



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST BRIGIDS SCHOOL (TAINUI)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of St Brigids School (Tainui) (the School). The Auditor-General has appointed me, Heidi Rautjoki, using the staff and resources of Deloitte Limited, 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 20, that comprise the statement of financial position as at 31 December 2019, 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 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 22 May 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 20 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages accompanying 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 (Revised): *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.



Heidi Rautjoki
Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand
22 May 2020

ST BRIGIDS SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	3820
Acting Principal:	Deborah Charleson
School Address:	57 Bayfield Road, Tainui, Dunedin 9013
School Postal Address:	57 Bayfield Road, Tainui, Dunedin 9013
School Phone:	03 454 3477
School Email:	office@stbrigidsdn.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Craig Ashton	Chair Person	Elected	Manager ACC	Jun-22
Deborah Charleson	Acting Principal	ex Officio		
Chris Hogue	Principal	ex Officio		Jan-19
Moirá O'Shea	Secretary	Non voting		
Dean Bell	Treasurer	Elected	Company Manager	Jun-22
Danielle Joseph	Parent Rep	Elected	Executive Assistant	Jun-22
Chris Valentine	Parent Rep	Elected	Mechanical Engineer	Jun-22
Bruce Milne	Parent Rep	Elected	ICT	Jun-19
Chris Hamilton	Parent Rep	Elected	Otago Univ Student	Jun-19
Fr Gerard Aynsley	Proprietor Rep	Proprietor appointed	Prient	Jun-22
Jan MacLeod	Proprietor Rep	Proprietor appointed	Home maker	Jun-22
Therese Lam	Proprietor Rep	Proprietor appointed	Public Health Promoter	Jun-22
Chris Higgs	Proprietor Rep	Proprietor appointed	Physiotherapist	Jun-22
Carmel Wassell	Staff Rep	Elected	Teacher	Jun-22

Accountant / Service Provider: MOORE Markhams Otago

ST BRIGIDS SCHOOL

Annual Report - For the year ended 31 December 2019

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 - 11</u>	Statement of Accounting Policies
<u>12 - 20</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

St Brigids School

Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Craig Ashton

Full Name of Board Chairperson

Andrew Pozniak

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

22 MAY 2020

Date:

22 May 2020

Date:

St Brigids School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	692,111	638,063	743,826
Locally Raised Funds	3	79,979	23,460	73,553
Use of Land and Buildings Integrated		207,600	144,400	144,400
Interest income		162	492	133
		<u>979,852</u>	<u>806,415</u>	<u>961,912</u>
Expenses				
Locally Raised Funds	3	24,953	8,142	28,052
Learning Resources	4	582,420	554,912	643,765
Administration	5	52,800	43,212	48,503
Finance		1,091	-	1,237
Property	6	256,186	186,879	190,980
Depreciation	7	19,447	-	23,405
		<u>936,897</u>	<u>793,145</u>	<u>935,942</u>
Net Surplus / (Deficit) for the year		42,955	13,270	25,970
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>42,955</u></u>	<u><u>13,270</u></u>	<u><u>25,970</u></u>

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

St Brigids School
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		18,228	18,228	(7,742)
Total comprehensive revenue and expense for the year		42,955	13,270	25,970
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		2,835	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	18	64,018	31,498	18,228
Retained Earnings		64,018	31,498	18,228
Equity at 31 December		64,018	31,498	18,228

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 Brigids School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	53,984	54,427	41,157
Accounts Receivable	9	30,955	45,376	45,376
Prepayments		2,003	1,839	1,839
		<u>86,942</u>	<u>101,642</u>	<u>88,372</u>
Current Liabilities				
GST Payable		892	7,352	7,352
Accounts Payable	11	39,467	79,253	79,253
Provision for Cyclical Maintenance	12	19,900	13,550	13,550
Finance Lease Liability - Current Portion	13	5,450	5,271	5,271
		<u>65,709</u>	<u>105,426</u>	<u>105,426</u>
Working Capital Surplus/(Deficit)		21,233	(3,784)	(17,054)
Non-current Assets				
Property, Plant and Equipment	10	68,920	67,362	67,362
		<u>68,920</u>	<u>67,362</u>	<u>67,362</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	21,230	21,725	21,725
Finance Lease Liability	13	4,905	10,355	10,355
		<u>26,135</u>	<u>32,080</u>	<u>32,080</u>
Net Assets		<u>64,018</u>	<u>31,498</u>	<u>18,228</u>
Equity	18	<u>64,018</u>	<u>31,498</u>	<u>18,228</u>

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

St Brigids School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		137,349	138,063	201,708
Locally Raised Funds		79,979	23,460	60,870
Goods and Services Tax (net)		(6,460)	-	6,383
Payments to Employees		(60,590)	(60,324)	(100,462)
Payments to Suppliers		(113,081)	(88,421)	(108,388)
Interest Paid		(1,091)	-	(965)
Interest Received		162	492	133
Net cash from Operating Activities		36,268	13,270	59,279
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(21,005)	-	(24,399)
Net cash from Investing Activities		(21,005)	-	(24,399)
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,835	-	-
Finance Lease Payments		(5,271)	-	(5,382)
Net cash from Financing Activities		(2,436)	-	(5,382)
Net increase/(decrease) in cash and cash equivalents		12,827	13,270	29,498
Cash and cash equivalents at the beginning of the year	8	41,157	41,157	11,659
Cash and cash equivalents at the end of the year	8	53,984	54,427	41,157

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

St Brigids School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

St Brigids School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. 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 2019 to 31 December 2019 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 Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 21.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Grants

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) 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.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) 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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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	5–13 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Library resources	10 years

l) 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 licences with individual values under \$500 are not capitalised, they 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. It's 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.

m) 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.

n) 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.

o) 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, annual leave earned 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.

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, building and other facilities on the School site in a state of good order and repair.

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

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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract 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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

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 at the start of the year.

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	150,799	129,651	166,028
Teachers' Salaries Grants	513,291	500,000	529,857
Other MoE Grants	4,304	-	2,077
Other Government Grants	23,717	8,412	45,864
	<u>692,111</u>	<u>638,063</u>	<u>743,826</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	63,785	6,072	51,004
Activities	6,874	-	16,620
Trading	2,954	-	5,454
Fundraising	458	13,044	-
Other Revenue	5,908	4,344	475
	<u>79,979</u>	<u>23,460</u>	<u>73,553</u>
Expenses			
Activities	16,779	750	24,351
Trading	2,130	1,740	3,474
Fundraising (Costs of Raising Funds)	2,393	-	-
Other Locally Raised Funds Expenditure	3,651	5,652	227
	<u>24,953</u>	<u>8,142</u>	<u>28,052</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>55,026</u>	<u>15,318</u>	<u>45,501</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	13,658	18,156	6,756
Equipment Repairs	64	1,728	1,257
Information and Communication Technology	1,768	1,296	6,468
Library Resources	125	2,604	47
Employee Benefits - Salaries	565,371	528,956	624,250
Staff Development	1,434	2,172	4,987
	<u>582,420</u>	<u>554,912</u>	<u>643,765</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,201	2,784	2,937
Board of Trustees Fees	4,110	2,172	4,100
Board of Trustees Expenses	1,331	864	480
Communication	3,106	1,728	2,001
Consumables	6,941	4,908	7,131
Other	584	2,052	755
Employee Benefits - Salaries	29,246	24,792	26,804
Insurance	2,021	2,088	2,125
Service Providers, Contractors and Consultancy	2,260	1,824	2,170
	52,800	43,212	48,503

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	14,525	15,575	15,157
Cyclical Maintenance Provision	5,855	-	5,625
Grounds	9,581	4,332	9,269
Heat, Light and Water	8,038	9,120	9,196
Rates	5,366	2,856	2,495
Repairs and Maintenance	3,507	3,468	3,339
Use of Land and Buildings	207,600	144,400	144,400
Security	1,714	1,476	1,499
Employee Benefits - Salaries	-	5,652	-
	256,186	186,879	190,980

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

7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Furniture and Equipment	4,432	-	4,356
Information and Communication Technology	8,416	-	12,168
Leased Assets	5,343	-	5,568
Library Resources	1,256	-	1,313
	19,447	-	23,405

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	3,146	34,238	20,968
Bank Call Account	50,838	20,189	20,189
Cash and cash equivalents for Cash Flow Statement	53,984	54,427	41,157

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Teacher Salaries Grant Receivable	30,955	45,376	45,376
	30,955	45,376	45,376
Receivables from Non-Exchange Transactions	30,955	45,376	45,376
	30,955	45,376	45,376

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Furniture and Equipment	26,500	17,616	-	-	(4,432)	39,684
Information and Communication Technology	21,098	2,110	-	-	(8,416)	14,792
Leased Assets	14,679	-	-	-	(5,343)	9,336
Library Resources	5,085	1,279	-	-	(1,256)	5,108
Balance at 31 December 2019	67,362	21,005	-	-	(19,447)	68,920

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Furniture and Equipment	130,623	(90,939)	39,684
Information and Communication Technology	122,702	(107,910)	14,792
Leased Assets	29,340	(20,004)	9,336
Library Resources	38,831	(33,723)	5,108
Balance at 31 December 2019	321,496	(252,576)	68,920

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and Equipment	30,856	-	-	-	(4,356)	26,500
Information and Communication Technology	21,631	11,635	-	-	(12,168)	21,098
Leased Assets	13,631	6,616	-	-	(5,568)	14,679
Library Resources	5,950	448	-	-	(1,313)	5,085
Balance at 31 December 2018	72,068	18,699	-	-	(23,405)	67,362

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Furniture and Equipment	113,007	(86,507)	26,500
Information and Communication Technology	120,592	(99,494)	21,098
Leased Assets	29,340	(14,661)	14,679
Library Resources	37,922	(32,837)	5,085
Balance at 31 December 2018	300,861	(233,499)	67,362

11. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	4,000	8,680	8,680
Accruals	4,512	4,462	4,462
Banking Staffing Overuse	-	20,735	20,735
Employee Entitlements - Salaries	30,955	45,376	45,376
	39,467	79,253	79,253
Payables for Exchange Transactions	39,467	79,253	79,253
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	39,467	79,253	79,253

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	35,275	35,275	29,650
Increase/ (decrease) to the Provision During the Year	5,855	-	5,625
Provision at the End of the Year	41,130	35,275	35,275
Cyclical Maintenance - Current	19,900	13,550	13,550
Cyclical Maintenance - Term	21,230	21,725	21,725
	41,130	35,275	35,275

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:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	6,099	-	6,363
Later than One Year and no Later than Five Years	5,127	-	11,226
	11,226	-	17,589

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 (Roman Catholic Bishop of Dunedin) 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".

15. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,110	4,100
Full-time equivalent members	0.22	0.15
<i>Leadership Team</i>		
Remuneration	110,007	219,028
Full-time equivalent members	1.00	2.00
Total key management personnel remuneration	114,117	223,128
Total full-time equivalent personnel	1.22	2.15

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments (no appointed Principal during year)	-	120 - 130
Benefits and Other Emoluments	-	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
110 - 120	1	-
100 - 110	-	-
	1	-

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

16. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: 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 has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

17. Commitments

(a) Operating Commitments

As at 31 December 2019 the Board has not entered into any contracts

18. Managing Capital

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

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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	53,984	54,427	41,157
Receivables	30,955	45,376	45,376
Total Financial assets measured at amortised cost	<u>84,939</u>	<u>99,803</u>	<u>86,533</u>

Financial liabilities measured at amortised cost

Payables	39,467	79,253	79,253
Finance Leases	10,355	15,626	15,626
Total Financial Liabilities Measured at Amortised Cost	<u>49,822</u>	<u>94,879</u>	<u>94,879</u>

20. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

21. Adoption of PBE IFRS 9 Financial Instruments

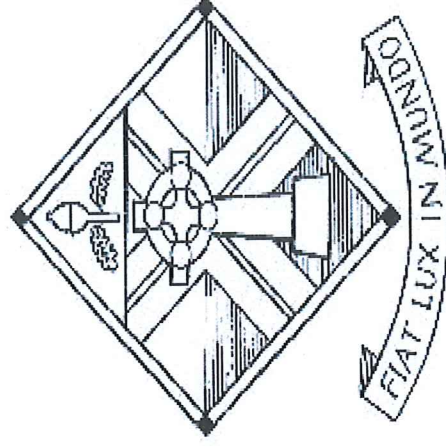
In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

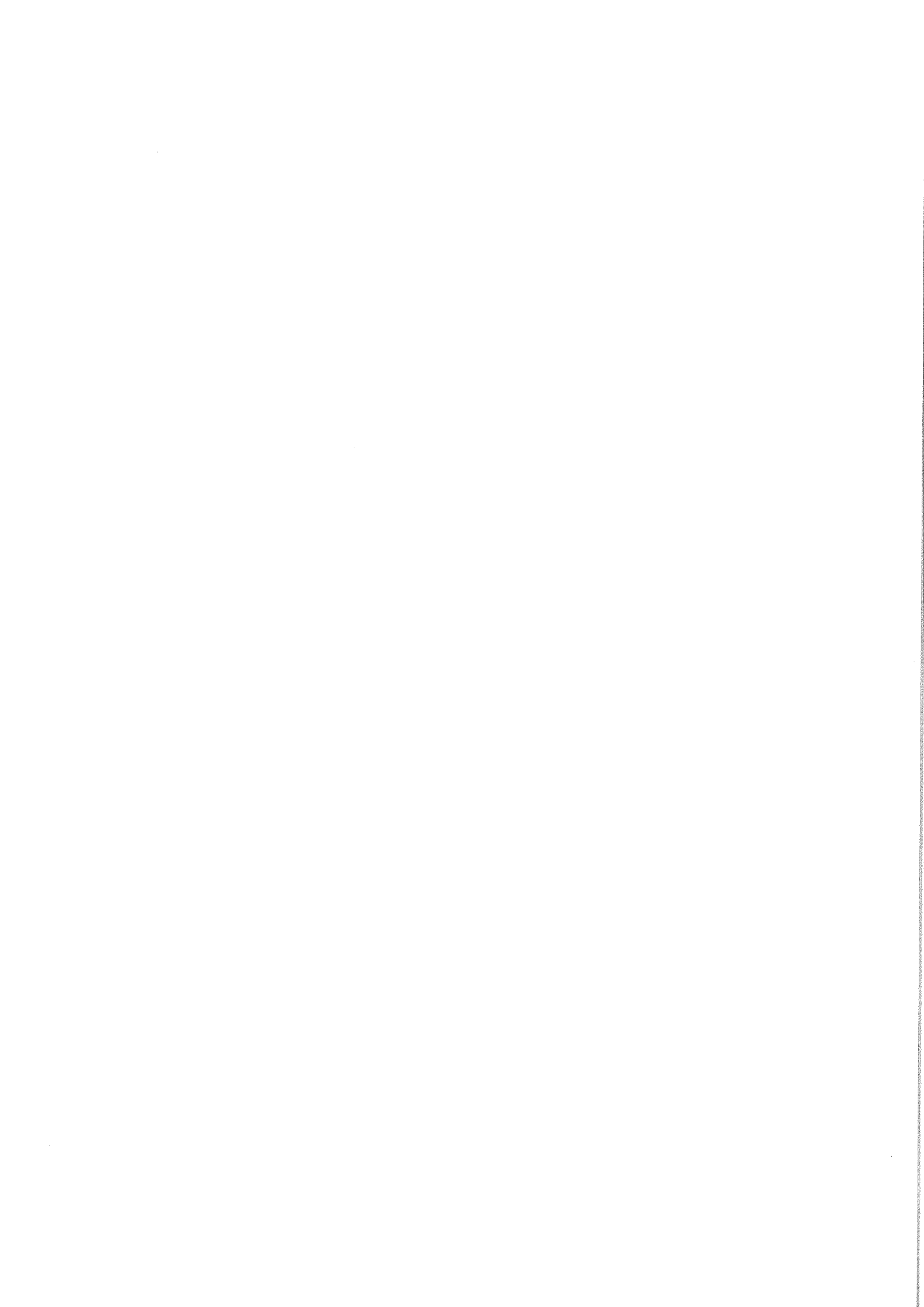
Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

St Brigid's School

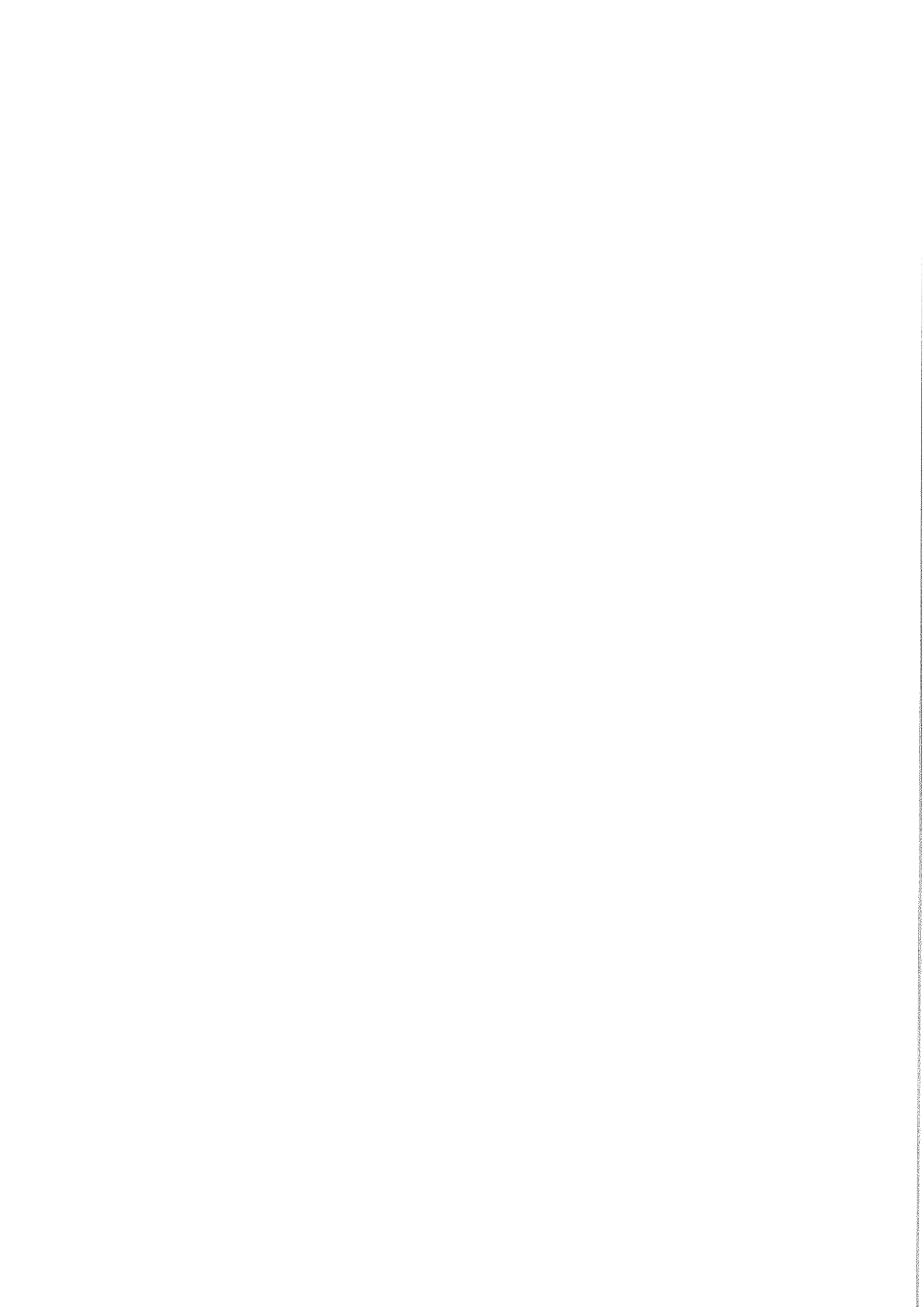


Analysis of Variance for 2019



Analysis of Variance 2019

Goal	Target	Achievement	Analysis(Reasons for Variance)	Evaluation/Next Steps
<p>1: To lift achievement in Writing.</p>	<ul style="list-style-type: none"> All target students will make at least one years' progress in writing achievement. Students who are identified as a target group (using a number of assessments) will be targeted and continued to make progress in writing. Priority groups identified and specific to the identified learning needs. Priority groups identified and targets specific to the identified Learning needs, set. RTL, RTLiT Teacher Aide and outside agencies sought and utilised as applicable. An increase in attainment levels, enthusiasm towards their learning and being able to 'talk about what they have learned and 'Where they need to go to next' 	<ul style="list-style-type: none"> 9 of 12 (75 %) targeted children made accelerated progress and were at or above the appropriate curriculum level for writing 71 (82 %) of all children were at or above the appropriate curriculum level for writing 75 % of Maori and Pasifika students are at or above the curriculum levels for Writing. 	<ul style="list-style-type: none"> The school took part in a Literacy professional development with a focus on the 12 through the community of learning. target children . 5 girls were part of a focus group. We used a variety of tools including I pads. Student voice surveys PACT as a tools for writing 81 % of the girls in the school are at or above the appropriate curriculum level for writing. 72% of boys are above at appropriate curriculum level for writing. 	<ul style="list-style-type: none"> Continue to use writing pedagogy learned from P.D to further develop teaching and learning of writing. Use writing as inquiry to embed their learning of writing Continue to changes in practice across the school. Provide a more independent learner directed teaching pedagogy. All students who took part in the programme in 2010 will continue to progress or to make accelerated progress in writing. New students identified as Target students for 2020



Analysis of Variance 2019

Goal	Target	Achievement	Analysis(Reasons for Variance)	Evaluation/Next Steps
<p>4 : Improve Student Learning and Achievement in Mathematics</p>	<ul style="list-style-type: none"> All the children in the target group who were below the school expectations will make at least one year's progress. All identified targeted students will make progress against their individual learning goals in mathematics. 	<ul style="list-style-type: none"> (71) 82 % of all students were achieving at or above the appropriate curriculum level (9) 75% of the identified 12 students in the target group made at least one year's progress and were working at or above the appropriate curriculum level 	<ul style="list-style-type: none"> Mathematic monitoring meetings were held regularly. At these meetings, teachers shared analysed student results, discussed teaching strategies and set new goals for students. Math's was used across other areas of the curriculum: Science was an area where Maths was used frequently. These sessions provided opportunities for teachers to reflect on their practice and share concerns and good practice. Students became more confident and comfortable using technology. Parent support increased. 	<p>Identify learning barriers at each Year level. Review maths curriculum in T 3 and modify for 2020.</p> <p>Maintain priority trackers to monitor individuals and builds a picture of what happens.</p> <p>Undertake professional learning led by COL for Term 1-2-3-4</p>

Analysis of Variance 2019

Goal	Target	Achievement	Analysis(Reasons for Variance)	Evaluation/Next Steps
<p>3. To develop the STEAM programme to enhance learning opportunities across the curriculum.</p> <p>3.1 To enhance design thinking.</p> <p>3.2 All children will be able to construct a wondering / question about a given topic.</p>	<ul style="list-style-type: none"> • Extensively use STEAM teaching as part of the Inquiry process. • Integrate STEAM into the school Curriculum • Strengthen teacher knowledge of the effective use of STEAM • Develop understanding of use design thinking and wondering questions 	<ul style="list-style-type: none"> • STEAM is now integrated into the Curriculum and is part of the planning for teachers. • STEAM room is identified within the school and redeveloped and given resources. • Teachers attend IN depth professional learning for STEAM. • STEAM leader attended all of STEAM cluster meetings. 	<ul style="list-style-type: none"> • Teachers learn about STEAM for developing and embedding their STEAM Teaching as Inquiry. • In depth professional development with STEAM with staff meeting and exterior P.D • STEAM cluster provides some resources to develop STEAM development 	<ul style="list-style-type: none"> • Embed STEAM into inquiry process with both students and Teachers so they are confident of their capabilities.. • Professional learning development for teachers in STEAM. • Further fund STEAM room through grants etc.

