

ST PETER CHANEL SCHOOL (MOTUEKA)



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 3222

Principal: Margaret Campbell-McCauley

School Address: 423 High Street, Motueka, 7120

School Phone: 03 528 7366

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ST PETER CHANEL SCHOOL (MOTUEKA)

Annual Report - For the year ended 31 December 2022

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St Peter Chanel School (Motueka)

Statement of Responsibility

For the year ended 31 December 2022

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

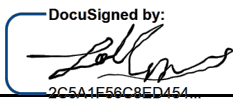
The management, including the principal and others as directed by the Board, accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the School.

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

Jed Coppins

Full Name of Presiding Member

DocuSigned by:

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Signature of Presiding Member

30 May 2023

Date:

Margaret Anne Campbell-McCauley

Full Name of Principal

DocuSigned by:

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Signature of Principal

30 May 2023

Date:

St Peter Chanel School (Motueka)

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Margaret Campbell-McCauley	Principal	ex Officio	
Jed Coppins	Presiding Member	Elected	Sep 2025
Joshua Gordon	Parent Representative	Elected	Sep 2025
Ben Turnbull	Parent Representative	Elected	Sep 2025
Shelley Fry	Proprietors Representative	Appointed	
Father Paul Finlayson	Proprietors Representative	Appointed	
Linda Hay	Proprietors Representative	Appointed	
Megan Strong	Staff Representative	Elected	Sep 2025
Emma Paaka	Presiding Member	Elected	Sep 2022
Andrew Lock	Parent Representative	Elected	Sep 2022
Nicola Griffith	Parent Representative	Elected	Sep 2022
In Attendance Kaye Davies-Lindup	Board Secretary		

St Peter Chanel School (Motueka)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	606,839	169,366	577,676
Locally Raised Funds	3	17,542	8,926	25,928
Use of Proprietor's Land and Buildings		106,755	-	106,755
Interest Income		745	-	101
Other Revenue		-	-	1,666
		<u>731,881</u>	<u>178,292</u>	<u>712,126</u>
Expenses				
Locally Raised Funds	3	9,096	5,700	8,201
Learning Resources	4	452,344	49,690	505,064
Administration	5	106,996	82,685	75,206
Finance		1,205	-	1,715
Property	6	162,895	46,800	156,575
Loss on Disposal of Property, Plant and Equipment		247	-	(755)
		<u>732,783</u>	<u>184,875</u>	<u>746,006</u>
Net (Deficit)/Surplus for the year		(902)	(6,583)	(33,880)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(902)</u>	<u>(6,583)</u>	<u>(33,880)</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 Peter Chanel School (Motueka)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January	69,006	69,006	100,988
Total comprehensive revenue and expense for the year	(902)	(6,583)	(33,880)
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	2,644	-	1,898
Contribution - Te Mana Tuhono	8,858	-	-
Equity at 31 December	79,606	62,423	69,006
Accumulated comprehensive revenue and expense	79,606	62,423	69,006
Equity at 31 December	79,606	62,423	69,006

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 Peter Chanel School (Motueka)

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	78,263	74,501	73,084
Accounts Receivable	8	34,841	43,898	43,898
GST Receivable		3,826	2,574	2,574
Prepayments		5,211	5,118	5,118
Inventories	9	9,193	8,035	8,035
		<u>131,334</u>	<u>134,126</u>	<u>132,709</u>
Current Liabilities				
Accounts Payable	11	58,469	56,894	56,894
Provision for Cyclical Maintenance	12	24,951	24,781	24,781
Finance Lease Liability	13	5,422	6,308	6,308
		<u>88,842</u>	<u>87,983</u>	<u>87,983</u>
Working Capital Surplus/(Deficit)		42,492	46,143	44,726
Non-current Assets				
Property, Plant and Equipment	10	63,278	45,552	53,552
		<u>63,278</u>	<u>45,552</u>	<u>53,552</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	22,299	19,982	19,982
Finance Lease Liability	13	3,865	9,290	9,290
		<u>26,164</u>	<u>29,272</u>	<u>29,272</u>
Net Assets		<u>79,606</u>	<u>62,423</u>	<u>69,006</u>
Equity		<u>79,606</u>	<u>62,423</u>	<u>69,006</u>

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



St Peter Chanel School (Motueka)

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		212,426	169,366	175,140
Locally Raised Funds		17,542	8,926	27,594
Goods and Services Tax (net)		(1,252)	-	799
Payments to Employees		(88,187)	(66,000)	(89,121)
Payments to Suppliers		(122,651)	(110,875)	(130,343)
Interest Received		710	-	92
Net cash from/(to) Operating Activities		18,588	1,417	(15,839)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(9,777)	-	(3,520)
Net cash (to)/from Investing Activities		(9,777)	-	(3,520)
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,644	-	1,898
Finance Lease Payments		(6,276)	-	(6,374)
Net cash (to)/from Financing Activities		(3,632)	-	(4,476)
Net increase/(decrease) in cash and cash equivalents		5,179	1,417	(23,835)
Cash and cash equivalents at the beginning of the year	7	73,084	73,084	96,919
Cash and cash equivalents at the end of the year	7	78,263	74,501	73,084

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 Peter Chanel School (Motueka)

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

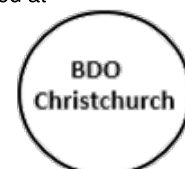
Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical Maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 18b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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



1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Inventories

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

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10-75 years
Furniture and equipment	10-15 years
Information and communication technology	4-5 years
Leased assets held under a Finance Lease	4 years
Motor vehicles	5 years
Library resources	12.5% Diminishing value



1.10. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

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

1.11. Accounts Payable

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

1.12. Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

1.13. Provision for Cyclical Maintenance

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

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

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

1.14. Financial Instruments

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

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



1.15. Borrowings

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

1.16. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.17. Budget Figures

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

1.18. Services received in-kind

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



2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	215,871	168,366	173,567
Teachers' Salaries Grants	390,968	-	403,816
Other Government Grants	-	1,000	293
	<u>606,839</u>	<u>169,366</u>	<u>577,676</u>

The School has opted in to the donations scheme for this year. Total amount received was \$9,600 (2021: \$8,400).

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	5,262	-	2,846
Fees for Extra Curricular Activities	2,357	770	2,913
Trading	5,964	4,700	7,384
Fundraising & Community Grants	3,146	3,000	12,759
Other Revenue	813	456	26
	<u>17,542</u>	<u>8,926</u>	<u>25,928</u>
Expenses			
Extra Curricular Activities Costs	1,864	1,000	948
Trading	6,552	4,700	7,253
Fundraising & Community Grant Costs	680	-	-
	<u>9,096</u>	<u>5,700</u>	<u>8,201</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>8,446</u>	<u>3,226</u>	<u>17,727</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	19,978	19,140	41,498
Information and Communication Technology	616	950	676
Library Resources	19	1,100	122
Employee Benefits - Salaries	420,694	20,000	448,427
Staff Development	569	500	1,149
Depreciation	10,468	8,000	13,192
	<u>452,344</u>	<u>49,690</u>	<u>505,064</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,513	5,000	9,541
Board Fees	3,735	5,000	3,900
Board Expenses	1,984	4,100	156
Communication	1,555	2,000	1,626
Consumables	5,670	5,200	5,432
Operating Lease	-	-	390
Legal Fees	-	4,100	-
Other	12,465	8,100	7,802
Employee Benefits - Salaries	67,237	42,000	42,875
Insurance	2,475	2,700	206
Service Providers, Contractors and Consultancy	6,362	4,485	3,278
	<u>106,996</u>	<u>82,685</u>	<u>75,206</u>



6. Property

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	4,717	3,800	5,161
Consultancy and Contract Services	20,907	20,000	16,408
Cyclical Maintenance Provision	2,487	-	4,268
Grounds	9,228	7,000	8,050
Heat, Light and Water	7,549	6,500	5,855
Rates	-	1,000	-
Repairs and Maintenance	4,285	2,000	4,482
Use of Land and Buildings	106,755	-	106,755
Security	3,349	2,500	2,226
Employee Benefits - Salaries	3,618	4,000	3,370
	<u>162,895</u>	<u>46,800</u>	<u>156,575</u>

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

7. Cash and Cash Equivalents

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	59,504	56,092	54,675
Short-term Bank Deposits	18,759	18,409	18,409
Cash and Cash Equivalents for Statement of Cash Flows	<u>78,263</u>	<u>74,501</u>	<u>73,084</u>

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

8. Accounts Receivable

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables from the Ministry of Education	399	-	-
Interest Receivable	44	9	9
Teacher Salaries Grant Receivable	34,398	43,889	43,889
	<u>34,841</u>	<u>43,898</u>	<u>43,898</u>
Receivables from Exchange Transactions	44	9	9
Receivables from Non-Exchange Transactions	34,797	43,889	43,889
	<u>34,841</u>	<u>43,898</u>	<u>43,898</u>

9. Inventories

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	555	-	-
School Uniforms	8,638	8,035	8,035
	<u>9,193</u>	<u>8,035</u>	<u>8,035</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	26,261	-	-	-	(2,121)	24,140
Furniture and Equipment	10,398	7,981	-	-	(2,848)	15,531
Information and Communication Technology	1,532	10,716	-	-	(941)	11,307
Leased Assets	11,279	-	-	-	(3,993)	7,286
Library Resources	4,082	686	(247)	-	(565)	3,956
Work in Progress	-	1,058	-	-	-	1,058
Balance at 31 December 2022	53,552	20,441	(247)	-	(10,468)	63,278

The net carrying value of equipment held under a finance lease is \$7,286 (2021: \$11,279)

Restrictions

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

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	79,575	(55,435)	24,140	79,575	(53,314)	26,261
Furniture and Equipment	121,936	(106,405)	15,531	113,955	(103,557)	10,398
Information and Communication Technology	63,075	(51,768)	11,307	52,359	(50,827)	1,532
Leased Assets	51,061	(43,775)	7,286	51,061	(39,782)	11,279
Library Resources	30,334	(26,378)	3,956	31,554	(27,472)	4,082
Work in Progress	1,058	-	1,058	-	-	-
Balance at 31 December	347,039	(283,761)	63,278	328,504	(274,952)	53,552

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	6,179	7,648	7,648
Accruals	3,763	3,622	3,622
Banking Staffing Overuse	11,500	-	-
Employee Entitlements - Salaries	35,713	44,252	44,252
Employee Entitlements - Leave Accrual	1,314	1,372	1,372
	58,469	56,894	56,894
Payables for Exchange Transactions	58,469	56,894	56,894
	58,469	56,894	56,894

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	44,763	44,763	40,495
Increase to the Provision During the Year	4,099	-	4,268
Other Adjustments	(1,612)	-	-
Provision at the End of the Year	47,250	44,763	44,763
Cyclical Maintenance - Current	24,951	24,781	24,781
Cyclical Maintenance - Non current	22,299	19,982	19,982
	47,250	44,763	44,763

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



13. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	6,021	7,513	7,513
Later than One Year and no Later than Five Years	4,139	10,163	10,163
Future Finance Charges	(873)	(2,078)	(2,078)
	<u>9,287</u>	<u>15,598</u>	<u>15,598</u>
Represented by:			
Finance lease liability - Current	5,422	6,308	6,308
Finance lease liability - Non current	3,865	9,290	9,290
	<u>9,287</u>	<u>15,598</u>	<u>15,598</u>

14. Related Party Transactions

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

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

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

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1.3. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

15. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,735	3,900
<i>Leadership Team</i>		
Remuneration	122,281	120,626
Full-time equivalent members	1,00	1,00
Total key management personnel remuneration	<u>126,016</u>	<u>124,526</u>

There are seven members of the Board excluding the Principal and Board Secretary. The Board held eight full meetings of the Board in the year. The Board also has had 2 Finance Meetings with four members attending. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters and uniform proposals.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	3- 4	3- 4
Termination Benefits	0 - 0	0 - 0



Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	-	1.00
	-	1.00

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

16. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	\$ -	\$ -
Number of People	-	-

17. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

Teacher Aide & Support Staff Settlement Wash Up

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

18. Commitments**(a) Capital Commitments**

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

(Capital commitments at 31 December 2021: nil)

(b) Operating Commitments

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

(Operating commitments at 31 December 2021: nil)

19. Financial Instruments

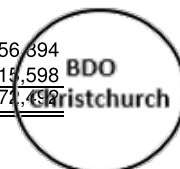
The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Cash and Cash Equivalents	\$ 78,263	\$ 74,501	\$ 73,084
Receivables	34,841	43,898	43,898
Total Financial assets measured at amortised cost	113,104	118,399	116,982

Financial liabilities measured at amortised cost

Payables	58,469	56,894	56,894
Finance Leases	9,287	15,598	15,598
Total Financial liabilities measured at amortised Cost	67,756	72,492	72,492



20. Events After Balance Date

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

21. Comparatives

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



Statement of Variance Reporting



School Name:	St Peter Chanel School Motueka	School Number:	3222
Strategic Aim:	Through our Catholic Character, use effective relationship-based teaching practices and systems to enhance communication and engagement with our staff, learners, families-whānau, and wider community.		
Annual Aim:	Teachers sustain relationship-based teaching practices into their teaching and learning programmes, using the Relationship Based Teacher Profile as a guide to their practise.		
Target:	For 85% or more of our students to be at or above their expected curriculum level in Reading, Writing and Mathematics.		
Baseline Data:	<p>Term 4 2021 Student Achievement Results</p> <p>Mathematics: 85% of students are achieving at or above the expected curriculum level, with 15% achieving below. Out of the 9 students achieving below, 3 were Māori (all boys) 33.3% of those below were Māori. With 30% of our roll Māori, this could be expected.</p> <p>Reading: 79% of students are achieving at or above the expected curriculum level, with 21% of students achieving below. Of the 12 students achieving below the expected curriculum level, 4 were Māori (3 boys, 1 girl), again 33.3% of the below students were Māori.</p> <p>Writing: 81% of students are achieving at or above the expected curriculum level, with 19% achieving below the expected curriculum level. Of the 11 below, 3 were Māori (all boys). 27% of those below, were Māori. Results for our Māori students have improved since the end of the first term. Factors in this success? Relationship based teaching practices continuing in the school and an emphasis on engaging our students in writing topics.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teachers undertook and implemented PLD offered by the Motueka Kāhui Ako, in the area of Structured Literacy with Christine Braid, focusing on strategic guidelines and a developmental approach to Literacy. Similarly, we undertook PLD in Mathematics teaching The Learner First with Rob Proffitt-White, focusing on a broader-based approach to Mathematics teaching incorporating Relation Based Teaching practices, including highly engaging mini-assessment practices, & practical and effective problem-solving resources using the Mathematical Inquiry approach. Both approaches were resource rich & practical in design. The PLD was seen as valuable by the teachers, & enriching for their students, gaining purposeful results. Online Lexia Literacy for our junior students (Year 1-5). Teachers also undertook action intervention plans for individual & small groups of students who were at risk with their learning, following the Teaching as Inquiry approach. We also had 3 Terms of Te Reo Māori lessons with a language tutor for one period of learning per week that built cultural understanding, fluency & respect for Te Reo Māori, enhancing the mana of our Māori students & strengthening relationships across the school.</p>	<p>Results for Term 4 2022 Mathematics: 80% of students are achieving at or above the expected curriculum level, with 20% achieving below. Out of the 11 students achieving below, 2 were Māori (all boys) 18% of those below were Māori. 32% of our enrolled students are identified as Māori in 2022. This is an improvement over last year, and the most positive result for our Māori students since I began tracking data in this way to share with the Board and staff.</p> <p>Reading:84% of students are achieving at or above the expected curriculum level, with 16% of students achieving below. Of the 9 students achieving below the expected curriculum level, 2 were Māori (all boys), 22% of the below students were Māori. This shows an overall improvement for our students with Reading achievement, though not achieving our set goal of 85% of Readers at or above their curriculum level.</p> <p>Writing: 79% of students are achieving at or above the expected curriculum level, with 21% achieving below the expected curriculum level. Of the 12 below, 3 were Māori (all boys). 25% of those below, were Māori. These results indicate that Writing is still an area that challenges our students the most (though not much more than the skill of Reading).</p>	<p>High rates of absenteeism impacted student achievement due to ongoing illness and poor health with some of our students this year, including heightened anxiety after Covid-19 Lockdowns and associated restrictions and complications, impacting some students well-being, making it difficult for them to attend school.</p> <p>Further analysis highlights that the majority of students who are below their expected Curriculum Level at the end of 2022 are in their first 3 years of schooling. These students will be continued to be targeted through proven interventions such as Reading Recovery, Early Literacy Support and Maths approaches using small group target teaching incorporating ALiM (Accelerated Learning in Mathematics) approaches. These are a group of students with specific learning barriers (such as English as a second language learners, dyslexic tendencies, speech development difficulties and students who display attachment adjustment behaviours that take them out of the learning and can disrupt others' learning).</p>	<p>While the results are not significantly different from the end of 2021, we are pleased to have maintained good achievement rates through the core subjects, despite another year of disrupted school attendance due to Covid-19. We intend to continue with an Early Literacy Intervention programme that proved successful in 2022, along with Reading Recovery, for those students in their first two years of schooling. We will carry on with what succeeded with our other targeted interventions such as Buddy Readers (targeted students reading with an older buddy who mentors them, and then to a younger buddy where the target student is the expert) to give students more reading and oracy practice. Carry on implementing Relation based teaching practices across every curriculum, including Mathematics where we will actively seek to engage students in a range of knowledge and skill-based exercises that enhance their foundational knowledge that they will then be able to apply to purposeful and culturally appropriate and engaging group problems.</p>

Planning for next year:

Continue with the **Structured Literacy** approach coupled with whole language practices for the broadest- possible approach to learning literacy Mathematics PLD with Rob Proffit-White **The Learner First**, with online learning programmes such as **Mathletics, Maths Buddy and Lexia Core 5**. Continue with Te Reo Māori lessons and kapa haka to create a mana-enhancing environment for our Māori students (32% of our roll in 2022). Have teachers train in the **Positive Behaviour for Learning (PB4L)** to address behavioural management issues in the junior years that has impacted learning and to strengthen behavioural management throughout the school, providing a consistent school-wide approach to positive behaviours and disruptive behaviours.

ST PETER CHANEL SCHOOL KIWI SPORT FUNDING STATEMENT 2022

Kiwisport funding for 2022: \$1131.70

Kiwisport funding in 2021 was directed towards funding our Education Outside the Classroom programmes for our senior students with Whenua Iti Outdoors for water beach day safety programmes, and outdoor activity programmes held at Whenua Iti Outdoors for Year 8. Total spend with Whenua Iti Outdoors in 2022 - \$1131.70

For further details please refer to our accounts.

Marg Campbell-McCauley
Principal
St Peter Chanel School
Motueka

ST PETER CHANEL SCHOOL MOTUEKA

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Through having comprehensive Health and Safety policies and procedures.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>We follow our Equal Employment Opportunities policies and procedures outlined on SchoolDocs and available for all staff and school whānau to review. Our policy is regularly reviewed and endorsed by our Board of Trustees.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Through an appointment panel made up of the Principal, BOT member and Staff Representative – or a variation of this if it is deemed more appropriate for example when appointing a Teacher Aide, the appointment panel consist of a nominated teacher and the Principal.</i>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<i>Through our comprehensive policies and procedures that take into account the aspirations of Māori, by understanding the tikanga of Māori employment requirements, and by valuing and respecting the greater involvement of Māori in the Education service through the use of appropriate terms, phrases and through including karakia as deemed appropriate. As a Catholic school we begin our BOT meetings and any celebration with prayer, which is also a Māori tradition.</i>
How have you enhanced the abilities of individual employees?	<i>Through giving them Professional Learning Development opportunities and through the Professional Growth Cycle meetings and Appraisal system. These conversations highlight the growth of the individual, their contribution to the success of our school and place value on the abilities, skills, knowledge and dedication they bring to their environment.</i>
How are you recognising the employment requirements of women?	<i>As a woman myself I am strongly aware of the some specific requirements of women as employees have such as compassionate leave if they need to stay home with sick children. We work as a team to allow for circumstances where women may require special consideration with respect and understanding.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We provide accessible facilities including toilets and a dedicated car-park for any person who has a disability employed at our school.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No – but this could be arranged if needed
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST PETER CHANEL MOTUEKA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of St Peter Chanel School Motueka (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

We have audited the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Qualified opinion

In our opinion, except for the possible effect of the matter described in the Basis for our qualified opinion section of our report, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2023. This is the date at which our opinion is expressed.

The basis for our qualified 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 qualified opinion - insufficient evidence for provision for cyclical maintenance

The School has an obligation to keep the land and buildings in good order and repair. The Statement of Financial Position on page 5 includes a Provision for Cyclical Maintenance of \$47,250. We have not been able to obtain sufficient evidence to support the provision. There are no practical audit procedures to determine the effect of this absence of evidence.

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 qualified opinion.

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school 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 is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing, Analysis of Variance, Kiwisport Report and the Good Employer Disclosure, but does not include the financial statements, and our auditor's report thereon.

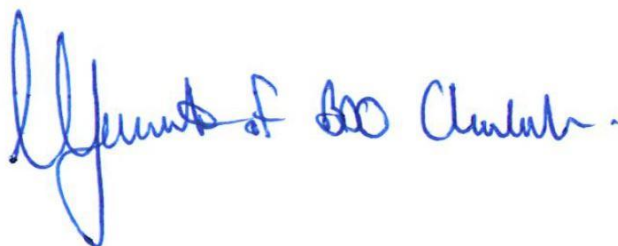
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand