



ST MARY'S COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	50
Principal:	Sarah Dwan
School Address:	11 New Street, Ponsonby, Auckland 1011
School Postal Address:	PO Box 47003, Ponsonby, Auckland 1011
School Phone:	(09) 376 6568
School Email:	eo@stmaryak.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained
Craig Brownie	Chairperson	Re-elected June 2019
Sarah Dwan	Principal	ex Officio - appointed October 2019
David Yates	Parent Rep	Elected June 2019
Michael Kwok	Parent Rep	Re-elected June 2019
Shelly Kopu	Parent Rep	Elected June 2019
Ward Kamo	Parent Rep	Elected June 2019
Vika Fasavalu	Parent Rep	Elected June 2019
Jo Williams	Proprietor Rep	Resigned October 2020
Roly Smoldon	Proprietor Rep	Position commenced Feb 2018
Shyrelle Mitchell	Proprietor Rep	Position commenced May 2020
Frank Godinet	Proprietor Rep	Position commenced May 2020
Arjen van Helsdingen	Proprietor Rep	Resigned May 2020
Sr Leona Garchow	Proprietor Rep	Position commenced May 2019
Constance McCombe	Staff rep	Elected June 2019
Nana Frimpong	Student Rep	Elected September 2019
Salomia Joby	Student Rep	Elected September 2020

St Mary's College

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 21</u>	Notes to the Financial Statements
	Other Information
<u>22</u>	Kiwisport
<u>23 - 38</u>	Analysis of Variance

ST Mary's College

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.

Craig Brownie

Full Name of Board Chairperson



Signature of Board Chairperson

09 September 2021

Date:

Sarah Dwan

Full Name of Principal



Signature of Principal

09 September 2021

Date:

ST Mary's College

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	8,085,875	7,220,341	7,417,373
Locally Raised Funds	3	1,500,947	2,049,105	1,994,354
Use of Proprietor's Land and Buildings		5,760,000	5,040,000	5,040,000
Interest income		38,009	65,000	72,450
International Students	4	693,324	784,995	733,958
		<u>16,078,156</u>	<u>15,159,441</u>	<u>15,258,135</u>
Expenses				
Locally Raised Funds	3	446,962	877,765	808,051
International Students	4	365,636	373,129	353,147
Learning Resources	5	7,768,210	7,280,016	7,232,723
Administration	6	722,607	756,206	754,756
Finance		10,780	5,000	21,491
Property	7	6,465,807	5,677,351	5,635,594
Depreciation	8	337,365	273,751	393,593
Loss on Disposal of Property, Plant and Equipment		1,967	-	1,166
Amortisation of Intangible Assets	13	2,112	2,000	2,078
Amortisation of Equitable Leasehold	14	3,751	3,000	3,751
		<u>16,125,197</u>	<u>15,248,218</u>	<u>15,206,350</u>
Net Surplus / (Deficit) for the year		(47,042)	(88,777)	51,784
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(47,042)</u>	<u>(88,777)</u>	<u>51,784</u>

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

St Mary's College

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		<u>2,280,724</u>	<u>2,280,724</u>	<u>2,228,940</u>
Total comprehensive revenue and expense for the year		(47,042)	(88,777)	51,784
Equity at 31 December	24	<u>2,233,683</u>	<u>2,191,947</u>	<u>2,280,724</u>
Retained Earnings		2,233,683	2,191,947	2,280,724
Equity at 31 December		<u>2,233,683</u>	<u>2,191,947</u>	<u>2,280,724</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

St Mary's College

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	432,503	510,000	640,798
Accounts Receivable	10	530,242	478,000	454,900
Prepayments		20,056	15,613	31,049
Investments	11	2,218,927	2,200,000	2,150,004
		<u>3,201,729</u>	<u>3,203,613</u>	<u>3,276,751</u>
Current Liabilities				
GST Payable		39,854	25,000	21,928
Accounts Payable	15	723,638	565,000	468,804
Revenue Received in Advance	16	479,506	715,000	830,387
Provision for Cyclical Maintenance	17	149,242	64,695	68,447
Finance Lease Liability - Current Portion	18	63,653	80,000	106,472
Funds held in Trust	19	501,584	500,000	558,804
		<u>1,957,476</u>	<u>1,949,695</u>	<u>2,054,842</u>
Working Capital Surplus		1,244,253	1,253,918	1,221,909
Non-current Assets				
Property, Plant and Equipment	12	1,332,411	1,300,000	1,354,478
Intangible Assets	13	4,371	5,500	6,483
Equitable Leasehold	14	82,529	82,529	86,280
		<u>1,419,311</u>	<u>1,388,029</u>	<u>1,447,241</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	17	317,118	350,000	349,695
Finance Lease Liability	18	112,764	100,000	38,730
		<u>429,882</u>	<u>450,000</u>	<u>388,425</u>
Net Assets		<u>2,233,683</u>	<u>2,191,947</u>	<u>2,280,724</u>
Equity	24	<u>2,233,683</u>	<u>2,191,947</u>	<u>2,280,724</u>

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

St Mary's College

Statement of Cash Flows

For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	2,101,393	1,852,625	1,675,468
Locally Raised Funds	1,493,173	2,086,105	2,112,760
International Students	353,325	684,995	1,020,179
Goods and Services Tax (net)	17,926	(5,000)	(45,392)
Funds Administered on Behalf of Third Parties	(57,220)	(50,000)	(82,466)
Payments to Employees	(2,221,538)	(2,227,186)	(2,035,798)
Payments to Suppliers	(1,560,489)	(2,141,536)	(2,143,232)
Cyclical Maintenance Payments in the year	(11,615)	(18,162)	-
Interest Paid	(10,780)	(5,000)	(21,491)
Interest Received	42,504	66,500	76,722
Net cash from/(to) Operating Activities	146,679	243,341	556,750
Cash flows from Investing Activities			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	1,304	(30,000)	-
Purchase of Property Plant & Equipment (and Intangibles)	(356,922)	(124,000)	(356,106)
Purchase of Investments	(68,923)	(200,000)	(341,505)
Net cash from/(to) Investing Activities	(424,541)	(354,000)	(697,610)
Cash flows from Financing Activities			
Finance Lease Payments	69,567	(20,000)	(180,338)
Net cash from/(to) Financing Activities	69,567	(20,000)	(180,338)
Net increase/(decrease) in cash and cash equivalents	(208,295)	(130,659)	(321,197)
Cash and cash equivalents at the beginning of the year	640,799	640,659	961,996
Cash and cash equivalents at the end of the year	432,503	510,000	640,799

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

St Mary's College

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

St Mary's College (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.

Cyclical maintenance

The property from which the school operates is owned by the Proprietor. The school recognises its obligation to maintain the buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 17.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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 School's use of the land and buildings as occupant is based on a property occupancy document. The expense is based on an assumed market rental yield on the value of 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) 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 credit losses (uncollectable debts). However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Investments

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

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	15 years
Information and communication technology	4-5 years
Plant and Machinery	7.5 years
Motor vehicles	10 years
Musical instruments	5 years
Science and sports equipment	5 years
Library resources and textbooks	12.5% Diminishing value
Leased assets held under a Finance Lease	Term of Lease

j) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

k) Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

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.

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

p) Provision for Cyclical Maintenance

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

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

q) Financial Assets and Liabilities

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

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

r) Borrowings

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

s) 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.

t) 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	1,714,428	1,699,984	1,605,475
Teachers' Salaries Grants	5,985,141	5,400,000	5,613,621
Resource Teachers Learning and Behaviour Grants	35,231	30,950	35,048
Other Government Grants	351,075	89,407	163,229
	<u>8,085,875</u>	<u>7,220,341</u>	<u>7,417,373</u>

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	519,798	500,000	506,616
Activities	215,917	500,000	445,964
Activities - Overseas travel	-	85,000	90,136
Trading	18,231	16,000	19,747
Fundraising	198,996	295,100	308,515
Other Revenue	548,005	653,005	623,376
	<u>1,500,947</u>	<u>2,049,105</u>	<u>1,994,354</u>
Expenses			
Activities	234,320	503,095	427,592
Activities - Overseas travel	-	85,000	90,136
Trading	9,958	8,000	12,125
Fundraising (Costs of Raising Funds)	1,490	5,000	443
Other Locally Raised Funds Expenditure	201,193	276,670	277,755
	<u>446,962</u>	<u>877,765</u>	<u>808,051</u>
<i>Surplus for the year Locally raised funds</i>	<u>1,053,986</u>	<u>1,171,340</u>	<u>1,186,303</u>

The revenue and expenditure relating to Overseas Travel which is material to the School is disclosed separately in Locally Raised Funds. There was no Overseas Travel in the 2020 school year due to COVID-19. (2019: Twenty Year 11-13 students participated in a two week trip to China, visiting three cities, Beijing, Xi'an and Shanghai. This overseas experience provided students with knowledge about Chinese culture studied in class. Students had the opportunity to use their language skills in different situations, visit a school in Shanghai and sample the local cuisine.)

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	39	46	46
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	693,324	784,995	733,958
Expenses			
Advertising	12,979	14,000	1,772
Commissions	89,917	75,000	69,477
International Student Levy	8,636	18,000	24,139
Employer Benefit - Salaries	190,419	175,500	168,134
Other Expenses	63,687	60,629	16,433
Overseas Travel	-	30,000	56,584
	365,636	373,129	336,539
<i>Surplus for the year International Students</i>	327,688	411,866	397,419

2020 Overseas Travel: Nil

(2019 Overseas Travel: During the year ended 31 December 2019 the Director of International Students and the Principal travelled to Vietnam, Thailand Hong Kong, England and Germany at a total cost of \$16,608, for the purpose of recruiting new International Students for the school. The travel was funded from the marketing budget generated by the international student fees revenue.)

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	116,075	138,390	125,051
Equipment Repairs	3,065	6,300	6,447
Information and Communication Technology	219,895	274,495	123,792
Extra-Curricular Activities	79,960	88,955	73,258
Library Resources	5,279	6,750	6,138
Employee Benefits - Salaries	7,308,702	6,687,126	6,856,252
Staff Development	30,233	73,000	56,277
Staff Development International Travel Scholarship	5,000	5,000	6,999
	7,768,210	7,280,016	7,254,214
	7,768,210	7,280,016	7,254,214

The Board of Trustees Staff Scholarship for Professional Development is awarded to a teacher each year by an appointed panel. This annual scholarship ensures teaching pedagogy at the school is relevant for a 21st Century learning environment. Scholarship recipients provide a collaborative professional development session for the staff and a report is presented to the Board. The Board of Trustees support this initiative as necessary for the effective operation of the school and provides an annual budget of \$5,000 per annum and covers relief costs involved.

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	8,557	8,643	6,589
Board of Trustees Fees	5,430	5,500	5,325
Board of Trustees Expenses	8,176	15,500	27,944
Communication	13,088	12,000	15,160
Consumables	15,466	18,000	17,673
Other	52,846	55,800	39,877
Employee Benefits - Salaries	601,319	611,963	606,230
Insurance	12,881	13,500	12,353
Service Providers, Contractors and Consultancy	4,844	15,300	23,605
	<u>722,607</u>	<u>756,206</u>	<u>754,756</u>

7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	220,383	201,600	211,460
Consultancy and Contract Services	15,732	8,000	10,612
Cyclical Maintenance Provision	59,833	65,000	47,428
Grounds	50,229	40,250	45,374
Heat, Light and Water	126,355	119,750	125,695
Repairs and Maintenance	102,113	78,751	82,576
Use of Land and Buildings	5,760,000	5,040,000	5,040,000
Security	26,032	14,000	19,588
Employee Benefits - Salaries	105,129	110,000	52,862
	<u>6,465,807</u>	<u>5,677,351</u>	<u>5,635,594</u>

8. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Musical instruments	3,408	3,500	3,709
Furniture and Equipment	94,870	95,000	97,056
Information and Communication Technology	67,285	30,100	87,371
Science and Sports Equipment	10,242	10,000	7,924
Plant and Machinery	10,087	10,000	10,303
Leased Assets	111,748	92,251	147,486
Library and Textbook Resources	29,565	30,000	29,583
Motor Vehicles	10,160	2,900	10,160
	<u>337,365</u>	<u>273,751</u>	<u>393,592</u>

9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	-	-	700
Bank Current Account	24,782	10,000	9,544
Bank Call Account	407,721	500,000	630,554
Cash and cash equivalents for Statement of Cash Flows	<u>432,503</u>	<u>510,000</u>	<u>640,798</u>

Of the \$432,547 Cash and Cash Equivalents, \$8,000 of unspent Government contestable Star funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

(2019: Of the \$81,461 Cash and Cash Equivalents, \$18,882 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.)

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	58,311	60,000	61,420
Receivables from the Ministry of Education	-	9,500	9,648
Interest Receivable	4,154	8,500	8,649
Teacher Salaries Grant Receivable	467,778	400,000	364,901
Banking Staffing Underuse	-	-	10,282
	<u>530,242</u>	<u>478,000</u>	<u>454,900</u>
Receivables from Exchange Transactions	62,465	70,000	70,069
Receivables from Non-Exchange Transactions	467,778	408,000	384,831
	<u>530,242</u>	<u>478,000</u>	<u>454,900</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	2,218,927	2,200,000	2,150,004
Total Investments	<u>2,218,927</u>	<u>2,200,000</u>	<u>2,150,004</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	653,039	5,548	-	-	(94,870)	563,717
Information and Communication	231,346	173,973	(15,627)	-	(67,285)	322,406
Musical Instruments	8,207	1,955	-	-	(3,408)	6,754
Science and Sport Equipment	14,725	27,754	-	-	(10,242)	32,237
Plant and Machinery	43,316	-	-	-	(10,087)	33,229
Motor Vehicles	44,851	-	-	-	(10,160)	34,691
Leased Assets	125,542	84,875	-	-	(111,748)	98,669
Library and Textbooks Resources	233,453	36,820	-	-	(29,565)	240,708
Balance at 31 December 2020	1,354,478	330,925	(15,627)	-	(337,365)	1,332,411

The net carrying value of equipment held under a finance lease is **\$98,669 (2019: \$125,542)**

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	1,533,363	(969,646)	563,717
Information and Communication	887,157	(564,750)	322,406
Musical Instruments	133,633	(126,879)	6,754
Science and Sport Equipment	152,753	(120,516)	32,237
Plant and Machinery	196,474	(163,245)	33,229
Motor Vehicles	76,198	(41,507)	34,691
Leased Assets	397,905	(299,236)	98,669
Library and Textbooks Resources	579,908	(339,200)	240,708
Balance at 31 December 2020	3,957,391	(2,624,979)	1,332,411

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Furniture and Equipment	576,584	173,511	-	-	(97,056)	653,039
Information and Communication	201,277	118,413	(973)	-	(87,371)	231,346
Musical Instruments	9,220	2,696	-	-	(3,709)	8,207
Science and Sports Equipment	21,044	1,605	-	-	(7,924)	14,725
Plant and Machinery	38,691	15,121	(193)	-	(10,303)	43,316
Motor Vehicles	55,011	-	-	-	(10,160)	44,851
Leased Assets	229,828	43,200	-	-	(147,486)	125,542
Library and Textbook resources	236,067	26,970	-	-	(29,583)	233,454
Balance at 31 December 2019	1,367,722	381,515	(1,166)	-	(393,592)	1,354,478

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Furniture and Equipment	1,527,815	(874,776)	653,039
Information and Communication	1,000,063	(768,717)	231,346
Musical Instruments	131,678	(123,471)	8,207
Science and Sports Equipment	124,999	(110,274)	14,725
Plant and Machinery	201,574	(158,258)	43,316
Motor Vehicles	76,198	(31,347)	44,851
Leased Assets	436,258	(310,716)	125,542
Library and Textbook resources	543,088	(309,635)	233,453
Balance at 31 December 2019	4,041,672	(2,687,194)	1,354,478

13. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Total \$
Cost		
Balance at 1 January 2019	33,372	33,372
Additions	1,561	1,561
Disposals	-	-
Balance at 31 December 2019 / 1 January 2020	34,933	-
Additions	-	-
Disposals	-	-
Balance at 31 December 2020	34,933	-
Accumulated Amortisation and impairment losses		
Balance at 1 January 2019	26,372	26,372
Amortisation expense	2,078	2,078
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2019 / 1 January 2020	28,450	-
Amortisation expense	2,112	2,112
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2020	30,562	-
Carrying amounts		
At 1 January 2019	7,000	7,000
At 31 December 2019 / 1 January 2020	6,483	-
At 31 December 2020	4,371	-

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2019: \$nil)

14. Equitable Leasehold

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the Board's interest in capital works assets owned by the Proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds. A lease between the board and the Proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over the 38 years based on the economic life of the capital works asset involved. The interest may be realised on the sale of the capital works by the Proprietor or the closure of the school.

The major capital works asset included in the equitable leasehold interest is the following building:

	2020 Actual \$	2019 Actual \$
Keith Hay Classrooms	82,529	86,280

15. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	211,137	100,000	20,587
Accruals	7,475	25,000	25,687
Banking Staffing Overuse	-	-	19,271
Employee Entitlements - Salaries	467,778	400,000	364,901
Employee Entitlements - Leave Accrual	37,248	40,000	38,358
	<u>723,638</u>	<u>565,000</u>	<u>468,804</u>
Payables for Exchange Transactions	723,638	565,000	468,804
	<u>723,638</u>	<u>565,000</u>	<u>468,804</u>

The carrying value of payables approximates their fair value.

16. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	471,506	700,000	811,505
Other	8,000	15,000	18,882
	<u>479,506</u>	<u>715,000</u>	<u>830,387</u>

17. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	418,142	418,142	424,754
Increase to the Provision During the Year	59,833	65,000	47,428
Use of the Provision During the Year	(11,615)	(68,447)	(54,040)
Provision at the End of the Year	<u>466,360</u>	<u>414,695</u>	<u>418,142</u>
Cyclical Maintenance - Current	149,242	64,695	68,447
Cyclical Maintenance - Term	317,118	350,000	349,695
	<u>466,360</u>	<u>414,695</u>	<u>418,142</u>

18. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	63,563	80,000	106,472
Later than One Year and no Later than Five Years	112,764	100,000	38,730
	<u>176,327</u>	<u>180,000</u>	<u>145,202</u>

19. Funds Held in Trust

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	501,584	500,000	558,804
	<u>501,584</u>	<u>500,000</u>	<u>558,804</u>

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

20. Related Party Transactions

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

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

The Proprietor of the School, St Mary's College Auckland Limited, 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'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, Proprietor and building contributions and special character donations payable to the Proprietor. The amounts collected in total were \$2,126,613 (2019: 1,980,064) for domestic students. These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the Proprietor is \$62,299 (2019: \$62,286)

In addition the school has entered into a Service Level Agreement with the Proprietor for the provision of Property Management services. As at 31 December 2021 the Board of Trustees held in Trust for the Proprietor an amount of \$22,885.

21. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	5,430	5,325
Full-time equivalent members	0.25	0.37
<i>Leadership Team</i>		
Remuneration	515,955	586,011
Full-time equivalent members	4	5
Total key management personnel remuneration	<u>521,385</u>	<u>591,336</u>
Total full-time equivalent personnel	<u>4.25</u>	<u>5.37</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	155 -160
Benefits and Other Emoluments	0 - 5	4 - 5

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	8	5
110 -120	1	1
120 - 130	1	
	<u>10</u>	<u>6</u>

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

22. Compensation and Other Benefits Upon Leaving

There was no compensation or other benefits paid or payable to persons whom ceased to be trustees, committee members or employees (2019:nil)

23. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for 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.

25 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	432,503	510,000	640,798
Receivables	530,242	478,000	454,900
Investments - Term Deposits	2,218,927	2,200,000	2,150,004
Total Financial assets measured at amortised cost	<u>3,181,673</u>	<u>3,188,000</u>	<u>3,245,702</u>

Financial liabilities measured at amortised cost

Payables	723,638	565,000	468,804
Finance Leases	176,327	180,000	145,202
Total Financial Liabilities Measured at Amortised Cost	<u>899,965</u>	<u>745,000</u>	<u>614,006</u>

26 Events after Balance date

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

27 Breach of Legislation

The School has failed to comply with Section 87(1) of the Education Act 1989 in that the Board of Trustees did not report by 31 May 2021, the date fixed by the Ministry of Education, by which the school is required to have sent their annual report to the Ministry of Education.

St Mary's College



Statement of Kiwisport Initiative

For the year ended 31 December 2020

Kiwisport is a Government funding initiative that promotes sport and aims to increase opportunities for school aged students to participate in organised sport. Kiwisport provides funding based on all Years 7 to 13 students at St Mary's College. In the 2020 school year, the school received direct funding through the quarterly operations grant of \$21,832 (excluding GST). This funding was used to employ a fulltime Sports Coordinator.

2020 presented several challenges for the health and wellbeing of students due to the lack of playing opportunities. The St Mary's College sports team and student council were forced to look at different ways to encourage, support and motivate its students whilst in lockdown. This saw the emergence of online physical challenges using various social media platforms. The engagement was positive and helped create a sense of community amongst not only students but also staff. This contributed to improving the mental wellbeing of the St Mary's Community.



St. Mary's College Annual Plan 2020

Strategic Goal		Annual Targets			
<p>Nurturing the Catholic Faith in the 21st Century</p> <p>The Catholic Faith and Mercy values lie at the heart of St. Mary's College. They unite and guide us and are reflected in every aspect of school life. We nurture the spiritual dimension of our student in balance with their academic, emotional, social and physical development. We seek to foster an enduring faith that can support and guide our students in what is a rapidly changing world.</p> <ul style="list-style-type: none"> Maintain Mercy charism in a way that is relevant to the 21st Century and promotes whanaungatanga and manaakitanga Nurture and enduring faith in students Continue student participation in social outreach Encourage continued student and staff development in Special Character 		<ul style="list-style-type: none"> Special Character Plan Develop whole school focus for 2019 – Compassion/Te aroha (1.1) Continue to provide varied opportunities for all students to undertake service (1.2) Proactive promotion of the involvement of ākonga and their whānau in the faith life of our school community (1.3) Continue to foster student led faith development (1.4) Continued development of the tagged teachers programme (1.5) Continue to develop class mission activities (1.6) To care for creation (1.7) Strengthen relationship with the parish(es)/Eucharistic communities and with the diocese (1.8) Provide PLD that will promote the Catholic word throughout all curriculum areas. (1.9) Foster and encourage opportunities for faith development and participation (1.10) 			
Base Line Data					
<p>2019 Analysis of Variance</p> <p>2019 Within School Leader Special Character Report</p> <p>2019 Special Character Focus and Action Plan</p> <p>Bishops Letters</p> <p>Catholic Elaborations</p>					
Key Improvement Strategies					
What	When	Who			
Special Character Action Plan covers 1.2, 1.8 and a number of others					
1.1 Develop whole school focus for 2020 – Compassion/Te aroha (1.1)	T1-4	MBY/DSA/JWS/WSL Special Character SLT Staff Students			
		<ul style="list-style-type: none"> Mercy Value is unpacked for staff at the start of the year Mercy Value is unpacked for students throughout the year eg all RE Classes will have completed a unit on the value of Aroha. Liturgies and Eucharistic celebrations reflect the value of Aroha 			
		<ul style="list-style-type: none"> Staff PD at the beginning of the year RE classes started the year with units around compassion Gathering Mass booklet Reminders throughout COVID-19 around the importance of Te Aroha, picked up in Prefect addresses etc. 			
		<p>Given the challenges of 2020 and COVID this was the ideal whole school focus.</p> <p>The focus chosen for 2021, maanakitanga or Care for the Poor and Vulnerable builds on the 2020 value.</p>			
What	When	Who	Indicators of Progress	Outcomes	Variance and Evaluation

1.2 Continue to provide varied opportunities for all students to undertake service	T1-3/4	CM Form teachers MBY/DSA/JWS WSL Special Character	<ul style="list-style-type: none"> Students actively thinking about how Aroha can be shown in their daily interactions Identify opportunities for service actions for each individual, class, year level, the school and community Each class has established a connection with a 'service' organisation and has done an activity to support this organisation. 	<ul style="list-style-type: none"> COVID-19 has forced us to think about doing this differently. Ways that aroha can be shown at home, to others, when working online. Year 12 students completed a reduced service component Mission activities continued 	Again, COVID made this challenging with service hours having to be reduced. This will continue to be a focus in 2021.
1.4 Continue to foster student led faith development	T1-4	CM MBY/DSA/JWS/WSL Special Character SLT	<ul style="list-style-type: none"> To mentor the Special Character student leaders Supporting the role of the liturgical rep to maintain a faith focus in form classes To support and facilitate the promotion of Servant leader group and the Young Vinnies Provide and encourage opportunities for faith development and participation Foster a connection between students and parishes through increased communication Opportunities for Sacramental preparation 	<ul style="list-style-type: none"> Online masses during lockdown provided opportunities for students to participate with their families Special Character student leaders had to think about how faith could be celebrated differently during the period of lockdown, prayers and reflections were filmed, Mercy Day liturgy whilst on site was delivered virtually to each form class. High attendance of students at Diocesan Youth Masses, students took roles in the mass as Ushers Students involved with the promotion of the Diocese Mission Map, reading (in uniform) at the Christmas Eve Vigil and on the Christmas Day Shine TV Mass. Students were also involved in other You Tube Masses over the Lockdown periods. Young Vinnies continued when at School. Sacramental programme cancelled for 2020, due to COVID-19. Students assisted to parish programmes as required. 	Some opportunities that would have occurred did not due to COVID or had to be done differently. Some initiatives such as the Halo Club were launched on a smaller scale. Others such as the masses were done differently. Fostering student led faith development will continue to be a focus for 2021.
1.5 Continued development of the	T1-4	MBY, DSA, CM	<ul style="list-style-type: none"> Tagged teachers meetings to grow the capabilities of each of these teachers 	<ul style="list-style-type: none"> Tagged teachers meeting regularly, TEAMS active, particularly during the lockdown periods. 	Continue to build on the strengths of this programme in 2021. Again, there will be several new

tagged teachers programme			<ul style="list-style-type: none"> Information for staff about the role of tagged teachers Induction of new staff Student teachers in RE 	<ul style="list-style-type: none"> Tagged teachers led workshops at the Staff Retreat Day Tagged teachers on reflection roster around significant days in the Church calendar. There was one student teacher in RE for part of the year from Bethlehem College. 	teachers who will join the group even though they are not in permanent positions, which is a requirement of a tagged role.
1.6 Continue to develop class mission activities	T1-3	CM Form Teachers	<ul style="list-style-type: none"> Each form class has the expectation of doing something to support the missions throughout the year. Look at providing a list of Catholic organisations for students to donate to in the first instance 	<ul style="list-style-type: none"> Has had to pivot due to COVID-19. Mission activity continued. Continue to develop the list of Catholic organisations to support in 2021. 	A renewed focus for 2021
1.7 To care for creation	T1-4	Environmental Group	<ul style="list-style-type: none"> Where possible look for sustainable ways of doing things throughout the school Promote Pope Francis' Laudato 'si 	<ul style="list-style-type: none"> Environmental group formed, new TIC, working with student leaders and student council. Paperwork to become an Enviro School signed in Term 4, ready to launch in 2021. 	Enviro school launch in 2021. This also links to the 2021 College Mercy value.
1.9 Provide PLD that will promote the Catholic word throughout all curriculum areas	T1-4	WSL Special Character MBY/DSA/JWS/CM Faculty Leaders	<ul style="list-style-type: none"> Special character PLD to be an integral part of the school PLD programme Introduction of a staff retreat in 2020 	<ul style="list-style-type: none"> Staff Retreat 3 July 2020. PLD programme disrupted by COVID this year. CME and MBY provided a workshop for the Kahui Ako Conference around special character. Faculty Leaders of PE/Health and Science attended the Having Life to the Full programme. 	The staff retreat day was a great initiative and success. This will need to continue to be built on in 2021.
1.10 Foster and encourage opportunities for faith development and participation (1.10)		WSL Special Character MBY/DSA/JWS/CM SLT All Staff	<ul style="list-style-type: none"> Prayer focus in form classes Development of understanding about Māori wairua/spirituality and how it incorporates tikanga Māori, te reo Māori, and karakia into the daily life of our school Sacramental programme Programme for students new to Catholic schools developed and implemented Promotion of opportunities both within and outside of school (examples could include Young 	<ul style="list-style-type: none"> Introduction of Form Class Prayer Book at the beginning of the year. Staff retreat Day around Māori wairua/spirituality. Whanau committee planned a Te Reo Māori mass but that was postponed due to COVID. 4 teachers attended the Teachers new to Catholic Schools programme Halo Club developed for students new to Catholic Schools. Started in Term 3, limited by COVID 	A continued focus for 2021, given the disrupted nature of 2020.

			<p>Vinnies, Faith Formation opportunities and so on)</p> <ul style="list-style-type: none"> Utilisation of school communication channels to promote these activities. 	<ul style="list-style-type: none"> Promotion of opportunities such as Diocesan Youth Masses through TEAMs, Newsletter and so on. Development of notice board to continue into 2021. 	
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St. Mary's College Annual Plan 2020

Strategic Goal	Annual Targets
<p>Achieving Academic and Teaching Excellence</p> <p>St Mary's College has a reputation for outstanding academic performance. The quality of teaching staff is a key part of this. We are committed to fostering the pursuit of excellence in staff and students and supporting each to realise their potential.</p> <ul style="list-style-type: none"> • Pursuit of academic excellence through continual improvement for each student including priority learners • Provide a responsive academic programme that is relevant and meets the needs and interests of students • Equity of achievement for all Maori, Pasifika and students with special educational needs, including gifted and talented • To have outstanding teachers following best practice • To continue to support music education as a special feature of our school 	<p>2.1 Identified groups will meet the targets set for:</p> <p>Maori students Pasifika students Special needs students Gifted and Talented students International students</p> <p>Students at risk of not succeeding Students with ability to excel</p> <p>2.2 Scholarship programme is reviewed and refined</p> <p>2.3 Current curriculum is reviewed in the light of external NCEA/NELP reviews</p> <p>2.4 Timetable changes (50 period cycle) is implemented and reviewed</p> <p>2.5 Student leadership model is reviewed</p> <p>2.6 Staff use KAMAR effectively to improve learning partnerships.</p> <p>2.7 Teachers continue to develop the skills in e-learning to support students to become independent, active partners in their learning.</p> <p>2.8 Teachers explore share and use strategies identified as successful in improving the achievement of identified student groups (CIGs), assessment systems to maximise success (including digital assessment) and pedagogy required to develop future focussed programmes.</p> <p>2.9 Teachers continue to be upskilled in culturally responsive pedagogies</p>
<p>Key Targets</p>	
<p>NCEA</p> <ul style="list-style-type: none"> • UE Pass rate at 90% for all identified groups • Level 3 Excellent endorsed to 43% 	
<p>Numeracy</p> <ul style="list-style-type: none"> • For 98% of Year 7 students to be at or above level 3 of the NZC in Mathematics • For 90% of Year 8 students to be at or above Level 4 of the NZC in Mathematics • For 60% of Year 9 students to be at or above Level 5 of the NZC in Mathematics 	
<p>Literacy</p> <ul style="list-style-type: none"> • 90% of Year 8 students to be at or above Level 4 of the NZC in reading and writing • 85 % of Year 10 students to be at or above Level 5 of the NZC in reading and writing 	
<p>Base Line Data</p>	
<p>2019 Analysis of Variance 2019 Within School Leaders Tuakana Teina and Culturally Responsive Leadership Reports Feedback from reporting</p>	

Key Improvement Strategies					
What	When	Who	Indicators of Progress	Outcomes	Variance and Evaluation
2.1 Identified groups will meet the targets set for: Maori students Pasifika students Special needs students Gifted and Talented students International students Students at risk of not succeeding Students with ability to excel	T1-4	Teachers Deans FLs WSL Data WSL CR	<ul style="list-style-type: none"> Refinement of academic monitoring systems to best meet the needs to students, families, deans, Faculty Leaders Continuation of senior student mentoring Teachers making use of KAMAR data around student progress PLD addresses ways of best meeting the needs of these groups. 	<ul style="list-style-type: none"> WST working on academic monitoring which is shared with students (assemblies held to show them how to read the information), followed up with form class visits. Two KAMAR workshops held for staff around how to access and use student data PLC group around data led by WST Information shared with staff across COL Senior academic deans meeting looks at data and strategies on a regular basis COVID-19 let to engagement and participation reports being produced in different formats on three occasions so that parents could understand what/how students were participating. (Name and photo removed from Report) NCEA Predictor (Name removed from report) sent to students and parents monthly 	<p>Most targets met.</p> <p>The L1 Maori student achievement target was not met (1 student), the Pasifika UE goal was also not met.</p> <p>Need to continue to education students and families about UE requirements.</p> <p>Achievement has generally been above the 90% for the past couple of years, despite the asymptotic nature of the results this target should be increased in 2021.</p>
2.2 Scholarship programme is reviewed and refined	T2-3	BHN SLT FL	<ul style="list-style-type: none"> New co-ordinator appointed Encouragement of Year 12s to attempt Scholarship where appropriate. Student feedback 	<ul style="list-style-type: none"> Delayed due to COVID-19 – programmes in place by the end of T2, as appropriate. RE introduced as a new Scholarship subject in 2020 – collaborative process with other Catholic schools. 	<p>17 Scholarships achieved – fewer than previously.</p> <p>However, actual number attempting was also lower.</p> <p>RE Scholarship particularly successful with a 66.7% attainment rate.</p>
2.3 Current curriculum is reviewed in the light of external NCEA/NELP reviews	T2-3	SLT FL WST Deans	<ul style="list-style-type: none"> Faculty Leaders review programmes Curriculum Review Group initiated; terms of reference/timelines established Community feedback Recommendations to SLT 	<ul style="list-style-type: none"> Delayed due to COVID-19 New Teaching and Learning DP appointed NCEA TOD held in Term 4 Continue into 2021 NELP released late in Term 4 	<p>Will need to continue to be developed in 2021.</p> <p>Religious Education involved in Religious Studies NCEA Pilot.</p> <p>Staff involved in SEG and other groups.</p> <p>Three PPTA scheduled TODs in 2021.</p>

2.3 Timetable changes (50 period cycle) is implemented and reviewed	T1 T3	DP Curriculum TT SLT FL Deans Teacher	<ul style="list-style-type: none"> • Timetable in place for the start of 2020 • Feedback from students/staff as to the success or otherwise of this • Monitor financial impact of changes • 1 period study skills/careers for Year 11/12 monitored 	<ul style="list-style-type: none"> • New TT in place - 50 periods per cycle removing a rotation. • COVID-19 meant a number of these study periods were impacted. Plan in place for 2021. • Overall staffing tracking down – however, more staff have a supervised study in their timetable as opposed to a taught class. 	Review again in 2021 due to missing so much time in 2020. Trimesters most impacted by the time lost.
2.4 Student leadership model is reviewed	T2	SDN LHS Deans	<ul style="list-style-type: none"> • Term ½: Review current roles in light of year level sizes, leadership opportunities, needs of the school • Any changes implemented for T3 leadership process 	<ul style="list-style-type: none"> • Introduction of an Environmental Prefect inline with Enviro Schools • Kaiwhina process happens at same time as the rest of the leadership process • Further review required and timeline to be developed. 	Continue to monitor
2.5 Staff use KAMAR effectively to improve learning partnerships	T1-4	WST Data Glenys SLT	<ul style="list-style-type: none"> • Tech tips continue • KAMAR used as main platform for academic monitoring • Continue to explore best practice and other ways of using • Professional development around potential KAMAR changes mid2020-2021 	<ul style="list-style-type: none"> • Tech tips regularly emailed to staff – including COVID-19 specific use • Looking at dates for introduction of “new” KAMAR. Available from July 2020. Trial server being built so that key staff can trial it before implementation. Plan of PD for specific groups also in place. • KAMAR conference postponed due to COVID-19 rescheduled for September – range of staff attending. Did not happen. • New version KAMAR implemented 17 November 2020. 2021 TT completed in new KAMAR. Seems to be quite similar. Will need to keep developing PD to ensure that we are making the best use of the system in 2021. 	With the rollout of the New KAMAR version of KAMAR, there are different ways of working required. 2021 will need to continue to see PLD and upskilling to ensure that it is being used effectively to improve learning relationships. Needs to be key school platform.
2.6 Teachers continue to develop the skills in e-learning to support students to become	T1-4	eLearning Lead Team DP Pastoral SLT	<ul style="list-style-type: none"> • Turnitin used with senior students for all assessments (where applicable) • TEAMs used by all staff, including tutors/year level teams where appropriate 	<ul style="list-style-type: none"> • TEAMs use and ways of using (such as assignments, pollys etc) significantly increased due to COVID-19. Modelling of tools in briefings, staff challenging each other and so on. Year 7 onto TEAMs 	2021 Plan for elearning to be developed. Have applied for regional PLD support.

<p>independent, active partners in their learning.</p>			<ul style="list-style-type: none"> Digital assessment trialled both in teams and for NZQA exams Inclusive features of O365 are utilised with students Digital citizenship continues to be developed 	<p>for the second period of Remote Learning was very successful – surveyed families most had access to a device so a Year Level team was implemented with a Channel (locked) for each form class. Whilst there were still issues, it was a better learning experience for students than the first period of Remote Learning.</p> <ul style="list-style-type: none"> The readiness for Remote Learning can be contributed to the time and effort that has been put into upskilling staff over recent years. English, History, Social Studies, Health trialling NZQA digital assessment. Importance of digital citizenship communicated with families over Remote Learning. Support offered in a range of forums – staff briefing live events, beginner/advanced video calls on particular tools, tech angel year level teams. Turnitin in use, but again, perhaps not as successful as it could have been. All senior students using through RE. Four staff (DTI, EGL, BZR, SDN) have obtained MIE status for 2021. Only 94 teachers across NZ so St. Mary's is doing well with almost 5%! 	
<p>2.7 Teachers explore share and use strategies identified as successful in improving the achievement of identified student groups (CIGs), assessment systems to maximise success (including digital</p>	<p>T1-4</p>	<p>SLT FLs ASL/WSL eLearning Lead Team Learning Support All Teachers</p>	<ul style="list-style-type: none"> PLD programme provides opportunities for exploring and sharing strategies Review of junior maths curriculum NZCER Science assessment is used as part of Kahui Ako work 	<p>Term 1 PD Programme Term 2 PLD Programme – cancelled due to COVID 19. Focus on returning students to class. One PLC held and Staff retreat day. Terms 3 and 4 PD Calendars Maths curriculum work continues (external provider) NZCER Science completed in Term 3</p>	<p>Interruptions of the year made it difficult to run a sustained PLD programme. WSL PLGs to continue (2 per term) into 2021. Learnings from COVID to be integrated into programmes.</p>

assessment) and pedagogy required to develop future focussed programmes.	T1-4	All staff WSL CR Whanau/Pasifika Networks	<ul style="list-style-type: none"> • PLD programme provides opportunities for this • Social Sciences continue to review their junior programmes with external support 	Social Sciences review of Year 9 and 10 programme completed (external provider) Term 4 Browser week was successful. <ul style="list-style-type: none"> • Staff retreat day • 14 staff attended the Pasifika Talanoa • Kahui Ako PLC around Culturally Responsive Leadership • Anton Black PLD provided for interested staff (after school Zoom session) • Social Sciences have rolled out Year 9/10 units and are currently planning Year 7/8. 	To continue to be a focus
2.8 Teachers continued to be upskilled in culturally responsive pedagogies					



St. Mary's College Annual Plan 2020

Strategic Goal		Annual Targets	
Support Community Involvement The St Mary's College community is strong and diverse. We are committed to protecting that diversity and to building relationships to ensure more successful educational outcomes for our students. <ul style="list-style-type: none"> • Increase parent/family/whanau engagement with student learning and school life • Enhance community with our community and place value upon kotahitanga • Reflect and foster the cultural diversity of the St. Mary's community in the school 		3.1 Learning partnerships between students, teachers, parents are strengthened through conversations, eg report evenings 3.2 KAMAR (academic monitoring) and reporting system are refined to provide increased sharing of data about students' learning and needs. 3.3 Partnership with other schools in the area is explored through the Auckland Central Catholic community of Learning/Kahui Ako community of schools. 3.4 Implementation of Cultural Evening changes 3.5 Whanau Group and Pasifika Network embedded	
Base Line Data			
2019 Analysis of Variance 2019 Within School Leaders Feedback from reporting			
Key Improvement Strategies			
What	When	Who	Indicators of Progress
3.1 Learning partnerships between students, teachers, parents are strengthened through conversations, eg report evenings	T1-4	SLT Teachers Parents Students	<ul style="list-style-type: none"> • Numbers of families attending interviews • Change to the timing of parent teacher interviews with a day option for junior parents • Review implementation of reporting changes, refinements actioned • Career development
Outcomes		Variance and Evaluation	
<ul style="list-style-type: none"> • All changed due to COVID-19. • Interviews to happen in Term 3, with an online option for parents. • 660 parents attended interviews with a total of 2931 bookings. • Feedback from parents (via survey) was positive about the full day of interviews, was challenging for staff that were fully booked in terms of the number of interviews. • The online option was cancelled due to going into the second period of Remote Learning. • Reporting changes including engagement and work completion reports during Remote Learning. The timing of the first lockdown meant that Key Competency reports for the end of Term 1 were not 		Despite the challenges of the year learning partnerships were strengthened – teachers learnt more about students through lock down (introduction of pets etc!). Full day conferences allowed for good learning partnerships with parents. This needs to be a continuing focus as there is also a perception that there is not enough of this happening.	

3.2 KAMAR (academic monitoring) and reporting system are refined to provide increased sharing of data about students' learning and needs.	T1-4	SLT FLs Deans WST Teachers	<ul style="list-style-type: none"> Stakeholder feedback as to the purpose of academic monitoring sought, KAMAR used to develop an effective system so that the data is stored and accessed from one platform. Staff using KAMAR for student information. Ensure that KAMAR is being used to its full potential. 	<p>sent. The full report for juniors being sent home earlier (due to the KAMAR rollover) appeared to work well. Reports were accompanied by information in the body of the email and newsletters.</p> <ul style="list-style-type: none"> No stakeholder feedback sort – NCEA different due to COVID changes. Will happen in 2021. Still room to develop use of KAMAR, the NCEA Predictor seems to be working well. Academic monitoring (see 2.1) COVID Engagement and Work completion reporting was another way that KAMAR was used successfully. Enrolment information being collected through KAMAR 	As a School we are not yet using KAMAR to it's full potential. The changes to the Privacy Act mean that KAMAR will become more important for sharing information as this is a secure, password protected system.
3.3 Partnership with other schools in the area is explored through the Auckland Central Catholic community of Learning/Kahui Ako community of schools.	T1-4	SDN TRE AST WST	<ul style="list-style-type: none"> KA structures are working effectively at St. Mary's College Profile of KA roles built within the College. KA Conference is hosted at SMC. WST projects add value to staff professional development and student learning 	<ul style="list-style-type: none"> Still room for refinement in terms of structures – process slow WST leading PLCs in their particular areas KA Conference, Mahi Tahī, hosted by St. Mary's College, March 2020 Staff have enjoyed the professional learning sessions offered by the WSLs. Need to track impact on student learning in 2021. 	Not as successful as it could potentially be in terms of connection with other schools. Structures working at St. Mary's. Will continue to work on in 2021. Is it having a significant impact on student learning outcomes?
3.4 Implementation of Cultural Evening changes	T1-T2	TRE SLT Teachers	<ul style="list-style-type: none"> New format and venue confirmed. Group processes embedded 	<ul style="list-style-type: none"> Cultural Evening 2020 cancelled due to COVID-19. Victory Centre re booked for June 2021 to trial new format. Group processes working well prior to cancellation. Excellent leadership from cultural prefects in terms of pivoting to be able to offer an online platform for the cultural groups. 	Roll into 2021.

3.5 Whanau Group and Pasifika Network embedded	T1-4	SLT WSL Teachers	<ul style="list-style-type: none"> • Dates for meetings established in Term 1 • Long term plan for each group • Numbers of parents/staff attending is increased • Initiatives planned and implemented 	<ul style="list-style-type: none"> • Dates established, COVID. • Pasifika long term plan established (but then adapted), terms of reference developed. • High attendance at both Talanoa and Fakamanuiaga. Talanoa was particularly successful in terms of speakers and parent engagement. 	Both groups continue to be strengthened and supported in 2021.
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St. Mary's College Annual Plan 2020

Strategic Goal		Annual Targets	
Supporting Hauora of Students St Mary's College supports the holistic development of each student. The college provides support for the spiritual and academic development of students and their emotional, social and physical well-being		4.1 Pastoral Care Action Plan 4.2 Sport Development Plan 4.3 Celebration of successes in all school activities with the wider school community 4.4 Development and implementation of a cyber safety programmes with a focus on social media 4.5 Promotion of school's expectation of high attendance to students and school community	
Base Line Data 2019 Analysis of Variance Pastoral care data Attendance reporting			
Key Improvement Strategies			
What	When	Who	Indicators of Progress
4.1 Pastoral Care Action Plan	T1-4	EGT SLT Deans Pastoral Care Teachers	<ul style="list-style-type: none"> Pastoral Care Action Plan
Outcomes			Variation and Evaluation
<ul style="list-style-type: none"> Some parts of the Pastoral Action Plan were unable to be completed due to COVID. These aspects will be rolled over into 2021. Pastoral Care Team conducted a self-review. Feedback will be used to help develop the PCAP 2021. The use of the student diary was discussed and will continue to be used. As a result of a review of form time carried out in 2019, a new year 13 structure of form time is being implemented. This will be run by a year 13 Pastoral Care Whanau team. A review of this will occur at the end of the year. 			See plan and evaluation. Many things will need to be in 2021 as well.

4.2 Sport Development Plan	T1-4	Sports SLT Coaches Teachers	<ul style="list-style-type: none"> • Sport Development Plan 	<ul style="list-style-type: none"> • COVID-19 saw the cancellation of AIMS, Summer and Winter Tournament Week 	Plan for 2021 Developed, good initiatives planned including an event for parents at the start of the year.
4.3 Celebration of successes in all school activities with the wider school community	T1-4	SLT Deans FL Teachers	<ul style="list-style-type: none"> • Use of website, newsletter and Facebook pages to promote success to the wider school community. • Use of assemblies to promote success to the student community. • Effective methods for collecting stories of success 	<ul style="list-style-type: none"> • COVID-19 enabled celebration of student work (both curricula and other) in newsletter. • Successes acknowledged in assemblies – although many assemblies not held due to COVID 19. • Collection of stories still needs development. • Junior and Senior Prize giving's were positioned at the end of the year due to COVID. These are important events for the SMC community to celebrate student academic, cultural success and special character contribution. 	This needs to continue to be a focus and in different ways. COVID 2020 had a significant impact.
4.4 Development and implementation of a cyber safety programmes with a focus on social media	T1-4	EGT SLT Deans Pastoral Care Teachers	<ul style="list-style-type: none"> • See Pastoral Care Action Plan 	<ul style="list-style-type: none"> • This area continues to be a challenge for all schools. We continue to address how to upskill students to manage their digital lives in keeping with the special character of the school. This is ongoing and will roll into 2021 and beyond. 	With the changing nature of technology and society this will remain a focus for 2021 and beyond.
4.5 Promotion of school's expectation of high attendance to students and school community	T1-4	SLT Deans Teachers	<ul style="list-style-type: none"> • Regular attendance reports generated and analysed. • Communication with school community through newsletter • Targeted actions as required 	<ul style="list-style-type: none"> • Through Remote Learning and both pre/post periods of this, attendance remained high. At the end of Term 2 average attendance of students at all levels was in the 90s%. • Information about impact of COVID and number of days returned to learning by families not travelling overseas in the newsletter. • Attendance services used as required. 	Attendance stats overall are high. Ministry stats show a difference due to the way some stats have been reported and the changes to Term 4 (this was particularly evident for Year 13). Continue to promote but focus on individual students and then plan to increase their attendance.



St. Mary's College Annual Plan 2020

Strategic Goal		Annual Targets	
Managing Financial Constraints and Resources		Annual Targets	
<p>The school seeks to make decisions about resource allocation transparently and in accordance with the core values of the school.</p> <ul style="list-style-type: none"> • Operate prudently in a way that fulfils our charter goals and the NAGs • Provide a safe and healthy school environment • To have systems and procedures that enable efficient school operations which enhance teaching and learning • Ensure physical learning environment is fit for purpose • Identify and access external sources of support 		<ul style="list-style-type: none"> 5.1 Monitor impact of new Ministry financial guidelines 5.2 Implementation of BOD/BOT Property Agreement 5.3 Embedding of the processes/procedures of the Health and Safety committee 5.4 Review of technology infrastructure to ensure that it is meeting needs 5.5 Implementation of Care Monkey throughout the School 5.6 MK FLE is reviewed to feed into MB refurbishment planning 5.7 Appropriate grants accessed for school use 	
Base Line Data			
2019 Analysis of Variance			
2019 Budget			
Key Improvement Strategies			
What	When	Who	Indicators of Progress
5.1 Monitor impact of new Ministry financial guidelines	T1-4	Executive Officer SLT	<ul style="list-style-type: none"> • Collection rates analysed • Implications for EOTC
5.2 Implementation of BOD/BOT Property Agreement	T1-4	Executive Officer Property Manager SLT	<ul style="list-style-type: none"> • Combined meetings • Achievement of outcomes
5.3 Embedding of the processes/procedures	T1-4	TRE H&S Committees Staff	<ul style="list-style-type: none"> • Regular meetings • Hazards identified and acted upon
		Variation and Evaluation	
		<ul style="list-style-type: none"> • Need to continue to develop understanding and clear communication around these, Faculty leaders reminded in budget proposal sheets, in communication and so on. • EOTC limited due to COVID but monitoring in terms of camp impacts. Year 13 retreat and Year 10 camp were able to go ahead, with Year 8 camp postponed. • 3/4 of the quarterly meetings held • Agreement reviewed and implemented for 2021 	<p>Further analysis occurring as the main events happened at the end of 2020. Will need to continue to be a focus in 2021.</p> <p>Now business as usual with an annual calendar, dates set and agreement signed for 2021.</p>
		<ul style="list-style-type: none"> • Regular meetings held. • Change in DP overseeing this area. • Hazards identified and acted upon, redevelopment of the hazard register. 	<p>Process and systems working well. EOTC a focus for 2021.</p>

of the Health and Safety committee					<ul style="list-style-type: none"> Minutes shared with Faculties. Continual reinforcement to staff with processes, forms and systems 	
5.4 Review of technology infrastructure to ensure that it is meeting needs	T1-4	SLT	<ul style="list-style-type: none"> Development of cloud migration plan Ensuring systems are fit for purpose and being used to their full potential 	<ul style="list-style-type: none"> Costs looked at – identified as Christmas holiday period the right time to make the change. Implemented immediately after the end of Term 4 – minimal disruption. TEAMs being used much more effectively. Photocopiers reviewed in light of contract renewal; new tender appointed. Photocopiers installed end of Term 4. To be monitored in 2021. The school's data was migrated to the Cloud at the end of 2020. In 2021 a review of the data and the organisation of it, including reducing the data that we no longer need will be addressed. 	<ul style="list-style-type: none"> Infrastructure changes in terms of buying rather than leasing well underway. Now about using systems efficiently and effectively. 	
5.5 Implementation of Care Monkey throughout the School	T1-4	SLT Teachers Care Monkey Team	<ul style="list-style-type: none"> 90% of all students have profiles created. Trips being sent to parents via CareMonkey. Reduction in admin time 	<ul style="list-style-type: none"> Target achieved in Term 1. All trip approvals being sent to parents via CareMonkey – also used for forms such as NCEA process, extensions and bubble registration during COVID. Forms still not overly intuitive to set up. 	<ul style="list-style-type: none"> Now business as usual. 2021 will need to see some cost/benefit analysis with the contract up for review in 2022. 	
5.6 MK FLE is reviewed to feed into MB refurbishment planning	T1-2	SLT English Faculty SS Faculty	<ul style="list-style-type: none"> Use of MK is reviewed Key points/needs for redevelopment of MB identified. Refurbishment plan in place if required. Staff continue to be upskilled in pedagogies and ways of working in FLEs 	<ul style="list-style-type: none"> WST teacher appointed in T2. MB needs developed. Approval for detailed design given at the start of Term 3 – PLD plan in place, classroom plan being developed, logistics and practicalities being considered. Staff upskilling plan in place for 2021. 	<ul style="list-style-type: none"> Focus for 2022 is around the MB refurbishment. 	
5.7 Appropriate grants accessed for school use	T1-4	Development Manager SLT	<ul style="list-style-type: none"> Grants applied for Success rate of grants 	<ul style="list-style-type: none"> COVID-19 having some impact A good range of grants were successful, some funds had to be returned due to events not going ahead (eg basketball and hockey nationals). 	<ul style="list-style-type: none"> Continue to access appropriate grants for school use. 	

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF ST MARY'S COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of St Mary's College (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, 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 21, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 17 September 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.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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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 arises from the Public Audit Act 2001.

Other information

The Board are responsible for the other information. The other information obtained at the date of our report is Analysis of Variance Report and Kiwisport Report, but does not include the financial statements and our auditor's report thereon.

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

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

Independence

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

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



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand