic Aim 2: (Year 2 of aim)		
Ensure that every learner/ākonga feels appreciated and included for who they are, in particular their identity, ancestry, language and culture. (2019 goal- All girls will experience a sense of belonging and be proud of their culture) – 2020 extend this		
Ongoing: Continue to analyse data separately for Maori students to determine successes and needs; continue professional development upskilling teachers in Te Reo Maori and tikanga, teachers to set specific goals within the appraisal system in relation to the meaningful integration of Te Reo me ona Tikanga Maori into their classroom programme, investigate any barriers to learning and put in place an action plan to overcome them, Continue to incorporate Maori language/element into the Easter and Christmas Services and te reo into assemblies.		
2019	2020	2021
Restart a kaphaka group Kaphaka group to perform at Polyfest Communicate what is done already to the school community Continue to integrate more Te reo into newsletters and flyers Add Maori signage around the exterior of school. Continue to end each day with a karakia at least twice a week. Incorporate whakatauki (Maori proverbs) and reo into our daily assemblies. Continue to incorporate Maori language/element into the Easter and Christmas Services	Review actions from previous years and determine future actions building on what has been achieved Continue to incorporate Te Reo in newsletters and flyers. Ensure bi-cultural nature of NZ is evident around school. Analyse data for girls from other cultures to determine progress and needs Celebrate other cultures through sharing their traditions and special events in class and in assembly, to build a sense of belonging and value Incorporate whakatauki (Maori proverbs) and reo into our daily assemblies. Integrate te reo into our everyday conversations	Ensure practices are embedded in school

Plan Annual Plan – 2020 actions to achieve target	Who is responsible?	Cost?	When?
Ensure new staff are competent and confident in teaching and delivering the school karakia. Incorporate the school karakia into assembly	All		Term 1
Offer external PD in te reo	Principal	\$500	Ongoing
Continue to end each day with a karakia at least twice a week.	Syndicate leaders		Ongoing
Ongoing staff development in Te Reo so the teachers are able to integrate elements of te reo into their everyday conversation. Set specific weekly goals as a staff.	Deputy Principal		Ongoing
Identify the girls who are from a different culture and invite them to share their special cultural events.	Teachers		Term 1
Investigate special events from these cultures and incorporate them into the classroom programme/assembly Start a Cultural Club? Invite girls/parents to share their culture in assembly/small groups/classes.	All		Ongoing
Continue to use greetings from other cultures at line up and when greeting each other.	Principal		Ongoing
Continue instruction in Te reo, Spanish or German or French for Year 7/8.	Deputy Principal		Ongoing
Make the most of opportunities to build a multicultural school, where all cultures feel valued, through inviting parents in to share and through sharing in the wider school community.	All		Ongoing
Explicitly share what we do to build knowledge of each other's heritage and ancestry - newsboard, Who Am I?	All		
Incorporate more cultures into the topic rotation Culture Unit.	All		

- The feedback from the girls tells us the staff are inclusive of different cultures and they feel their culture and identity is valued however we know some parents are not. This comes through some unkind comments made by girls to other girls reflecting their parent's views. We deal with it as it arises and include messages about being tolerant in assembly. It is only from a few but it goes against everything we believe in.
- The teachers' ability to use Te Reo is constantly expanding, largely lead and modeled by the deputy principal and indirectly, the Year 8 girls. We need to increase its use in the newsletter.
- Achievement data is always analysed to determine if our Maori students are achieving. While we thought it would be worthwhile to analyse data for girls from other cultures, there are not enough in each group to make it useful for the time required to do so. The girls would be easily identified and it wouldn't tell us anything that we don't already know.
- Professional development in Te Reo is available for anyone who wants to undertake it. A teacher completed an intensive course a couple of years ago.
- Staff are becoming more confident integrating reo into everyday conversations. The girls learn new nga kupu quickly but don't tend to use them in every day conversation. We need to model this more.
- Each class finishes with a karakia generally every day.
- In term 4, the whole school had a cultural sharing day. Each class was split into groups to research an aspect of a country and prepared a presentation to share the knowledge with the rest of the school. The countries chosen were representative of the nationalities within our school. It was a wonderful interactive day with lots of learning.
- We planned to take the whole school to the Murihiku Marae but numbers allowed were reduced due to Covid making the logistics impossible for us. We have a trip planned for 2021.
- The Year 8 girls are sharing stories in assembly, from various cultures written and illustrated by 10 – 13 year olds. This is going well.

- We chose not to start a Cultural club.
- Kapa haka went well in 2020 and the numbers have continued to increase.

We are aware and value each girls' culture so we are well on the journey. However, we need to continue to build and use Te Reo and in 2022, we need to incorporate New Zealand histories.

Strategic Aim 3: To implement the Digital Curriculum (Year 2 of aim)		
2019	2020	2021
Ensure staff know what the Digital Curriculum is about and are moving towards having the skills to begin to implement it in 2020	Implement the curriculum	Identify barriers/gaps and put in place a plan to eliminate them

Plan Annual Plan – 2020 actions to achieve target	Who	Cost	When
Continue to work through the MOE Digital Readiness tool at staff meetings	Deputy principal		Ongoing
Provide relevant professional development after determining needs, utilising within school expertise and external agencies. If required, apply for professional learning development through the MOE.	Principal	2000	Ongoing
Continue to utilise the ILT funded ICT Facilitator to upskill the girls and the teachers on coding, and the use of iPads in the junior school.	Teachers		Ongoing
Use John Parsons to teach cyber safety throughout the school as per our 3 year rotation of providers.	Deputy principal		Term 1
Add a digital tech box to the planning templates.	Syndicate leaders		Term 1
Send staff to relevant professional development as it arises, with the expectations they will upskill staff on their return	Principal		Ongoing

- We stopped doing the MOE Digital Readiness Pikau. Initially they were valuable but as we moved through the levels, they were a little overwhelming.
- At staff meetings, teachers shared what they were doing and how they were incorporating the new curriculum.
- Teachers needed help to identify where they were already teaching the digital curriculum as most of them were teaching elements of it, without realizing it.
- We have made good progress as there are a lot of things happening in the school, especially around computational thinking. The junior school was proactive in using outside expertise to upskill the girls and themselves mostly in computational thinking. They now need to look at the essence of the whole Digital Curriculum, the technological process, design, trial, modify.
- To this end, the junior school looked at digital outcomes and coding as their inquiry/topic focus for term 3.
- We still need to do more work around creating digital outcomes. To this end, the Parents' Association donated \$5000 for the senior school to purchase 10 additional iPads for the classes to share for movie making.
- All teachers have positive attitudes to upskilling. Finding the time to do so in an already crowded curriculum is not easy.
- To assist in this, the board are paying for a teacher to be released from her classroom one day a week in 2021 to upskill teachers and their class. The area to be upskilled in is negotiated between the teacher and the expert teacher based on what is happening in the classroom, making the new learning as authentic as possible.
- We are well on the way.

Strategic Aim 4: To meet the needs of staff and students around Well Being		
2020	2021	2022
To determine needs and put a plan in place to meet those needs.	To review the previous year's steps and build on it.	Make sure wellbeing is well catered for.

Plan Annual Plan – 2020 actions to achieve target	Who	Cost	When
Determine needs	All staff		Term 1
Continue to utilise the skills of Lyn Sanderson, the Public Health Nurse	Principal		Ongoing
Approach a counsellor to work with our girls and staff regularly	Principal	\$7000	Term 4 2019/ Term 1 2020
Make relevant parents/caregivers aware of this service.	Principal		Term 1
Evaluate the effectiveness of the service	Principal		Ongoing
Be aware of staff wellbeing needs and cater for them	Leadership team	Reliever costs	Ongoing

- A Psychotherapist, was contacted to see if she would be our 'go to' counsellor for the girls and staff who require help. Several girls, parents and staff accessed this counsellor, confidentially.
Prior to Lockdown, the health nurse filled a void by being available for the senior girls. This worked well. After lockdown, the health nurse was assigned different duties which meant she was no longer available and accessing a counselor became almost impossible as there was often a three week wait. During this time, staff stepped up to fill the void but this was onerous on top of the existing load and often we lack the necessary skills. As a staff, we quietly helped several children who required extra TLC.
- We are proactive in dealing with wellbeing, be it with girls, staff or parents. We discuss students and families who require support and provide what we can quietly. This is all done confidentially, with those who need to know in the discussion.
- At the end of 2019, when the hostel closed, we organised for three of our 2020 boarders to private board with families in our school community.
- The Care Committee provide help for teachers and families who require additional support, due to a bereavement, accident, illness or other circumstances that impact negatively on people's lives. They also celebrate births. The work that is facilitated by the Care Committee is a huge asset to the school.
- We successfully worked with parents to determine what was behind various girls' learning difficulties. This led to a reduction in anxiety as the girls realised that they are intelligent but that they learn differently.
- Our Year 7 and Year 8 classes were two out of 10 classes in New Zealand trialing a pilot St John Wellbeing programme funded by Power Net. St John worked in conjunction with Core Education to deliver it. It was excellent, involving 10 hours over 10 weeks.
- Our Year 5/6 classes took part in a free nutrition programme in term 4. It involved 3 hours looking at healthy eating, noting the fat and sugar content in food, reading labels and ending with a visit to the supermarket. We had been discussing the need for this so were delighted when the programme was offered to us. Many girls felt empowered.
- A child struggled to return to school after Covid. We worked closely with the parents for several months and made gains. It impacted the girls in the class and the teachers so we successfully changed what we did, looking after everyone's wellbeing and in particular the child's.

- The release days that were planned for appraisal review were not used due to covid. They have been reallocated for 2021. The board also moved to allow each teacher 2 days per term on a pro rata basis for additional, on site release. Additional release is the number one request from teachers to improve their wellbeing.
- As part of looking after wellbeing, every staff member has read a book, Rupert's Big Black Dog which is a children's book about anxiety and depression. The book takes approximately one hour to read. The plan is that each senior class will have it read to them late in term 1, once relationships between the new teacher and the class has been established, in suitable bursts of time for their age. The teachers will scaffold discussion about the book. It is a great opportunity to start conversations about anxiety with the hope that it will become something we do every year. We asked several parents to read it. They have given feedback which has changed how we will use the book. We are noticing more and more girls coming to us with issues around anxiety, some quite serious.

As a staff, we are proactive in dealing with wellbeing. Having timely access to a counsellor, shared on a pro rata basis with other schools, ie one counselor to 500 students, would make a huge difference.

Going forward – we will keep doing what we are doing, much of it below the radar.

Kiwisport Funding 2020

Kiwisport is a Government initiative to support student's participation in organised sport. In 2020, the school received a total of \$1975 exclusive. 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 sport per week.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST JOHN'S GIRLS' SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of St John's Girls' School (the School). The Auditor-General has appointed me, Kenneth Sandri, using the staff and resources of Crowe, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, 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 Cash Flow Statement 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.

Our audit was completed on 22/05/2021. 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, but does not include the financial statements, and our auditor's report thereon.¹

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.



Kenneth Sandri
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand