



Sacred Heart Girls' College New Plymouth

Annual Report

31 December 2023

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Principal's report

In 2023 our school theme was “Ko ahau te whakamārama o te ao” – “I am the light of the world”. The theme for 2023 resonated as we came out of the Covid-19 restrictions of the couple of years before and returned to a fuller in-person experience for our students.

In 2023 we made progress with these annual goals:

- *Grow contemplation, communion and mission and create authentic mission action*
 - Many student opportunities for an Encounter with Christ, Growth in Religious Education knowledge and Christian Witness both at school and in the Parish. This remains a priority in 2024 and is having life to the full.
 - Authentic mission action in the community and in support of the Mission Sisters at school as well as within the student community. We will continue to prioritise mission action as a Mission Sisters school.
- *Nurture Hauroa by meeting the MOE's attendance targets of 70% of students attending school regularly (90%)*
 - We worked hard on strategies to improve attendance and communication with whānau, but did not meet the targets
 - In 2024 we will strengthen Manaaki relationships and work on removing barriers to engagement and attendance (bullying)
- *We will provide student centered, innovative learning experiences that embrace local curriculum and encourage critical thinking.*
 - New NCEA Level 1 courses were developed ready for implementing in 2024
 - Learning progressions within each subject area have been developed in 2023 to be shared with learners and whānau in 2024
- *Grow genuine, deeper relationship with iwi to strengthen authentic connection and live out Te Tiriti o Waitangi*
 - Increased opportunity for learning Te Reo Māori for students and uptake of Te Ahu o Te Reo by Staff
 - Connections strengthened through events such as Puanga, hosting Te Kāhui Whetū, Parihaka visits etc

List of all school board members

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Position	Term Expired/Expires
Robyn Walker	Presiding Member	Resigned Dec 23
Cathy Quigan	Presiding Member	Sept 25
Barbara Costelloe	Principal	Not applicable
John Passmore	Bishop's Appointee	Not applicable
Sherre Asi	Parent Representative	Sept 25
John Elliot	Parent Representative	Sept 25
Catherine Crogan	Parent Representative	Sept 25
Matthew Stuck	Parent Representative	Sept 25
Megan Careswell-King	Parent Representative	Sept 25
Warwick Foy	Staff Representative	Sept 25
Sydney Burnett	Student Representative	Sept 23
Olivia Perry	Student Representative	Sept 24
Denise Stachurski	Secretary	Not applicable

Statement of variance: progress against targets

Goal 1	Detailed Goals	What will we do	Who and by When	How will it be measured	What will success look like	√ Evaluation
In a culturally responsive way, Nourish Catholic Character	Grow Contemplation / Communion / Mission and create authentic mission action	Provide opportunities for authentic Catholic witness and mission through <ul style="list-style-type: none"> - Classroom experience - Sacramental programmes - Ascend youth group - Service work - Fundraising - School Masses - Class Masses - Mission Market Day - Caritas support - House Feast Days with service projects - Religious Studies teaching - Sexuality Education programme 	DRS, RST Teachers, Special Character Council, House Leaders, Liturgy Leader, Staff and Students	Gather voice from students, staff and whānau, parish and Sisters about opportunities for spiritual growth: Engagement survey online and at hui to ask about student engagement with sacramental programmes, youth groups. Monitoring of engagement rates with both in school initiatives and parish opportunities	Students engage with a range of opportunities for spiritual growth at Manawa Tapu Students are involved in school time and in the parish and the community	Enormous growth and sustaining of good practice this year indicated below. Growth: <ul style="list-style-type: none"> • Encounter with Christ – Spirituality <ul style="list-style-type: none"> • Seed Journalling • Growth in Knowledge – Religious Education <ul style="list-style-type: none"> • Engagement with Staff: Tagged Teacher reflections and opportunities to contribute to Special Character Events • Christian Witness – Partnerships, Service, Outreach, Pastoral Care <ul style="list-style-type: none"> • Community Meals in conjunction with St Vincent de Paul Society • Sr Colleen as a weekly teacher aide within Pathways; RST classes and small groups; O’Shea Shield preparation and mentor; Wednesday Liturgy BCO and Sisters at Adele Senior Living. <ul style="list-style-type: none"> • Mission Market Day: Fundraising student lead • Ascend: Get Nos attending and meeting frequency with activities • Community Meals 12 regular volunteers; Youth Musicians (Mustard Seeds and Seedlings) regular rostered involvement at St Joseph’s Parish Sustaining: <ul style="list-style-type: none"> • Encounter with Christ – Spirituality <ul style="list-style-type: none"> • Sacramental Programmes • Christian Witness – Partnerships, Service, Outreach, Pastoral Care <ul style="list-style-type: none"> • Caritas Airband: Fundraising student lead • Safeguarding and Strengthening Catholic Character <ul style="list-style-type: none"> • Feast Day service activities • Liturgical celebrations planned and presented • Chaplain and Staff • School Masses: Opening; Sacred Heart Feast; Founders’ Day with First Holy Communion celebration; Thanksgiving. • Monday Gospel Reading; Friday Catholic Character reflections • Year level retreats Next steps: <ul style="list-style-type: none"> • Involvement in community events will reflect Catholic Character (eg, Te Kahui Whetu choice of waiata).

Goal 2	Specific goal	What we will do	Who and by when	How	What success will look like	√ Evaluation																												
In a culturally sustaining way, Nurture Hauora	Prioritise hauora with a wellbeing first approach based on the principles of Te Whare Tapa Whā and reconciliation.	Meet the MOE's attendance targets of 70% of students attending school regularly (90%)	by the end of Term 4.	<ul style="list-style-type: none"> Analyse and communicate attendance data to staff monthly (JTA) Ensure accurate coding of absences by monitoring coding and providing PD and support to the admin staff (JTA, BHO, LSI) Provide wrap around support for students with chronic absence of 70% or less and include these students on the Tier 2 register (Manaaki, Deans, Counsellors, outside agencies) Send Termly attendance updates to whanau of students who are not meeting the attendance target. 	Student attendance improving	<p>We have not met the MOE's attendance target of 70% of students attending school regularly.</p> <p>Attendance data</p> <table border="1"> <thead> <tr> <th>Term</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Regular attendance (x >90%)</td> <td>55</td> <td>47</td> <td>30</td> </tr> <tr> <td>Irregular absence (80% < x < 90%)</td> <td>27</td> <td>32</td> <td>42</td> </tr> <tr> <td>Moderately absent (80% < x < 70%)</td> <td>12</td> <td>14</td> <td>18</td> </tr> <tr> <td>Chronically absent (x < 70%)</td> <td>6</td> <td>6</td> <td>10</td> </tr> <tr> <td>Justified attendance (%) (M, J)</td> <td>5.9</td> <td>8.4</td> <td>12.4</td> </tr> <tr> <td>Unjustified attendance (%) (T, E, G)</td> <td>9.6</td> <td>5</td> <td>5.5</td> </tr> </tbody> </table> <p>Regular attendance has fallen each Term, while moderate and chronic absence has increased slightly. The combined total of Regular attendance and Irregular absence is relatively steady at approximately 80%. The percentage of justified absences has increased each Term. A large proportion of these are medical absences.</p> <p>Actions in 2023</p> <ul style="list-style-type: none"> Analyse and communicate attendance data to staff every Term Manaaki teachers contact caregivers of students who have an attendance below 80% Ensure accurate coding of absences by monitoring coding and providing PD and support to the admin staff. Provide wrap around support for students with chronic absence of 70% or less and include these students on the Tier 2 register (Manaaki, Deans, Counsellors, outside agencies) Communicate the importance of regular attendance to whanau <p>Actions in 2024</p> <ul style="list-style-type: none"> Make attendance school wide focus Access PLD in Kamar reporting and attendance functions Update and communicate SHGC attendance policy to community – include the requirement of evidence after 3 days of medical absence. Utilise the attendance service and the attendance referral system more effectively Designate a regular time in the timetable for Manaaki teachers to administer attendance Celebrate excellence in attendance 	Term	1	2	3	Regular attendance (x >90%)	55	47	30	Irregular absence (80% < x < 90%)	27	32	42	Moderately absent (80% < x < 70%)	12	14	18	Chronically absent (x < 70%)	6	6	10	Justified attendance (%) (M, J)	5.9	8.4	12.4	Unjustified attendance (%) (T, E, G)	9.6	5	5.5
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Goal 3	Specific goal	What we will do	Who and by when	How	What success will look like	√ Evaluation
In a Culturally Sustaining Way, We Strengthen Ako (Learning) and Poutama (Pathways)	We will provide student centered, innovative learning experiences that embrace local curriculum and encourage critical thinking.	Create courses in each curriculum area that focus on the big ideas and significant learning of that subject area	LOLs, TICs, all subject teachers of Year 9, 10, and 11 by the end of Term 4.	<ul style="list-style-type: none"> - Unpack the new NCEA focus for Level 1 (taught at Y11 here) to develop understanding of the ‘big ideas and significant learning’ and write unit plans for 2024 based on this - Work backwards from the Y11 courses, and do the same for both Year 10, and Year 9 to ensure preparation and progression of learning is developed - Staff PLD of the big ideas and significant learning of their relevant areas - LOLs growing in knowledge of each key initiative so there is confidence to lead and support in that space (internal and external PLD) - Teachers growing in knowledge of each key initiative so there is confidence to create lessons/activities in that space 	<p>Ultimately, students will have relevant courses available to them that are not only student centered, but also preparing them with the knowledge, understanding, and tools they need to be equipped for the next step in their pathway.</p> <p>Staff understanding of what the new NCEA requires, and how to go about teaching it.</p> <p>Documentation created and available for all new courses starting in 2024 (unit plans and a start on lesson plans)</p> <p>New teaching and learning approaches to accommodate the new NCEA</p>	There has been a great amount of progress made in this area and Leaders of Learning and staff are continuing to work on these courses in preparation to be ready for the beginning of the new year. They are on track with this and are in the stages of completing the overarching units, and teachers moving into their personal specific lesson planning.
		Update our Learning Progressions to ensure they reflect the focus in each year level and subject area.	LOLs, HMI by the end of Term 3.	<ul style="list-style-type: none"> • LOLs work with HMI to look strategically at what is taught from Y7-13 in their curriculum area, and update where relevant to accommodate the new NCEA (and the impact either side- down to Y7, and up to Y13) 	<p>Ultimately, students will be able to identify their next learning steps and where their learning will lead them in future.</p> <p>All staff, students, and community will be able to access and understand the progression of learning available for their student in each curriculum area.</p>	<p>Learning Progressions have been completed. These now get reviewed at the end of each year as a reflective tool in preparation for the following year.</p> <p>Reporting against progressions resulted in being a bigger task than expected, so next steps here are:</p> <ul style="list-style-type: none"> • I have applied for ‘contestable MMA’s’ to encourage a sub-committee to work with members of the LOL team to work together on this • This group will work together to research into various reporting structures (PLD, Readings, other school’s structures etc.) to either use or create a reporting structure that works effectively against the progressions and is consistent across all junior subjects (Y7-10)

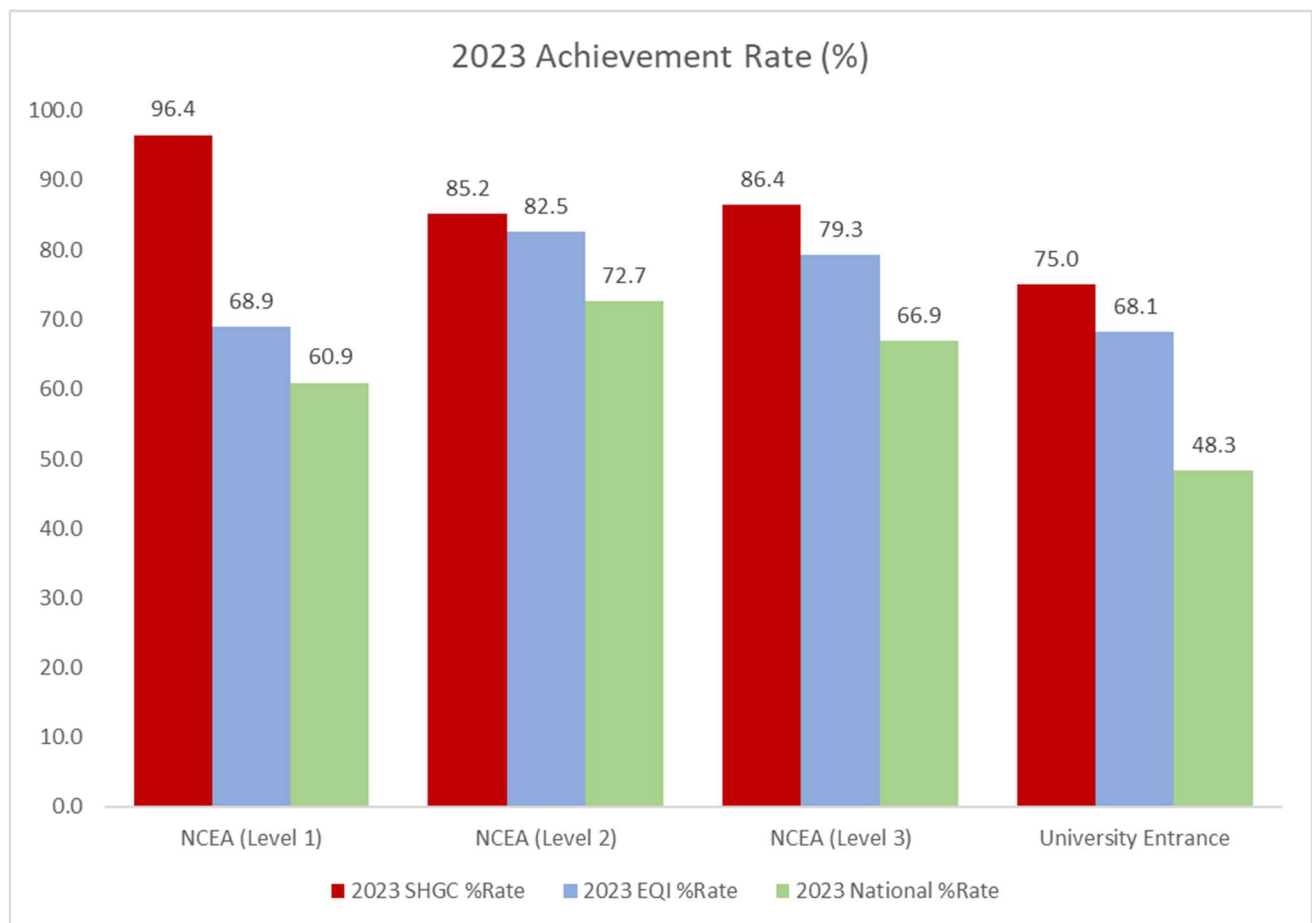
Goal 4	Detailed Goals	What will we do	Who and by When	How will it be measured	What will success look like	√ Evaluation
In a culturally sustaining way, Openly Engage with Community	Grow genuine, deeper relationship with iwi to strengthen authentic connection and live out Te Tiriti o Waitangi	Gather voice from our Māori and Pasifika whānau and student community via online survey, in person event at school, at marae, the parish or other locations suggested by whānau.	SLT led by BCO Initial hui by Week 4 term 2 Follow up events at other venues in response to suggestions from whānau	Caregivers and whānau participation in a hui or a survey Student participation in a focus group	Caregivers and whānau of Maori and Pasifika students engage with either an online survey or an in person hui at school, at a marae or the parish.	Whānau hui in Week 4 of Term 2 – small numbers at hui, but feedback on pastoral system given by phone and email too. Student focus group: Komiti Māori met on 4 different occasions with Tumuaki, Kaumatua and Kaiako Māori to explore ideas for wanaga. This was planned for August but unfortunately did not proceed. Connections strengthened through: <ul style="list-style-type: none"> • Hosting Te Kāhui Whetu • Significant uptake of Te Ahu o Te Reo by our staff (19 staff in 2023) • Māori and Pasifika graduation celebration • Kapa haka strengthened – back at Puanga festival • Parihaka visits • Māori representation on Board

Evaluation and analysis of the school's students' progress and achievement

Overview

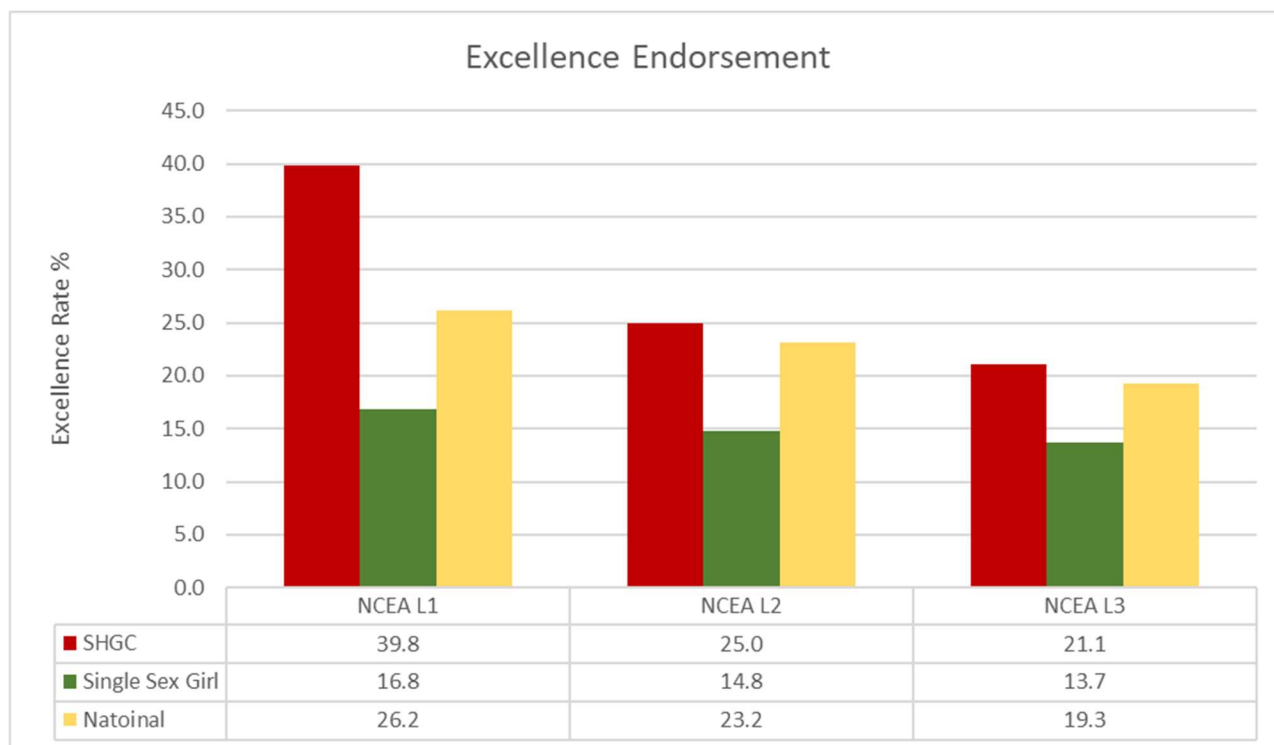
Just like previous years, 2023 was full of challenges. This includes the continuing impact of student attendance, industrial action and changes to NCEA. However, our ākonga still outperformed the national achievement rate.

Below is the overall achievement of each NCEA Level compared with schools in the same EQI band of "Fewer" and the National achievement rate. SHGC has an EQI of 418. The EQI band of "fewer" includes Sacred Heart Girls' College and schools with an EQI lower than this.



Student performance

Overall, in 2023 ākonga at Manawa Tapu have performed very well against the national average, and in comparison to other girls' school. The graph below shows our rates of Excellence endorsement at each year level. Please see the appendix for further comparisons.



Literacy and Numeracy

In 2023 all Year 10s were entered in the co-requisite Numeracy and Literacy Assessment.

The results for the co-requisites were pleasing and well above the national pass rate. The literacy achievement rate for 2023 was higher than 2022.

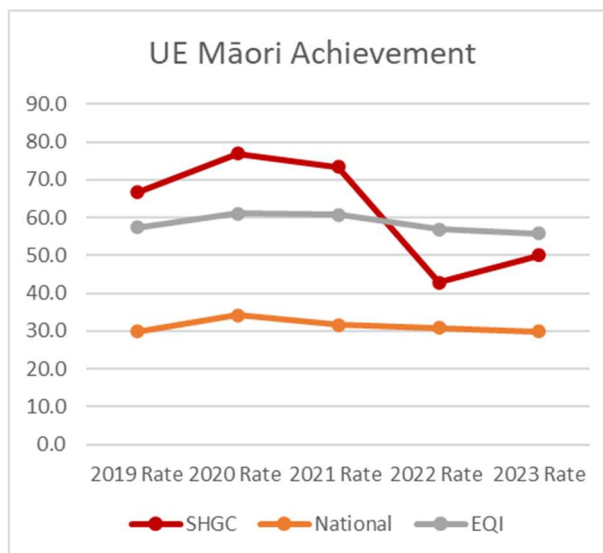
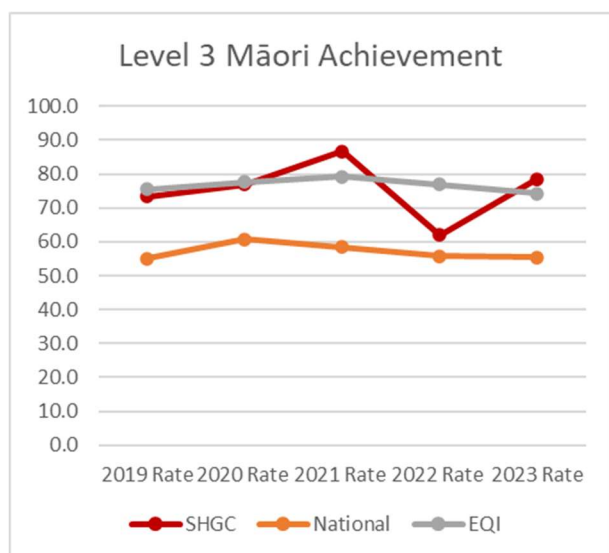
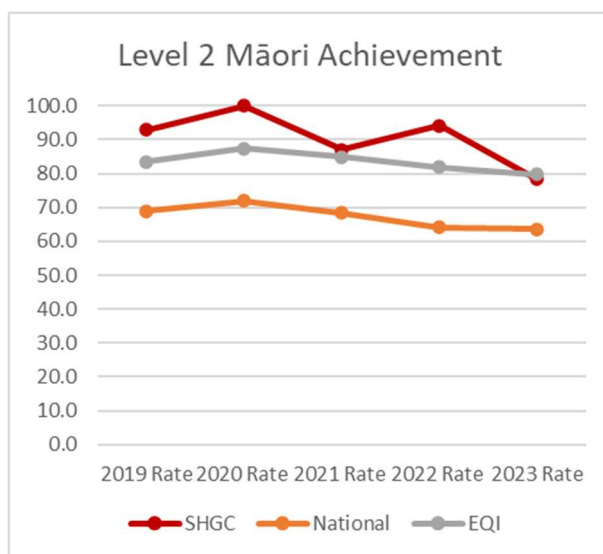
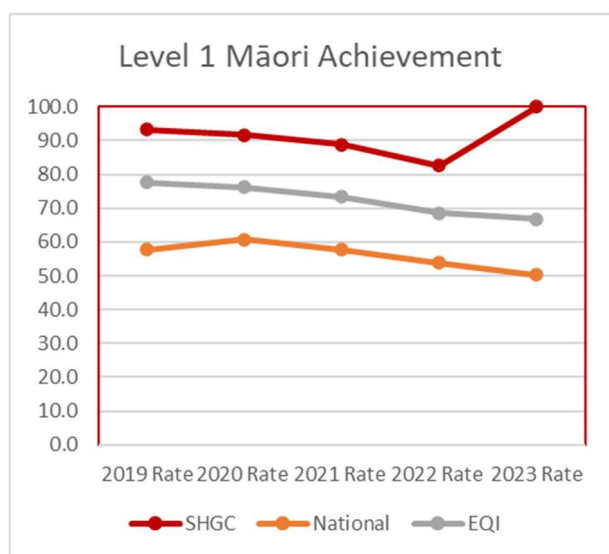
Unless a student was absent all Year 10s attempted the co-requisites. The students that did not sit or pass the co-requisite will have another attempt in May and September 2024.

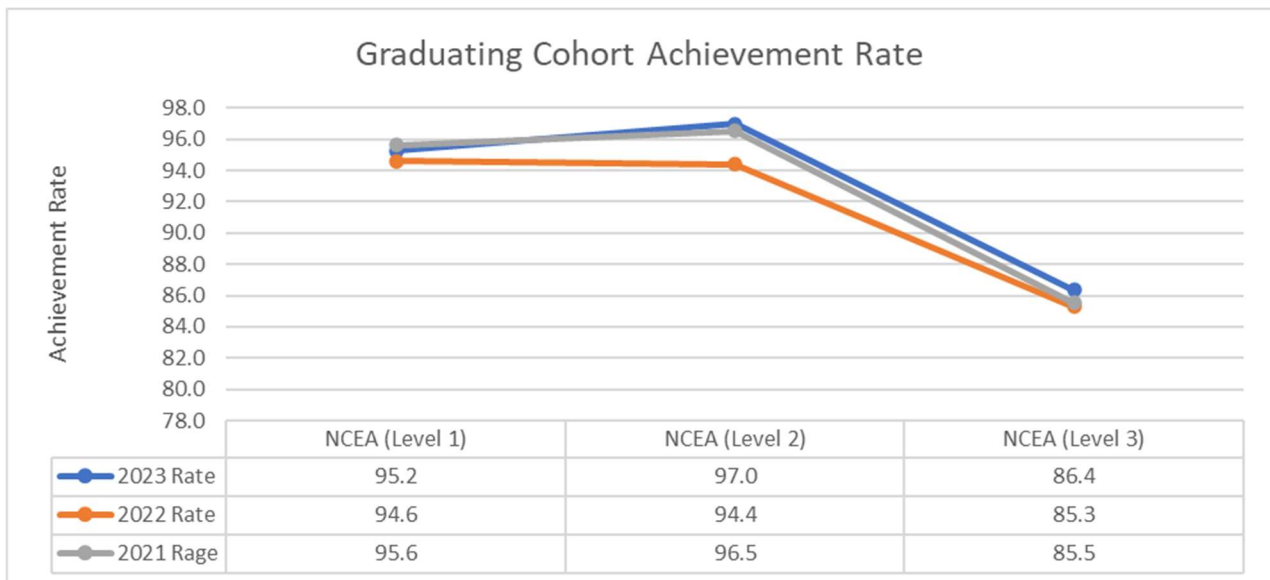
	Total	Achieved	Not Achieved	Not Attempted
US32403 Reading	112	97 (87%)	15 (13%)	9
US32405 Writing	111	101 (91%)	10 (9%)	10
US32406 Numeracy	111	80 (73%)	31 (27%)	10

Achievement of Qualifications for SHGC Māori students

Our Māori cohort has consistently achieved above the national average at all year levels. In 2023, SHGC achievement rate of Level 2 was below the Equity Index Band achievement rate of Level 2. At other levels our Māori achievement is above the Equity Index Band achievement rate. See Appendix for individual graphs.

	All SHGC achievement	SHGC Māori achievement
Level 1 (112 students in the cohort and 30 Māori students)	108 (96.4%)	30 (100%)
Level 2 (107 students in the cohort and 23 Māori students)	92 (86.0%)	18 (78.3%)
Level 3 (91 students in the cohort and 14 Māori students)	76 (83.5%)	11 (78.6%)





This graph shows the achievement of the graduating cohort over the past three years. The graduating cohort's achievement rates have followed the trend of the past two years. For all graduating years there is a 10% achievement rate drop in Year 13. This is the result of some students leaving partway through their final year and not completing NCEA Level 3. These students are included in this achievement rate.

How we have given effect to Te Tiriti o Waitangi

In 2023, the SHGC Board has worked to ensure a Māori voice on the Board. We have:

- co-opted a Māori representative onto the Board
- Provided an opportunity for whānau hui to consult on our pastoral system (May 2023) and through a survey for all caregivers (November 2023)
- Maintained liaison with local iwi through regular hui with our kaumatua and keeping close contact with Parihaka.
- Komiti Māori for students held regular hui with Principal and Kaiako Māori to share their aspirations for our kura.

We have increased student opportunities to learn Te Reo Māori me ōna tikanga by:

- Increasing curriculum time for Te Reo Māori for our junior students. All Year 7 to Year 9 students are timetabled for 1 hour per week of Te Reo Māori rather than the 6 – 10 week module previously offered.
- Teachers were encouraged to improve their own use of Te Reo Māori by engaging with professional development offered through Te Ahu o Te Reo (19 teachers were enrolled in 2023). Teachers understanding of tikanga increased through participation in Te Kāhui Whetū in August which we hosted.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>We have built on the work of 2022 in building healthy staff culture. In 2023 a review and restructure of middle leadership was undertaken. Staff were fully consulted throughout the process. No complaints have been received.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>We have a Board policy on EEO on our website. We ensure a fair and transparent process with every recruitment situation</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Ensuring an appropriate panel. Short listing is determined by a criteria matrix against the job description.</i>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<i>We are working hard on building strong relationships with iwi and regularly consult with and include our kaumatua in the recruitment process to ensure our commitment to Te Tiriti is an integral part of the whole process.</i>
How have you enhanced the abilities of individual employees?	<i>We encourage professional development and leadership programmes.</i>
How are you recognising the employment requirements of women?	<i>We are predominantly a female staff. The majority of senior and middle leadership positions are also held by women.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We have a lift for access and appropriate ramps and bathroom facilities. We are open to requests for any further assistance.</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
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	

Financial statements

Statement of responsibility

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Cathy Quigan, Presiding Member

Barbara Costelloe, Principal



Signature of Presiding Member

Signature of Principal

27 May 2024

27 May 2024

Date:

Date:

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	7,091,512	6,776,920	6,595,366
Locally Raised Funds	3	827,354	865,751	735,137
Use of Proprietor's Land and Buildings		862,500	632,500	632,500
Interest		62,436	37,556	18,511
Other Revenue		200	-	-
Total Revenue		8,844,002	8,312,727	7,981,514
Expense				
Locally Raised Funds	3	503,286	590,084	454,443
Learning Resources	4	6,330,701	6,224,422	5,902,040
Administration	5	659,074	604,171	656,592
Interest		5,012	8,172	6,606
Property	6	1,230,478	1,018,228	969,876
Other Expense	7	19,185	20,678	18,508
Loss on Disposal of Property, Plant and Equipment		-	1,200	357
Total Expense		8,747,736	8,466,955	8,008,422
Net Surplus / (Deficit) for the year		96,266	(154,228)	(26,908)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		96,266	(154,228)	(26,908)

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

Statement of changes in net assets/equity

For the year ended 31 December 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January	1,171,031	1,170,876	1,163,789
Total comprehensive revenue and expense for the year	96,266	(154,228)	(26,909)
Contribution - Furniture and Equipment Grant	156,385	30,000	34,151
Equity at 31 December	1,423,682	1,046,648	1,171,031
Accumulated comprehensive revenue and expense	1,423,682	1,046,648	1,171,031
Reserves	-	-	-
Equity at 31 December	1,423,682	1,046,648	1,171,031

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.

Statement of financial position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	709,416	471,500	354,957
Accounts Receivable	9	506,095	441,000	424,611
GST Receivable		29,947	20,000	24,814
Prepayments		20,051	15,000	16,646
Inventories	10	810	1,000	1,974
Investments	11	760,000	610,000	760,000
		2,026,319	1,558,500	1,583,002
Current Liabilities				
Accounts Payable	13	619,733	476,102	479,292
Revenue Received in Advance	14	198,627	222,500	217,751
Provision for Cyclical Maintenance	15	12,317	87,500	87,447
Finance Lease Liability	17	50,710	50,000	49,764
Funds held in Trust	18	82,860	100,000	102,786
		964,247	936,102	937,040
Working Capital Surplus/(Deficit)		1,062,072	622,398	645,962
Non-current Assets				
Investments	11	41,968	42,000	45,033
Property, Plant and Equipment	12	587,857	580,000	677,029
Intangible Assets		-	-	-
		629,825	622,000	722,062
Non-current Liabilities				
Provision for Cyclical Maintenance	15	241,036	167,750	167,766
Finance Lease Liability	17	27,179	30,000	29,382
		268,215	197,750	197,148
Net Assets		1,423,682	1,046,648	1,170,876
Equity		1,423,682	1,046,648	1,171,031

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

Statement of cash flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,910,858	1,755,348	1,809,964
Locally Raised Funds		668,599	741,093	621,013
International Students		98,039	119,061	88,105
Goods and Services Tax (net)		(5,134)	4,814	(2,446)
Payments to Employees		(1,211,565)	(1,139,446)	(1,268,543)
Payments to Suppliers		(1,205,107)	(1,457,185)	(1,179,484)
Interest Paid		(5,012)	(8,172)	(6,606)
Interest Received		59,863	37,337	14,599
Net cash from/(to) Operating Activities		310,541	52,850	76,602
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(1,200)	-
Purchase of Property Plant & Equipment (and Intangibles)		(47,391)	(67,932)	(91,781)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		-	150,000	75,000
Net cash from/(to) Investing Activities		(47,391)	80,868	(16,781)
Cash flows from Financing Activities				
Furniture and Equipment Grant		156,385	30,000	34,151
Contributions from / (Distributions to) Ministry of Education		-	-	-
Finance Lease Payments		(45,150)	(44,390)	(42,442)
Painting Contract Payments		-	-	-
Loans Received		-	-	-
Repayment of Loans		-	-	-
Funds Administered on Behalf of Other Parties		(19,926)	(2,786)	(11,613)
Net cash from/(to) Financing Activities		91,309	(17,176)	(19,904)
Net increase/(decrease) in cash and cash equivalents		354,459	116,542	39,917
Cash and cash equivalents at the beginning of the year	8	354,957	354,957	315,040
Cash and cash equivalents at the end of the year	8	709,416	471,499	354,957

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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.

Notes to the financial statements

1. Statement of Accounting Policies

a) Reporting Entity

Sacred Heart Girls' College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietors 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 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 17. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are not received in cash by the school as 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 released to 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.

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) 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 material.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10-75 years
Board owned Buildings	10-75 years
Furniture and Equipment	10-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Textbooks	3 years
Leasehold assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

k) 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 and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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.

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

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

Non cash generating assets

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

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

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 surplus or deficit.

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

m) 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.

n) 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 and 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 surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision 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 7 to 10 year period. 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.

r) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

s) 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.

t) 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.

u) Budget Figures

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

x) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,878,171	1,689,073	1,768,636
Teachers' Salaries Grants	5,172,629	5,022,723	4,765,073
Use of Land and Buildings Grants	-	-	-
Other Government Grants	40,712	65,124	61,657
	<u>7,091,512</u>	<u>6,776,920</u>	<u>6,595,366</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	194,771	208,489	206,767
Curriculum related Activities - Purchase of goods and services	11,331	7,000	18,948
Fees for Extra Curricular Activities	349,606	427,515	296,044
Trading	22,916	19,368	21,501
Fundraising & Community Grants	17,845	15,130	7,717
Other Revenue	114,144	71,637	73,971
International Student Fees	116,741	116,612	110,189
	<u>827,354</u>	<u>865,751</u>	<u>735,137</u>
Expense			
Extra Curricular Activities Costs	327,158	424,122	273,637
Trading	21,125	21,115	21,770
Fundraising and Community Grant Costs	11,002	8,425	9,660
Other Locally Raised Funds Expenditure	42,199	42,092	41,741
International Student - Student Recruitment	13,199	16,600	13,178
International Student - Employee Benefits - Salaries	78,284	62,460	84,607
International Student - Other Expenses	10,319	15,270	9,850
	<u>503,286</u>	<u>590,084</u>	<u>454,443</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>324,068</u>	<u>275,667</u>	<u>280,694</u>

There have been no extraordinary donations or bequests received by the school for the 2023 year.

During the year, the School hosted 7 International students (2022: 8)

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	278,396	266,205	243,512
Library Resources	8,600	10,100	7,849
Employee Benefits - Salaries	5,837,542	5,693,264	5,438,784
Staff Development	13,148	44,681	19,979
Depreciation	193,015	210,172	191,916
	6,330,701	6,224,422	5,902,040

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	10,077	10,077	9,782
Board Fees	4,030	4,950	4,735
Board Expenses	1,375	3,500	5,764
Communication	6,135	6,215	7,702
Consumables	10,319	19,588	29,279
Operating Leases	33,196	23,592	21,829
Other	44,562	39,272	39,157
Employee Benefits - Salaries	376,896	354,326	397,028
Insurance	16,343	17,004	19,766
Service Providers, Contractors and Consultancy	156,141	125,647	121,550
	659,074	604,171	656,592

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,341	17,180	23,560
Consultancy and Contract Services	133,083	138,252	123,158
Cyclical Maintenance	16,739	46,000	14,408
Grounds	11,030	16,755	16,405
Heat, Light and Water	52,143	50,295	48,227
Rates	10,215	10,336	9,057
Repairs and Maintenance	72,646	43,620	37,413
Use of Land and Buildings	862,500	632,500	632,500
Security	11,822	7,690	7,032
Employee Benefits - Salaries	50,959	55,600	58,116
	1,230,478	1,018,228	969,876

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. Other Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Intangible Assets	3,066	3,068	3,066
Transport	16,119	17,610	15,442
	<u>19,185</u>	<u>20,678</u>	<u>18,508</u>

8. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	709,416	321,500	354,957
Short-term Bank Deposits	-	150,000	-
Cash and cash equivalents for Statement of Cash Flows	<u>709,416</u>	<u>471,500</u>	<u>354,957</u>

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

Of the \$859,416 Cash and Cash Equivalents, \$78,849 of International student fees and \$81,803 of international student homestay fees, is held by the school.

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	76,355	20,000	10,808
Interest Receivable	8,354	6,000	5,781
Teacher Salaries Grant Receivable	421,386	415,000	408,022
	<u>506,095</u>	<u>441,000</u>	<u>424,611</u>
Receivables from Exchange Transactions	84,709	26,000	16,589
Receivables from Non-Exchange Transactions	421,386	415,000	408,022
	<u>506,095</u>	<u>441,000</u>	<u>424,611</u>

10. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Honey	810	1,000	1,974
	<u>810</u>	<u>1,000</u>	<u>1,974</u>

11. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	760,000	610,000	760,000
Non-current Asset			
Equitable Leasehold Interest	41,968	42,000	45,033
Total Investments	801,968	652,000	805,033

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	278,267				(46,448)	231,819
Furniture and Equipment	217,216	37,752			(58,087)	196,881
Information and Communication Technology	55,699	8,541			(21,672)	42,568
Leased Assets	81,676	56,452			(57,690)	80,438
Library Resources	44,173			1,098	(9,118)	36,153
Balance at 31 December 2023	677,031	102,745	-	1,098	(193,015)	587,859

The net carrying value of equipment held under a finance lease is \$80,438 (2022: \$81,676)

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	461,232	(229,413)	231,819	461,232	(182,965)	278,267
Furniture and Equipment	1,207,748	(1,010,866)	196,882	1,169,995	(952,779)	217,216
Information and Communication Technology	372,611	(330,043)	42,568	364,070	(308,371)	55,699
Leased Assets	261,208	(180,770)	80,438	204,756	(123,080)	81,676
Library Resources	116,424	(80,272)	36,152	125,630	(81,457)	44,173
Balance at 31 December 2023	2,419,223	(1,831,364)	587,859	2,325,683	(1,648,652)	677,031

13. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	121,289	38,102	51,849
Accruals	58,928	8,000	7,902
Employee Entitlements - Salaries	421,386	415,000	408,022
Employee Entitlements - Leave Accrual	18,130	15,000	11,519
	619,733	476,102	479,292
Payables for Exchange Transactions	619,733	476,102	479,292
	619,733	476,102	479,292

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	5,000	3,846
International Student Fees in Advance	78,849	100,000	97,551
Other revenue in Advance	119,778	117,500	116,354
	<u>198,627</u>	<u>222,500</u>	<u>217,751</u>

15. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	255,213	167,766	249,539
Increase to the Provision During the Year	43,313	46,000	14,408
Use of the Provision During the Year	(18,599)	-	(8,734)
Other Adjustments	(26,574)	41,484	-
Provision at the End of the Year	<u>253,353</u>	<u>255,250</u>	<u>255,213</u>
Cyclical Maintenance - Current	12,317	87,500	87,447
Cyclical Maintenance - Non current	241,036	167,750	167,766
	<u>253,353</u>	<u>255,250</u>	<u>255,213</u>

The schools cyclical maintenance schedule details annual painting 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 schools 10 Year Property plan and assessment by the Property & Maintenance sub-committee.

16. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the Boards interests in capital works assets owned by the Proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the Board and Proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 25 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor of the closure of the school.

	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
The major capital works included in the equitable leasehold interest are:			
Buildings	41,968	42,000	45,033
	<u>41,968</u>	<u>42,000</u>	<u>45,033</u>

2023	Opening	Additions	Disposals	Impairment	Closing
Cost	\$	\$	\$	\$	\$
Equitable Leasehold Interest	86,387	-	-	-	86,387
Balance as at 31 December 2023	<u>86,387</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>86,387</u>
Accumulated Amortisation					
Equitable Leasehold Interest (Amortisation)	41,354	-	-	3,066	44,420
Balance as at 31 December 2023	<u>41,354</u>	<u>-</u>	<u>-</u>	<u>3,066</u>	<u>44,420</u>
Net Book Value at 31 December 2023					<u><u>41,967</u></u>
2022					
Cost	\$	\$	\$	\$	\$
Equitable Leasehold Interest	86,387	-	-	-	86,387
Balance as at 31 December 2022	<u>86,387</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>86,387</u>
Accumulated Amortisation					
Equitable Leasehold Interest (Amortisation)	38,288	-	-	3,066	41,354
Balance as at 31 December 2022	<u>38,288</u>	<u>-</u>	<u>-</u>	<u>3,066</u>	<u>41,354</u>
Net Book Value at 31 December 2022					<u><u>45,033</u></u>

17. Finance Lease Liability

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

	2023	2022
	Actual	Actual
	\$	\$
No Later than One Year	50,710	49,764
Later than One Year and no Later than Five Years	27,179	29,382
	<u>77,889</u>	<u>79,146</u>
Represented by		
Finance lease liability - Current	50,710	49,764
Finance lease liability - Non current	27,179	29,382
	<u>77,889</u>	<u>79,146</u>

18. Funds held in Trust

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	82,860	100,000	102,786
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>82,860</u>	<u>100,000</u>	<u>102,786</u>

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include special character donations payable to the Proprietor. The amounts collected in total were \$140,919 (2022: \$143,453). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$0, (2022: \$11,639).

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

The proprietor provides hostel services that are used by some of the school's students in accordance with a contract between the Board and Proprietor.

An IT Services contract at a cost of \$108,000 per annum was entered into with Quigan Consult Limited in December 2023. Quigan Consult is an entity owned by Board member, Cathy Quigan. This service has been approved by the Secretary for Education.

The School provides accounting and payroll services under contract of the Sacred Heart Hostel Management Board. The value of services provided by the School during the year was \$9,600 (2022: \$9,600).

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,030	4,734
<i>Leadership Team</i>		
Remuneration	744,371	673,265
Full-time equivalent members	5	5
Total key management personnel remuneration	748,401	677,999

There are 10 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (**5 members**) and Property (**5 members**) committees that meet monthly. 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 recruitment, student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2023 Actual \$	2022 Actual \$
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	199,928	192,032
Benefits and Other Emoluments	5,969	1,823
Termination Benefits	-	-

Principal 2

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

	2023 Actual \$	2022 Actual \$
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0	22,967
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	17	13
110 - 120	9	2
120 - 130	2	1
130 - 140	1	-
	29	16

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual \$	2022 Actual \$
Total	\$0	\$0
Number of People	0	0

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

22. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board has no capital commitments (2022: \$0)

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) operating lease of Vehicles

	2023 Actual \$	2022 Actual \$
No later than One Year	-	16,898
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>16,898</u>

The total lease payments incurred during the period were \$16,898.64 (2022: \$16,898.64). The three year lease agreement with Toyota expired at the end of the 2023 financial year. No new lease has been entered into.

23. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	709,416	471,500	354,957
Receivables	506,095	441,000	424,611
Investments - Term Deposits	801,968	652,000	805,033
Total financial assets measured at amortised cost	<u>2,017,479</u>	<u>1,564,500</u>	<u>1,584,601</u>

Financial liabilities measured at amortised cost

Payables	619,733	476,102	479,292
Finance Leases	77,889	80,000	79,146
Total financial liabilities measured at amortised cost	<u>697,622</u>	<u>556,102</u>	<u>558,438</u>

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SACRED HEART GIRLS COLLEGE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Sacred Heart Girls College (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants 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 14 to 32, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 27 May 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

The Board 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 arise from section 134 of the Education and Training Act 2020.

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 information included on pages 2 to 13 & page 36, 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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

David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Report on other special and contestable funding

The school did not receive any special and contestable funding during the 2023 year.

Kiwisport funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$15,971.46 (excluding GST), 2022: \$15,646.40. The funding was spent on opportunities throughout the year for our sporting students to achieve to their potential in their chosen areas they wish to participate in. Having the Kiwisport funding allows for continued high numbers. The funding also paid for a dedicated full-time Director of Sport and additional part-time hours for a Sports Administrator.

The funding also helped pay for staffing and supervision which was provided for students to attend many of the 50+ TSSSA events throughout Taranaki. This gives our students the opportunity to participate in a growing number of sports that many students do not get the opportunity to try. Many of those students taking part don't normally play an organised sport so it is getting more students involved.