



ST. BERNARD'S SCHOOL
he ara ki to ao

2022 Annual Report

and

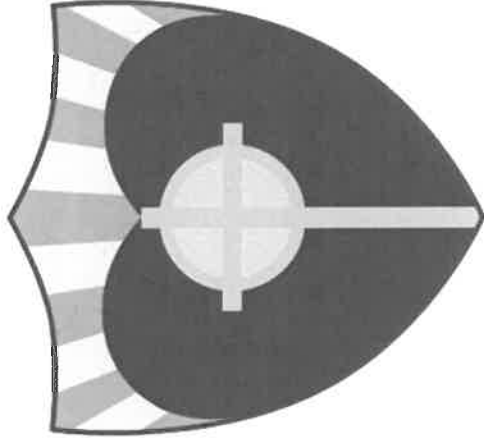
Financial Statements

School Number 3002

Contents

Analysis of Variance	page 3
Staffing	page 19
Financial Report	page 20
Members of Board of Trustees	page 42
Kiwisport Statement	page 43
Letter of Representation	page 44
Independent Auditor's Report	page 47

St Bernard's School Brooklyn 3002



ST. BERNARD'S SCHOOL
he ara ki to ao

Analysis of Variance for 2022

Analysis of Variance 2022

Improvement Plan - Special Character

Strategic Goal:

Our Catholic Character is visible in all we do, calling on the values of our founders Ngā Whaea Atawhai - the Sisters of Mercy and enabling children to have a genuine encounter with Christ.

Goal	Target	Achievement	Reason for Variance	Next Steps
<p>The values of our founders the Sisters of Mercy are embedded in all aspects of school life.</p>	<p>*Bible stories for each Value are displayed in all rooms and known by children. *Children can name, explain and give examples of each Value in action.</p>	<p>*All Values stories are displayed in 100% of classrooms. *81% of students can give examples of Values in action. (38/47)</p>	<p>*Values were discussed in classes, whole school prayers and class prayer sessions. *DRS made a list of relevant Bible stories for each value. *Class kawa- children show hospitality when people enter room. *DRS started gathering activities for each Value story at each level. *Poster were created for each Value and displayed in classrooms and around the school showing the link to Bible stories. New Value was introduced each fortnight at whole- school prayers during Terms 3 and 4. *Posters and therefore stories are now part of class programmes, prayers and</p>	<p>*Link each value with te ao Maori. *Deepen understanding of each Value. *Ensure students know the te reo Maori name for each value.</p>

Analysis of Variance 2022

<p>Ensure internal reviews of Special Character occur each year.</p>			<p>displays. *Values are difficult to understand and therefore younger students are not as clear in their explanations.</p>	
<p>Liturgical Celebrations are genuine encounters with Christ for all.</p>	<p>2022- external Special Character review carried out.</p>	<p>*Timetables for each term were created, shared with community, parish and displayed in the school. *83% of students join in with te reo responses at Mass. (39/47)</p>	<p>*Pre-review questionnaires filled out by staff. *Pre-review BoT questionnaire completed June meeting. *Pre-review documentation completed by principal. *Review carried out week 2 of Term 3. *Draft report seen. Feedback given. *Final report received.</p>	<p>*Integrate Special Character Review recommendations into annual plan for 2023.</p>
<p>Liturgical Celebrations are genuine encounters with Christ for all.</p>	<p>*Special character timetable created each term. *Children are confident in the use of English and te reo Maori responses.</p>	<p>*Liturgy team was set up in Term 1 and badges were given out. *Children are leading Masses- class and whole school- readings, actions, prayers, running the projector. *Te Reo parts of Mass were introduced one at a time at whole-school prayers and used in all whole- school Masses.</p>	<p>*Build confidence with te reo responses. *Train new Liturgy Team members. *Involve children further in ministries during the Mass.</p>	

Analysis of Variance 2022

<p>Develop effective assessment procedures for both knowledge and the affective domain.</p>	<p>*New system in place, used by teachers, and data analysed by DRS. *Assessment of both domains happening at the end of each strand.</p>		<p>* Junior children are now saying the readings and prayers themselves at their class Masses, rather than the senior students. *Liturgy team prepares parts of whole-school prayers and powerpoints. *Liturgy team are now training younger students by practicing their readings with them before Mass.</p>	
<p>Align class programmes with the new Religious</p>	<p>*By end of year staff are familiar with the new</p>	<p>*Assessments have been carried out, analysed and shared with the Board after each Strand has been taught.</p>	<p>* DRS attended a Zoom meeting around assessment. *DRS attended an Evaluative Practices workshop run by Evaluation Associates focusing on assessment. *New assessment procedures were designed by the DRS and shared with teachers at a staff meeting. *New procedures, including affective domain, were used for end of God and Sacrament Strands.</p>	<p>* Review and adapt new assessment procedures.</p>
<p>Align class programmes with the new Religious</p>	<p>*PId around new curriculum has taken place and staff are</p>		<p>*The principal and DRS attended one day input around the new</p>	<p>*Develop the St Bernard's RE curriculum.</p>

Analysis of Variance 2022

<p>Education curriculum, looking to integrate across all learning areas.</p>	<p>curriculum. *By the end of the year we have plan in place for new curriculum to be fully in place for 2023 *Relationships and Sexuality Education in class programmes.</p>	<p>familiar with it. *Introduction of new curriculum delayed until 2024. *Relationships and Sexuality programme designed but delayed introduction until 2023.</p>	<p>RE curriculum from NZCEO. *The principal contacted other KA principals and curriculum the RE adviser about community consultation around Relationships and Sexuality curriculum. *Staff meeting time was given for the DRS to introduce the new curriculum to staff and outline how we will be moving forward with it. A video was shared for staff to watch. Staff are now familiar with the structure of the new RE curriculum. *Two-yearly Health and Physical Education survey was sent to parents and responses were collated. *DRS met with the CSES adviser and drafted a plan for how to implement the new Religious curriculum into our school. *The principal has begun to develop the St Bernard's Relationships and Sexuality curriculum, needing to get balance right and get advice.</p>	<p>*Develop resources for the Year 7 and 8 RE curriculum. *Introduce the Relationships and Sexuality curriculum to class programmes in 2023. *Staff to attend CSES pld around the new curriculum.</p>
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Analysis of Variance 2022

<p>Build purposeful relationships between ourselves and the two other schools in our parish.</p>	<p>*Shared event taken place between parish schools. *Joint events with other parish schools taken place. *Joint Servant Leaders training taken place.</p>	<p>*Planning for shared events has begun.</p>	<p>*After attending pld around the new curriculum it became evident that is still a lot of work to be done. The diocese have said it doesn't not have to be used until 2024. Resources have not been completed by the creators of the curriculum. Therefore, we will delay the curriculum being delivered until 2024.</p>	
<p>Build purposeful relationships between ourselves and the two other schools in our parish.</p>	<p>*The DRS and Fr Doug discussed the focus on building better relationships between the three parish schools. *The DRS organised and led meetings with other parish DRSS. *Shared events did not happen because other DRSS did not respond to requests for meetings until the second half of the year, because of covid restrictions and because of transport issues.</p>	<p>*The DRS and Fr Doug discussed the focus on building better relationships between the three parish schools. *The DRS organised and led meetings with other parish DRSS. *Shared events did not happen because other DRSS did not respond to requests for meetings until the second half of the year, because of covid restrictions and because of transport issues.</p>	<p>*Build purposeful relationships between ourselves and the two other schools in our parish. *Shared events arranged between parish schools.</p>	

Improvement Plan - Our Students and Staff

Analysis of Variance 2022

Strategic Goal: Our local curriculum is delivered through future focused teaching that responds to students learning needs and abilities, enabling all students to be self-regulating, self-managing and reflective learners.				
Goal	Target	Achievement	Reason for Variance	Next Steps
Develop a sustainable local curriculum that strengthens our people and celebrates our place.	<ul style="list-style-type: none"> *Children using pepeha. *Research used to create beginnings of local curriculum. *Sites and resources of interest used in programmes. *Communicated/ met with local iwi. *Children visit local sites, e.g. Home of Compassion, war memorial. 	<ul style="list-style-type: none"> *All children are familiar with the school pepeha and join in confidently when reading. 3/47 know it by heart. 	<ul style="list-style-type: none"> *Staff meeting time was allocated to work through the new NZ Histories curriculum and as part of that a list of sites, events, people were created. *The principal and staff created the St Bernard's Histories curriculum. *In Term 4 students visited Wellington City and some historically significant buildings. *Meeting with local iwi did not happen due to time restrictions. *Children are familiar with school pepeha and can join in together but not say individually. *Children did not visit local sites due to time constraints and covid restrictions. 	<ul style="list-style-type: none"> *NZ Histories curriculum will be part of class programmes form 2023. *Connect with local iwi. *Visit local, historically significant sites. *All students to learn school pepeha.
Adapt our local curriculum in line with the national curriculum	<ul style="list-style-type: none"> *Staff meetings allocated to curriculum review. *St Bernard's NZ Histories 	<ul style="list-style-type: none"> *NZ Histories curriculum created. *Digital technologies curriculum 	<ul style="list-style-type: none"> *In Term 1 staff worked through a poutama looking at where we were placed in respect to the 	<ul style="list-style-type: none"> *New St Bernard's Digital Technologies curriculum delivered from 2023.

Analysis of Variance 2022

<p>refresh.</p>	<p>and Digital Technologies curriculum created.</p>	<p>created.</p>	<p>Histories curriculum at present. *Staff meeting time was allocated to familiarise staff with the new curriculum. They worked as a staff to decide when the 'Know' aspects of the curriculum will be covered in each class. *A staff meeting was held to design our school NZ Histories curriculum. Designed for coverage on a two-year cycle. *Staff began looking at coverage of science in their programmes, intending to work to a two-year cycle as part of our school curriculum. *One teacher was given a release day to create our school digital technologies curriculum. This was introduced to staff in Term 4 ready to start in 2023.</p>	<p>*New St Bernard's NZ Histories curriculum delivered from 2023. *Build up further resources for NZ Histories and Digital Technology curriculums.</p>
<p>Build the capacity of our learners to own and be responsible for their own learning, on their individual journeys, specific to their needs and</p>	<p>*Processes in place and working in each class.</p>	<p>*79% can verbalise their writing, reading and maths goals. (37/47) *Writing- 82% at or above. *Reading- 91% at or above. *Maths- 94% at or above.</p>	<p>*Student goals were shared with whanau in Term 1 at Learning Conferences. *Progress towards achieving the goals were reported on in the mid-year reports.</p>	<p>*Embed processes for students being able to voice personal goals and next steps. *Writing to be focus for within school lead. *Introduce The Code and BSLA</p>

Analysis of Variance 2022

<p>strengths.</p>			<p>*Students reflected on what they have achieved over the past year at Matariki and mini certificates were given out in a celebration.</p> <p>*The junior class wrote goals at Matariki for the future.</p> <p>*The junior class uses posters on the wall and can talk about reading goals and next steps.</p> <p>*Discussion was held at staff meeting to review what is happening in each class. Teachers will monitor this and ensure children can verbalise their goals.</p> <p>*Some students are still unable to verbalise their goals.</p> <p>*Writing levels same as 2021. Children see themselves as writers however due to class programmes but this still to show through in performance with some students.</p>	<p>to focus on improvement in writing.</p> <p>*Writing pld a focus for 2023.</p>
<p>Empower teachers to deliver a stimulating, inspiring and well-rounded education that reflects our vision and</p>	<p>*Goals relating to pld in professional growth cycles. *Pld attended.</p>	<p>*BSLA being used in junior class. *School, restorative practices system created and being used by all staff.</p>	<p>*Science pld provider worked in classrooms three times during each term. *Two special character sessions</p>	<p>*Restorative practices system embedded and students able to describe how and why it is used.</p>

Analysis of Variance 2022

<p>values.</p>	<p>* Staff sharing sessions in staffmeeting agenda.</p>	<p>* Staff sharing pld learnings at staffmeetings. * All staff have completed pgc documentation and achieved goals set at the start of the year.</p>	<p>were held in staff meetings each term. * Sharing session placed on staff meeting agenda twice termly- did not happen after term 1 due to time restraints. Healthy discussion and sharing of ideas happened. * Two teachers to attend pld around assessing ESOL students. * Two teachers have completed a four- day workshop on Student Agency and Culturally Responsive Practices. * Teacher only day at the end of Term 2 attended by all staff around Restorative Practices. * The junior teacher had BSLA pd. * All staff attended a twilight korero with other Catholic schools - David Wells, Christian Witness. * Special Character items are on the staff meeting agenda at least twice a term led by the DRS. * David Wells Christian Witness pld was held at a staff meeting.</p>
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Analysis of Variance 2022

<p>Further embed te reo Maori and te ao Maori in our classroom programmes.</p>	<p>*Weekly te reo and te ao session in timetables. *Te reo integrated in all aspects of school life. *Kapa haka in class programmes and lunchtime club.</p>	<p>*98% of children can greet a visitor in te reo Maori. (46/47-school) *100% of children take part in kapa haka lessons.</p>	<p>*The DRS attended a three-day working hui in Term 4. *Kura Ahurea resources are being used in all classes. *Te Reo is used in daily conversations. Specific te reo lessons are held but not weekly. *Te reo is used regularly in responses during whole school Masses and prayers. *Lunchtime club did not start due to covid and principal schedule. *Kapa haka not in classes. *Kapakahonline was used as part of art sessions in Terms 2-4. *During week 8, Term 2 there was a focus on Matariki in the classrooms. *Two staff members attended te reo pd after school eight times a term during Term 2 and one during Term 3.</p>	<p>*Weekly te reo and te ao session in timetables.</p>
<p>Ensure the school reporting process is tailored to each child and focusses on goals, progress and other</p>	<p>*New format in place. *Children reflecting on learning and achievement. *Reporting not just</p>	<p>*13 out of 31 families completed a survey about mid and end of year reports.</p>	<p>*Health and Physical Education survey carried out. *Mid Year Reports sent to parents are individualised and update student progress</p>	<p>*Look at ways in which to get better engagement in parent surveys.</p>

Analysis of Variance 2022

aspects of school life.	focused academic progress.		towards goals set at the three-way conferences in Term 1. *Report Survey sent to parents- 13 replies. Next steps will be created. Changes to reporting system will be made starting 2023
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Improvement Plan - Our Community

Strategic Goal:

Effective partnerships between our community members are developed and fostered to support the huge opportunities at our small school.

Goal	Target	Achievement	Reason for Variance	Next Steps
Build on and refine our relationships with the wider community.	*Local presence felt. *Students out in the community, e.g. baking, cleaning, singing.	*Restrictions on visits due to national climate.	*School activities were shared regularly on the school Facebook page. Some were tagged to the Brooklyn Community Facebook page. *Students took part in fundraising for charitable causes, e.g. Caritas, SPCA. *A Facebook campaign took place in place Terms 2 and 3. *Covid restrictions hampered efforts to get children out into the community as much as we would have liked.	*Build on and refine our relationships with the wider community. (*Local presence felt.*Students out in the community, e.g. baking, cleaning, singing.)

Analysis of Variance 2022

<p>Build relationship with pre-schools and colleges to ensure smooth transitions for all students.</p>	<p>*Visits in place and regular.</p>	<p>*Restrictions on visits due to national climate.</p>	<p>*The Year 8 teacher attended a Zoom meeting with Year 9 deans around transition. *Our female Year 8 student was taken to both Catholic girls' colleges to meet the principal and have a tour of the schools. *Our Year 8 teacher visited the girls' college to observe Year 9 lessons. *The Brooklyn Kindy supervisor met with the principal and visited our junior and middle school classes. An invitation has been extended to visit them. *Visits to kindies and pre-schools were not organised and they did not visit us. *Visits with local pre-schools were not arranged due to covid restrictions but also lack of organised time.</p>	<p>Build relationship with pre-schools and colleges to ensure smooth transitions for all students.</p>
<p>Build on our relationship with the parish and encourage families to become involved.</p>	<p>*Newsletter in homes. *Children attending weekend Mass more frequently. *Meetings held with parish members.</p>	<p>*All families receive the weekly parish newsletter in either digital or hard copy format. *DRS held one meeting with parish members.</p>	<p>*Parish newsletter is emailed to parents every week. *School Masses are advertised in the parish newsletter. *Brooklyn Catholic Community emails include invitations to our</p>	<p>Build on our relationship with the parish and encourage families to become involved.</p>

Analysis of Variance 2022

<p>Solidify our connection with whanau, respecting our wide-ranging cultural backgrounds, particularly our Maori, Pasifika, Asian and African families.</p>	<p>*Meetings held and action plan drawn up. *Cultural celebrations of families marked in class and school.</p>		<p>School Masses and their Mass preparation and invitations are advertised on Class Dojo. *The DRS met with other DRSs in Term 3 to come up with a plan of how to increase involvement between the parish schools. *The DRS attended a monthly mass to introduce herself and welcome parishioners to school Masses. Two parishioners have attended school Mass so far. *The DRS has connected with Fr to organise school Sunday Mass in the parish. *We have not seen an increase in children attending weekend Mass.</p>	
		<p>*14 out of 31 families completed a survey about curriculum content. *26 out of 29 families completed our Health and PE consultation.</p>	<p>*A plan was created at a staff meeting at the end of Term 1 for how to connect with families more. *A Cultural Day held in Term 2. *We introduced a language of the week with students sharing with the school and helping others learn introductory</p>	<p>*Develop the language of the week into a culture of the week. *Hold meetings with families of different cultures.</p>

Analysis of Variance 2022

			<p>phrases.</p> <ul style="list-style-type: none"> *We held a Matariki family get together to view the stars followed by breakfast in the school hall. *An intermediate school information evening for parents was held in Term 3. *The school calendar notes culturally significant days and events, and these were recognised in classrooms. *We did not hold parent meetings due to covid and time restraints. 	
Build the capabilities of our Board.	<ul style="list-style-type: none"> *Board members attending pld. *Workplan in place. 	*3/5 Board members have attended Board training.	<ul style="list-style-type: none"> *The diocesan leadership adviser joined a Board meeting to lead a session focussed on the new Religious Education programme. *An introduction to the new RE curriculum covered at two Board meetings. *Two Board members attended NZSTA pld. *The Board workplan was not created. 	*Create a Board workplan.
Participate fully in all	*Staff attend relevant KA	*100% of staff have attended	*Two staff attended Evaluative	*Participate fully in all aspects

Analysis of Variance 2022

<p>aspects of our Kāhui Ako working towards our shared achievement challenges.</p>	<p>huis, pld and events.</p>	<p>*100% of relevant huis, pld and events have been attended.</p>	<p>Practices pld- three sessions across the year.</p> <ul style="list-style-type: none"> *Two staff attended Agentica and Culturally Sustaining Pedagogy pld- two sessions. *The WSL attended WSL huis, two per term each term. *The principal attended Term 1 principal hui and pld around Wayfinding Leadership. *The principal and one teacher attended weekly te reo classes in term 2. *The SENCO attended huis two per term each term. *All staff attended a teacher only day hui on the last day of Term 2 with a focus on Restorative Practices. *The WSL role for 2023 was advertised in November. *The principal and WSL were panel members for interview of the next Kahui Ako leads. 	<p>of our Kāhui Ako working towards our shared achievement challenges.</p>
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Staffing

During the year the school employed the following staff:

<i>Staffing</i>	2018	2019	2020	2021	2022
Principal	1	1	1	1	1
Teachers	3	3	3	3	3
Reading Recovery teacher	1	1	1	1	1
ESOL/WSL release teacher				1	1
<i>The Board also employed</i>					
Teacher Aides	1	1	0	0	0
Office Administrator	1	1	1	1	1
Caretaker	1	1	1	1	1

ST BERNARD'S SCHOOL (BROOKLYN)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 3002

Principal: Lisa Small

School Address: 40 Taft Street, Brooklyn

School Postal Address: 40 Taft Street, Brooklyn, Wellington, 6021

School Phone: 04 389 9377

School Email: office@stbernards.school.nz

Accountant / Service Provider:

Education Services.
Dedicated to your school

ST BERNARD'S SCHOOL (BROOKLYN)

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements
	Other Information
	Members of the Board
	Kiwisport / Statement of Compliance with Employment Policy
	Analysis of Variance

St Bernard's School (Brooklyn)

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Craig Evans

Full Name of Presiding Member



Signature of Presiding Member

6.6.23

Date:

Lisa Small

Full Name of Principal



Signature of Principal

6.6.23

Date:

St Bernard's School (Brooklyn)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	530,994	489,573	476,390
Locally Raised Funds	3	37,347	33,870	36,380
Use of Proprietor's Land and Buildings		183,184	183,183	183,184
Interest Income		2,121	400	835
		<u>753,646</u>	<u>707,026</u>	<u>696,789</u>
Expenses				
Locally Raised Funds	3	2,121	200	2,795
Learning Resources	4	448,208	420,887	418,311
Administration	5	66,034	66,211	54,056
Finance		139	139	230
Property	6	226,851	233,596	191,647
		<u>743,353</u>	<u>721,033</u>	<u>667,039</u>
Net Surplus / (Deficit) for the year		10,293	(14,007)	29,750
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>10,293</u>	<u>(14,007)</u>	<u>29,750</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 Bernard's School (Brooklyn)
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		122,725	73,878	91,349
Total comprehensive revenue and expense for the year		10,293	(14,007)	29,750
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,818	-	1,626
Equity at 31 December		134,836	59,871	122,725
Accumulated comprehensive revenue and expense		134,836	59,871	122,725
Equity at 31 December		134,836	59,871	122,725

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 Bernard's School (Brooklyn)
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	47,586	38,002	42,983
Accounts Receivable	8	35,842	31,908	32,138
GST Receivable		2,824	4,596	2,169
Prepayments		4,695	3,887	4,215
Inventories	9	170	75	381
Investments	10	104,126	101,816	102,681
		<u>195,243</u>	<u>180,284</u>	<u>184,567</u>
Current Liabilities				
Accounts Payable	12	40,359	44,926	48,195
Revenue Received in Advance	13	4,179	20	1,493
Provision for Cyclical Maintenance	14	17,798	11,200	-
Finance Lease Liability	15	2,587	2,866	2,957
		<u>64,923</u>	<u>59,012</u>	<u>52,645</u>
Working Capital Surplus/(Deficit)		130,320	121,272	131,922
Non-current Assets				
Property, Plant and Equipment	11	22,500	12,428	20,941
		<u>22,500</u>	<u>12,428</u>	<u>20,941</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	17,984	68,133	27,551
Finance Lease Liability	15	-	5,696	2,587
		<u>17,984</u>	<u>73,829</u>	<u>30,138</u>
Net Assets		<u>134,836</u>	<u>59,871</u>	<u>122,725</u>
Equity		<u>134,836</u>	<u>59,871</u>	<u>122,725</u>

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

St Bernard's School (Brooklyn)
Statement of Cash Flows
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		139,658	128,563	111,400
Locally Raised Funds		35,384	33,670	33,005
Goods and Services Tax (net)		(655)	-	2,427
Payments to Employees		(93,590)	(75,930)	(74,919)
Payments to Suppliers		(68,622)	(81,770)	(61,463)
Interest Paid		(139)	(139)	(230)
Interest Received		1,843	400	908
Net cash from/(to) Operating Activities		13,879	4,794	11,128
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(7,381)	(1,750)	(4,555)
Purchase of Investments		(1,445)	-	(864)
Net cash from/(to) Investing Activities		(8,826)	(1,750)	(5,419)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,818	-	1,626
Finance Lease Payments		(2,268)	(2,958)	(2,268)
Net cash from/(to) Financing Activities		(450)	(2,958)	(642)
Net increase/(decrease) in cash and cash equivalents		4,603	86	5,067
Cash and cash equivalents at the beginning of the year	7	42,983	37,916	37,916
Cash and cash equivalents at the end of the year	7	47,586	38,002	42,983

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

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

St Bernard's School (Brooklyn) Notes to the Financial Statements For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

St Bernard's School (Brooklyn) (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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements In applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 15. Future operating lease commitments are disclosed in note 20b.

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 also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and 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 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 not trivial.

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture and Equipment	10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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. 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, annual leave earned, by non teaching staff, to 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 students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to 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) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is 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.

s) 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

t) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

u) 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.

v) 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.

w) 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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	155,192	128,563	112,268
Teachers' Salaries Grants	375,802	361,010	364,122
	<u>530,994</u>	<u>489,573</u>	<u>476,390</u>

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	14,632	17,920	17,092
Fees for Extra Curricular Activities	13,014	12,000	14,353
Trading	39	200	467
Fundraising & Community Grants	9,662	3,750	4,468
	<u>37,347</u>	<u>33,870</u>	<u>36,380</u>
Expenses			
Extra Curricular Activities Costs	695	-	1,040
Trading	225	200	14
Fundraising & Community Grant Costs	1,201	-	1,741
	<u>2,121</u>	<u>200</u>	<u>2,795</u>
<i>Surplus for the year Locally raised funds</i>	<u>35,226</u>	<u>33,670</u>	<u>33,585</u>

4. Learning Resources

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	18,201	17,680	11,449
Library Resources	36	80	20
Employee Benefits - Salaries	418,384	390,710	399,451
Staff Development	4,086	6,000	991
Depreciation	7,501	6,417	6,400
	<u>448,208</u>	<u>420,887</u>	<u>418,311</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,954	5,781	5,781
Board Fees	2,910	5,500	3,255
Board Expenses	4,654	12,150	3,077
Communication	1,589	1,600	1,566
Consumables	1,593	1,150	732
Other	1,312	1,700	1,526
Employee Benefits - Salaries	38,090	28,530	29,197
Insurance	4,412	4,500	3,582
Service Providers, Contractors and Consultancy	5,520	5,300	5,340
	66,034	66,211	54,056

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,875	3,680	3,626
Cyclical Maintenance Provision	8,231	11,233	(25,989)
Heat, Light and Water	5,373	5,400	4,379
Rates	1,268	1,100	1,388
Repairs and Maintenance	5,991	9,100	10,601
Use of Land and Buildings	183,184	183,183	183,184
Security	1,824	2,200	2,079
Employee Benefits - Salaries	17,105	17,700	12,379
	226,851	233,596	191,647

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	47,586	38,002	42,983
Cash and cash equivalents for Statement of Cash Flows	47,586	38,002	42,983

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

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	2,596	1,066	527
Interest Receivable	389	184	111
Teacher Salaries Grant Receivable	32,857	30,658	31,500
	35,842	31,908	32,138
Receivables from Exchange Transactions	2,985	1,250	638
Receivables from Non-Exchange Transactions	32,857	30,658	31,500
	35,842	31,908	32,138

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Lunches	36	-	162
Stationery	134	75	219
	170	75	381

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	104,126	101,816	102,681
Total Investments	104,126	101,816	102,681

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	10,080	3,539	-	-	(2,233)	11,385
Information and Communication Technology	4,923	4,417	-	-	(2,075)	7,265
Leased Assets	5,347	-	-	-	(2,935)	2,412
Library Resources	591	1,105	-	-	(258)	1,438
Balance at 31 December 2022	20,941	9,061	-	-	(7,501)	22,500

The net carrying value of equipment held under a finance lease is \$2,412 (2021: \$5,347)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	132,044	(120,659)	11,385	130,008	(119,928)	10,080
Information and Communication Technology	36,856	(29,591)	7,265	32,439	(27,516)	4,923
Leased Assets	12,458	(10,046)	2,412	12,458	(7,111)	5,347
Library Resources	29,829	(28,391)	1,438	28,724	(28,133)	591
Balance at 31 December	211,187	(188,687)	22,500	203,629	(182,688)	20,941

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	2,553	1,136	821
Accruals	3,572	5,027	5,781
Banking Staffing Overuse	-	-	7,740
Employee Entitlements - Salaries	32,857	30,658	31,500
Employee Entitlements - Leave Accrual	1,377	8,105	2,353
	<u>40,359</u>	<u>44,926</u>	<u>48,195</u>
Payables for Exchange Transactions	40,359	44,926	48,195
	<u>40,359</u>	<u>44,926</u>	<u>48,195</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income In Advance	4,179	20	1,493
	<u>4,179</u>	<u>20</u>	<u>1,493</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	27,551	68,100	58,000
Increase to the Provision During the Year	8,233	11,233	8,233
Use of the Provision During the Year	-	-	(4,460)
Other Adjustments	(2)	-	(34,222)
Provision at the End of the Year	<u>35,782</u>	<u>79,333</u>	<u>27,551</u>
Cyclical Maintenance - Current	17,798	11,200	-
Cyclical Maintenance - Non current	17,984	68,133	27,551
	<u>35,782</u>	<u>79,333</u>	<u>27,551</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	2,626	2,866	3,096
Later than One Year and no Later than Five Years	-	5,696	2,626
Future Finance Charges	(39)	-	(178)
	2,587	8,562	5,544
Represented by			
Finance lease liability - Current	2,587	2,866	2,957
Finance lease liability - Non current	-	5,696	2,587
	2,587	8,562	5,544

16. 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 conditions 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 the Diocese of Wellington) 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 attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$0 (2021: \$0). 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 (2021: \$0).

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	2,910	3,255
<i>Leadership Team</i> Remuneration	199,173	106,392
Full-time equivalent members	2.00	1.00
Total key management personnel remuneration	202,083	109,647

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (1 members) and Property (0 members) that met 2 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	0.00	0.00

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

18. 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:

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

19. Contingencies

(a) Contingent Assets

In 2022 the Ministry of Education provided additional funding for both the Support Staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is [confirmed/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 2023.

(b) Contingent Liabilities

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

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2022 (Capital commitments at 31 December 2021: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	47,586	38,002	42,983
Receivables	35,842	31,908	32,138
Investments - Term Deposits	104,126	101,816	102,681
Total Financial assets measured at amortised cost	187,554	171,726	177,802

Financial liabilities measured at amortised cost

Payables	40,359	44,926	48,195
Finance Leases	2,587	8,562	5,544
Total Financial Liabilities Measured at Amortised Cost	42,946	53,488	53,739

22. Events After Balance Date

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

23. Comparatives

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

St Bernard's School (Brooklyn)

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Craig Evans	Presiding Member	Elected	Sep 2025
Lisa Small	Principal	ex Officio	Sep 2025
Kellie O'Sullivan	Parent Representative	Elected	Apr 2022
Derek Bond	Parent Representative	Elected	Apr 2022
Kumera Fikadu	Parent Representative	Select one	Sep 2025
Hamish Flanagan	Parent Representative	Select one	Sep 2025
Treena Tiller	Staff Representative	Elected	Sep 2025
Janine Kerr	Proprietors Representative	Elected	Sep 2022
Damian Clarke	Proprietors Representative	Elected	Sep 2025
Wallace Enegbuma	Proprietors Representative	Elected	Sep 2025

St Bernard's School (Brooklyn)

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$656 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the St Bernard's School (Brooklyn) Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



6 June 2023
Pam Thompson
Deloitte Limited
Chartered Accountants
PO Box 1990
WELLINGTON 6011

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2022

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of St Bernard's (the School) for the year ended 31 December 2022 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
 - the financial position as at 31 December 2022; and
 - the 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.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

General representations

To the best of our knowledge and belief:

- the resources, activities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

We also confirm, to the best of our knowledge and belief, that we have maintained appropriate separation between our functions and governance structures, and those of the School's proprietor, in keeping with the principles of the Education and Training Act 2020.

Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87 of the Education Act 1989 and, in particular, that the financial statements:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2022; and
 - the 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.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;



- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter;
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
 - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements *including because the School is an integrated school, the allocation of voluntary and mandatory contributions, donations, and fund raising income between the School and the School's proprietor*; and
 - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - management;
 - employees who have significant roles in internal control; or
 - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2022. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Publication of the financial statements and related audit report on a website

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

40 Taft Street,
Brooklyn,
Wellington 6021



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office@stbernards.school.nz
principal@stbernards.school.nz

ST BERNARD'S SCHOOL
Deo eras ad te oio

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

Presiding Member

Principal

6 June 2023



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of St Bernard's School (the School). The Auditor-General has appointed me, Pam Thompson, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on her 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 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 6 June 2023 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. Other information has not been received by the auditor at the date of the report is signed. Other information does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in black ink that reads "Pam Thompson".

Pam Thompson,
Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand