

**JOHN PAUL
COLLEGE
ROTORUA**

John Paul College

Annual Report and Financial Statements

For the Year Ended 31 December 2017

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532

JOHN PAUL COLLEGE

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Board/Principal Reports

Principal's Report

The College is well pleased with its overall performance in 2017. This includes the following NCEA results:

Level One	98%	pass rate
Level Two	97%	pass rate
Level Three	93%	pass rate
Scholarships	14 scholarships, 3 outstanding scholarships	

Of particular note is achievement of our Maori and Pacific students:

Maori Level One	100%	pass rate
Maori Level Two	98%	pass rate
Maori Level Three	100%	pass rate
Pasifika Level One	100%	pass rate
Pasifika Level Two	100%	pass rate
Pasifika Level Three	0%	pass rate (no candidates)

It is also noted that students designated as priority learners had a 100% pass rate in all NCEA levels.

The College has far exceeded government targets, including those for priority learners.

In addition to outstanding academic results, the College has been highly successful in co-curricular activities in 2017. A number of highlights include:

- Students selected to represent NZ co-curricular areas.

The College has a significantly improved financial position in 2017.

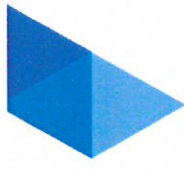
The 2017 Annual Plan had annual goals of Development of JPC values of Charity, Justice, Courage and Faith, Raising Academic Achievement, Enhancement of Student Learning, National Standards and Use of Technology in the Classroom. We successfully achieved all goals.

Analysis of Variance Reporting



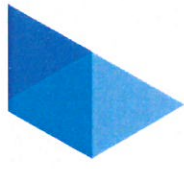
School Name:	John Paul College	School Number: 532
Strategic Aim:	<u>DEVELOPMENT OF JPC VALUES OF CHARITY, JUSTICE, COURAGE AND FAITH</u>	
Annual Aim:	<ul style="list-style-type: none"> • We will begin by emphasising the message from the bishops “for a Catholic school the values it promotes must be sourced from the gospels”. • We will focus on one value a term. • During the term we will look at the origin of the value (particularly in relation to the Gospels) and link it directly with the teachings of Jesus. • We will also investigate what we think this value means at JPC and ways it is shown/lived out. • In order to high-light the value, staff will be asked to nominate students who portray the value. These students could receive a small reward at whole school assembly. 	
Target:	<ul style="list-style-type: none"> • Staff and students will become more familiar with core gospel values. • The profile of these four gospel values will be raised. • Staff and students will be empowered to develop their personal relationship with Christ. • As a result of this we will be directly supporting the strategic goal of developing students who are confident in their faith and embrace gospel values. • By focusing on Catholic values we will be fulfilling the bishop’s wish for students “to be nurtured and practised so that individuals live by them, not merely believe in them.” 	
Baseline Data:	<ul style="list-style-type: none"> • Not all JPC staff are Catholic and many, particularly new staff, may not have a clear understanding of core Catholic Values • We identified four key values in response to both the Bishop’s document “The Catholic Education of School Age Children” and to criteria relating to Catholic Review. • These values of Charity, Justice, Courage and Faith were briefly explained to staff in 2016. 	

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
The values were explained to the staff at staff meetings and the students at assembly. The staff were given vouchers to give out to students who were demonstrating that value. There was a draw each assembly for a canteen voucher.	The staff have a greater awareness of catholic values and how they can integrate them into their everyday programmes. The staff have made a commitment to be more aware of students demonstrating these core JPC values. The students are more aware of the values that their peers are demonstrating.	The staff and students were made more aware of the core JPC values and there was a reward for the demonstration of them by students	Continued emphasis on these core values and the continuation of the voucher system in 2018.
Planning for next year:			
Continue to keep the awareness of JPC core values at the forefront of teachers in their classroom programmes.			

Analysis of Variance Reporting

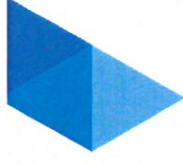


School Name:	John Paul College	School Number:	532
Strategic Aim:	<u>RAISING ACADEMIC ACHIEVEMENT</u>		
Annual Aim:	<ul style="list-style-type: none"> • We aim to strengthen the delivery of the Science Curriculum monitored through the NZCER tool: Science: Thinking with Evidence (Years 7-10) • We aim to decrease the number of student who leave school without NCEA Level 2. • For Maori to pass NCEA at the same rate as non-Maori. • To increase NCEA endorsements to the same rate as non-Maori 		
Target:	<ul style="list-style-type: none"> • We aim to strengthen the delivery of the Science Curriculum monitored through the NZCER tool: Science: Thinking with Evidence (Years 7-10) • We aim to decrease the number of student who leave school without NCEA Level 2. • For Maori to pass NCEA at the same rate as non-Maori. • To increase NCEA endorsements to the same rate as non-Maori 		
Baseline Data:	<ul style="list-style-type: none"> • The Science Faculty have identified deficits in scientific knowledge and skills in our entering Year 7 cohort and new students in Year 9. • 1-3% of students leave John Paul College who have not obtained NCEA Level 2. • Maori students are achieving now at the same level as non-Maori students in NCEA but there remains an achievement gap in relation to endorsements. 		

Analysis of Variance Reporting

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>This goal was continued from 2016.</p> <p>This enabled teachers to embed the knowledge and skills they had learnt into their teaching and learning programmes.</p>	<p>Year 7 and 8 students were tested using an NZCER tool and this data was used to inform teaching.</p> <p>99 % of students achieved Level 2 NCEA and at each level 98-100% achieved the level. A higher % of Maori students gained endorsement for NCEA and the rate of endorsements was the same as for non-Maori</p>	<p>There was a closer monitoring of the teaching programme in junior science led by the assistant HOF. The programme was revised and was more consistent across classes.</p> <p>There was a close monitoring of student achievement throughout the year by Deans and the Academic Mentor.</p>	<p>Maintain the new programme in Science and adapt the Year 8 programme.</p> <p>Closer academic monitoring by Form Teachers from the beginning of the year to identify at risk students.</p>
Planning for next year:			
<p>Continued use of the Academic Mentor and the introduction of an academic monitoring programme in form classes. The student tracking sheets have been revised.</p>			

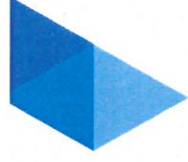
Analysis of Variance Reporting



School Name:	John Paul College	School Number: 532
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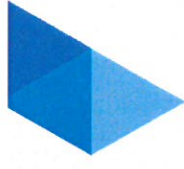
Strategic Aim:	<u>ENHANCEMENT OF STUDENT LEARNING</u>
Annual Aim:	<ul style="list-style-type: none"> • Further implement strategies learnt in previous years professional development • To conduct as a refresher PLCs on boy's learning styles and effective teaching strategies • To share best practice at PLCs on formative assessment. • Create school wide posters on SOLO taxonomy with key messages to staff and students. <ul style="list-style-type: none"> • PLCs with staff on priority learners, particularly special needs.
Target:	<ul style="list-style-type: none"> • A more in-depth understanding and appreciation of boys learning styles. • Better adaption of teaching techniques to meet the needs of boys. • Improved knowledge and skill in delivering the curriculum to priority learners.
Baseline Data:	<ul style="list-style-type: none"> • The staff have had professional development during the past few years on: <ul style="list-style-type: none"> ➤ Formative Assessment ➤ Boys Education ➤ Google implementation ➤ Te Reo ➤ SOLO Taxonomy ➤ What it means to be Lasallian ➤ Priority Learners – strategies to assist their learning

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>PLCs were held on data analysis and student agency. The focus changed to developing teacher inquiries instead of appraisal goals.</p>	<p>Staff are continuing to develop formative assessment skills. There is greater student agency developing.</p>	<p>Staff had time to implement the learning of the previous years into their programme because we had fewer goals which we did better. There was the opportunity for the staff to consolidate their prior learning.</p>	<p>A focus on teacher inquiries and student agency will benefit the teachers.</p>
Planning for next year:			
<p>A member of the SLT will have responsibility for Boys Education and will investigate strategies to close the gender gap. BYOD will be introduced school wide.</p>			

Analysis of Variance Reporting



School Name:	John Paul College	School Number: 532
Strategic Aim:	<u>NATIONAL STANDARDS</u>	
Annual Aim:	<ul style="list-style-type: none">• Work to reduce the number of Year 8 students who are achieving below the standard in writing and mathematics• The Mathematics Faculty will trial the PAC Tool in 2016 to support OTJs in Mathematics.• The RTLB Service will conduct workshops for teachers in Years 7 and 8 assessing writing. Reduce the numbers of students 'well below' the standards in writing, reading and mathematics by 5%.	
Target:	<ul style="list-style-type: none">• Greater consistency of OTJs in mathematics.• Improved accuracy in the assessment of writing for National Standards purposes. The number of students defined in the 'well below' categories will be reduced by 5%.	
Baseline Data:	<ul style="list-style-type: none">• We have worked towards empowering JPC students to become confident and engaged learners.• Learning Support Centre provides support for low achieving students.• All Year 7 & 8 students are assessed for reading, writing and mathematics against the National Standards.• Teachers have had professional development on making overall teacher judgements (OTJs)but moderation has been variable.• There has been difficulty in assessing writing as a benchmark of National Standards.	

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The students are identified and programmes of learning are developed to address the individual needs of the students.. The PD on making accurate OTJs has benefited all staff.</p>	<p>The % of students well below or below the standard has decreased.</p>	<p>The students are identified and programmes of learning are developed to address the individual needs of the students. This has been beneficial for the students and has also improved the pedagogical conversations between staff. The PD on making accurate OTJs has benefited all staff.</p>	<p>Parent meetings will be held for the students who are below or well below the standard and there will be identified strategies which will be implemented in all curriculum areas for these students. This consistency will assist the achievement of the students. The teachers of these students will all have professional development on the strategies they can use to support their learners.</p>
Planning for next year:			
<p>Hold parent meetings for those students well below or below the standard early in the year to put in place support for their learning.</p>			

Analysis of Variance Reporting



School Name:	John Paul College	School Number:	532
Strategic Aim:	<u>USE OF TECHNOLOGY IN THE CLASSROOM</u>		
Annual Aim:	<ul style="list-style-type: none"> • Further implement strategies learnt in previous years professional development • To provide professional development opportunities related to the use of devices. • To encourage the wider use of devices in Year 7-9 classes. They will be blended with the use of exercise books and other resources. <ul style="list-style-type: none"> • Teachers will write at least one appraisal goal related to the use of devices. 		
Target:	<ul style="list-style-type: none"> • Improved knowledge and skill in delivering the curriculum using devices as a tool in a blended learning classroom • Developing future focussed learners who are proficient in the use of technology. 		
Baseline Data:	<ul style="list-style-type: none"> • The Board of Trustees made a decision to make devices mandatory for Year 7-9 students in 2017. • Members of staff have had professional development recently on using devices in their teaching and learning programmes. 		

Actions <i>What did we do?</i>		Outcomes <i>What happened?</i>		Reasons for the variance <i>Why did it happen?</i>		Evaluation <i>Where to next?</i>	
We worked with Nga Pumanawa e Waru for professional development on the Google suite		The majority of teachers are now using Google classroom.		Teachers are becoming more confident with the use of technology in the classroom.		We will introduce school wide BYOD with support for students who can't afford devices. Continued professional development to ensure the devices are not just replacing pen and paper.	
Planning for next year:							
Further PLD on enhancing student agency through cooperative learning with the use of devices as a tool.							

Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expired/expires
Lyall Thurston	Chairperson	Appointed May 2016	Businessman	May 2019
Jane Eynon-Richards	Parent rep	Re-elected May 2016	Manager	May 2019
Ian Piebenga	Parent rep	Re-elected May 2016	Company Director	May 2019
Eugene Berryman-Kamp	Parent rep	Re-elected May 2016		May 2019
Jonathan Temm	Parent rep	Re-elected May 2016	Lawyer	May 2019
Rob Leishman	Parent rep	Elected May 2016	Director	May 2019
Patrick Walsh	Principal	Appointed	Principal	
Minka Webb	Staff rep	Re-elected	Teacher	May 2019
Miyoko Hammersley	Proprietors rep	Appointed	Chaplain	
Zaydee Lopez	Proprietors rep	Appointed		June 2017
Carmel Veitch	Proprietors rep	Appointed	Accountant	
Fisher Wang	Student rep	Elected	Student	September 2018
Callen Smith	Student rep	Elected	Student	September 2017

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$22,892.72 (excluding GST). The funding was spent on sporting endeavours.

John Paul College

Statement of Responsibility

For the year ended 31 December 2017


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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

GRAEME THURBION BSOJP
Full Name of Board Chairperson



Signature of Board Chairperson

23.04.2018

Date:

DATRICK WALSH
Full Name of Principal



Signature of Principal

23/4/2018

Date:

John Paul College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	7,916,074	7,671,822	7,368,078
Locally Raised Funds	3	1,542,658	1,309,050	1,439,560
Use of Land and Buildings Integrated		1,651,920	1,650,000	1,543,760
Interest Earned		79,022	49,200	69,057
Gain on Sale of Property, Plant and Equipment		36,522	-	-
International Students	4	560,101	392,124	540,451
		<u>11,786,297</u>	<u>11,072,196</u>	<u>10,960,906</u>
Expenses				
Locally Raised Funds	3	1,014,639	748,354	907,051
International Students	4	480,347	398,293	364,210
Learning Resources	5	7,004,007	6,840,239	6,406,137
Administration	6	662,297	710,146	620,935
Property	7	2,274,876	2,246,523	2,142,746
Depreciation	8	320,519	299,000	271,988
Loss on Disposal of Property, Plant and Equipment		1,012	1,200	24,605
Amortisation of Intangible Assets		11,652	3,470	3,329
Amortisation of Equitable Lease		20,717	20,247	20,717
		<u>11,790,066</u>	<u>11,267,472</u>	<u>10,761,718</u>
Net Surplus / (Deficit)		(3,769)	(195,276)	199,188
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(3,769)</u>	<u>(195,276)</u>	<u>199,188</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



John Paul College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	2,677,022	2,677,020	2,477,834
Total comprehensive revenue and expense for the year	(3,769)	(195,276)	199,188
Equity at 31 December 2017	2,673,253	2,481,744	2,677,022

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



John Paul College
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	583,478	1,841,654	2,029,790
Accounts Receivable	10	547,864	393,245	393,245
GST Receivable		26,715	29,190	29,190
Prepayments		26,034	50,652	50,652
Inventories	11	112,138	72,802	72,802
Investments	12	1,616,052	461,419	461,419
		<u>2,912,281</u>	<u>2,848,962</u>	<u>3,037,098</u>
Current Liabilities				
Accounts Payable	16	708,364	842,112	842,111
Revenue Received in Advance	17	468,924	449,424	449,424
Provision for Cyclical Maintenance	18	38,000	37,650	37,650
Finance Lease Liability - Current Portion	19	99,051	124,211	124,211
Funds held in Trust	20	368,587	351,405	351,405
		<u>1,682,926</u>	<u>1,804,802</u>	<u>1,804,801</u>
Working Capital Surplus/(Deficit)		<u>1,229,355</u>	<u>1,044,160</u>	<u>1,232,297</u>
Non-current Assets				
Property, Plant and Equipment	13	1,175,320	1,154,491	1,161,631
Intangible Assets	14	34,918	4,477	4,478
Equitable Leasehold Interest	15	433,705	454,422	454,422
		<u>1,643,943</u>	<u>1,613,390</u>	<u>1,620,531</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	18	99,433	75,219	75,219
Finance Lease Liability	19	100,612	100,587	100,587
		<u>200,045</u>	<u>175,806</u>	<u>175,806</u>
Net Assets		<u><u>2,673,253</u></u>	<u><u>2,481,744</u></u>	<u><u>2,677,022</u></u>
Equity		<u><u>2,673,253</u></u>	<u><u>2,481,744</u></u>	<u><u>2,677,022</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



John Paul College
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,126,485	1,971,822	2,032,057
Locally Raised Funds		1,635,144	1,309,050	1,458,525
International Students		376,591	392,123	597,340
Goods and Services Tax (net)		2,475	-	(2,292)
Payments to Employees		(1,463,386)	(1,387,321)	(1,279,134)
Payments to Suppliers		(2,699,269)	(2,206,234)	(2,105,768)
Interest Received		79,022	49,200	69,057
Net cash from / (to) the Operating Activities		57,062	128,640	769,785
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		36,522	(1,200)	-
Purchase of PPE (and Intangibles)		(377,309)	-	(289,139)
Purchase of Investments		(1,154,633)	(315,576)	(16,851)
Net cash from / (to) the Investing Activities		(1,495,420)	(316,776)	(305,990)
Cash flows from Financing Activities				
Finance Lease Payments		(25,136)	-	38,887
Funds Administered on Behalf of Third Parties		17,182	-	79,206
Net cash from Financing Activities		(7,954)	-	118,093
Net increase/(decrease) in cash and cash equivalents		<u>(1,446,312)</u>	<u>(188,136)</u>	<u>581,888</u>
Cash and cash equivalents at the beginning of the year	9	2,029,790	2,029,790	1,447,902
Cash and cash equivalents at the end of the year	9	<u>583,478</u>	<u>1,841,654</u>	<u>2,029,790</u>

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 omitted.



John Paul College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

John Paul College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 19.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Grants

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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



h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.



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	15–40 years
Furniture and equipment	5–15 years
Information and communication technology	3 years
Motor vehicles	5 years
Textbooks	4 years
Library resources	12.5% Diminishing value

Leased assets are depreciated over the period the school is expected to benefit from their use.

l) Intangible Assets

Software costs

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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



o) Employee Entitlements*Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Provision for Cyclical Maintenance

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

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

s) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

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

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 at the start of the year.



2. Government Grants

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Operational grants	1,911,159	1,825,792	1,841,090
Teachers' salaries grants	5,789,589	5,700,000	5,336,021
STAR Grant	83,138	85,730	87,648
Other MoE Grants	90,279	45,300	76,362
Other government grants	41,909	15,000	26,957
	<u>7,916,074</u>	<u>7,671,822</u>	<u>7,368,078</u>

3. Locally Raised Funds

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

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Revenue			
Donations	607,642	645,500	574,190
Fundraising	18,266	32,348	4,941
Trading	247,550	192,100	222,512
Activities	669,200	439,102	637,917
	<u>1,542,658</u>	<u>1,309,050</u>	<u>1,439,560</u>
Expenses			
Activities	826,485	621,804	742,048
Trading	183,405	121,550	151,391
Fundraising (costs of raising funds)	4,749	5,000	13,612
	<u>1,014,639</u>	<u>748,354</u>	<u>907,051</u>
<i>Surplus for the year Locally raised funds</i>	<u>528,019</u>	<u>560,696</u>	<u>532,509</u>

4. International Student Revenue and Expenses

	2017	2017 Budget (Unaudited)	2016
	Actual Number	Number	Actual Number
International Student Roll	61	43	47
	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Revenue			
International student fees	560,101	392,124	540,451
Expenses			
Advertising	62,060	45,000	49,513
Commissions	84,897	55,000	56,586
International student levy	22,048	18,920	18,936
Employee Benefit - Salaries	153,776	142,000	149,607
Other Expenses	157,566	137,373	89,568
	<u>480,347</u>	<u>398,293</u>	<u>364,210</u>
<i>Surplus for the year International Students'</i>	<u>79,755</u>	<u>(6,169)</u>	<u>176,241</u>



5. Learning Resources

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	292,142	256,864	327,851
Equipment repairs	5,199	13,863	4,941
Information and communication technology	41,222	35,496	34,341
Extra-curricular activities	35,286	37,257	37,987
Library resources	2,810	8,000	3,887
Employee benefits - salaries	6,488,585	6,344,126	5,887,113
Resource/attached teacher costs	48,620	52,633	49,978
Staff development	90,143	92,000	60,039
	<u>7,004,007</u>	<u>6,840,239</u>	<u>6,406,137</u>

6. Administration

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	8,468	8,470	8,114
Board of Trustees Fees	6,090	5,000	5,085
Board of Trustees Expenses	11,495	11,800	20,842
Communication	7,623	8,000	7,724
Consumables	37,648	69,000	18,272
Operating Lease	5,758	13,000	6,560
Other	83,357	80,384	64,700
Employee Benefits - Salaries	487,363	499,492	475,011
Insurance	14,495	15,000	14,627
	<u>662,297</u>	<u>710,146</u>	<u>620,935</u>

7. Property

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	165,970	159,000	157,312
Cyclical Maintenance Provision	37,639	37,500	52,058
Grounds	22,064	22,000	18,973
Heat, Light and Water	119,636	122,000	118,765
Rates	24,716	24,720	24,485
Repairs and Maintenance	140,092	117,600	115,337
Use of Land and Buildings	1,651,920	1,650,000	1,543,760
Security	8,419	12,000	13,706
Employee Benefits - Salaries	104,420	101,703	98,350
	<u>2,274,876</u>	<u>2,246,523</u>	<u>2,142,746</u>

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



8. Depreciation of Property, Plant and Equipment

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Building Improvements	29,916	30,000	31,964
Furniture and Equipment	100,817	106,000	104,238
Information and Communication Technology	17,835	20,000	21,428
Motor Vehicles	10,768	10,000	1,000
Textbooks	8,568	20,000	11,418
Leased Assets	148,572	105,000	98,024
Library Resources	4,043	8,000	3,916
	<u>320,519</u>	<u>299,000</u>	<u>271,988</u>

9. Cash and Cash Equivalents

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Cash on Hand	550	550	550
Bank Current Account	167,535	86,100	86,100
Bank Call Account	-	28,614	28,614
Short-term Bank Deposits	415,393	1,726,390	1,914,526
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>583,478</u>	<u>1,841,654</u>	<u>2,029,790</u>

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

10. Accounts Receivable

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Receivables	158,945	48,423	48,423
Teacher Salaries Grant Receivable	388,919	344,822	344,821
	<u>547,864</u>	<u>393,245</u>	<u>393,245</u>
Receivables from Exchange Transactions	158,945	48,423	48,423
Receivables from Non-Exchange Transactions	388,919	344,822	344,821
	<u>547,864</u>	<u>393,245</u>	<u>393,245</u>

11. Inventories

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
School Uniforms	112,138	72,802	72,802
	<u>112,138</u>	<u>72,802</u>	<u>72,802</u>

12. Investments

The School's investment activities are classified as follows:

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	1,616,052	461,419	461,419
Non-current Asset			
Long-term Bank Deposits	-	-	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2017.



13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	357,122	15,542	-	-	(29,916)	342,748
Furniture and Equipment	568,344	81,738	(1,012)	-	(100,817)	548,253
Information and Communication Technology	19,049	59,369	-	-	(17,835)	60,583
Motor Vehicles	3,266	50,789	-	-	(10,768)	43,287
Textbooks	-	8,568	-	-	(8,568)	-
Leased Assets	206,711	122,309	-	-	(148,571)	180,449
Library Resources	-	4,043	-	-	(4,043)	-
Capital Expenditure	7,140	(7,140)	-	-	-	-
Balance at 31 December 2017	1,161,632	335,218	(1,012)	-	(320,518)	1,175,320

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	526,203	(183,455)	342,748
Furniture and Equipment	1,865,312	(1,317,058)	548,254
Information and Communication Technology	388,232	(327,649)	60,583
Motor Vehicles	110,476	(67,189)	43,287
Textbooks	296,987	(296,987)	-
Leased Assets	522,175	(341,727)	180,448
Library Resources	133,002	(133,002)	-
Balance at 31 December 2017	3,842,387	(2,667,067)	1,175,320

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Building Improvements	380,476	8,610	-	-	(31,964)	357,122
Furniture and Equipment	585,365	88,311	(1,094)	-	(104,238)	568,344
Information and Communication Technology	31,439	9,038	-	-	(21,428)	19,049
Motor Vehicles	4,266	-	-	-	(1,000)	3,266
Textbooks	-	11,418	-	-	(11,418)	-
Leased Assets	182,761	158,404	(36,431)	-	(98,024)	206,710
Library Resources	-	3,917	-	-	(3,917)	-
Capital Expenditure	-	7,140	-	-	-	7,140
Balance at 31 December 2016	1,184,307	286,838	(37,525)	-	(271,989)	1,161,631

Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Building Improvements	510,661	(153,539)	357,122
Furniture and Equipment	1,795,134	(1,226,790)	568,344
Information and Communication Technology	488,763	(469,714)	19,049
Motor Vehicles	107,982	(104,716)	3,266
Textbooks	288,420	(288,420)	-
Leased Assets	399,866	(193,156)	206,710
Library Resources	128,959	(128,959)	-
Capital Expenditure	7,140	-	7,140
Balance at 31 December 2016	3,726,925	(2,565,294)	1,161,631

The net carrying value of equipment held under a finance lease is **\$180,448 (2016: \$206,711)**



14. Intangible Assets

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

2017	Opening \$	Additions \$	Disposals \$	Amortisation \$	Closing \$
Cost					
Intangible Assets (Cost)	22,757	42,092	-	-	64,849
Balance at 31 December 2017	22,757	42,092	-	-	64,849
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	18,279	-	-	11,652	29,931
Balance at 31 December 2017	18,279	-	-	11,652	29,931
Net Book Value at 31 December 2017					34,918
2016	Opening \$	Additions \$	Disposals \$	Amortisation \$	Closing \$
Cost					
Intangible Assets	20,457	2,300	-	-	22,757
Balance at 31 December 2016	20,457	2,300	-	-	22,757
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	14,951	-	-	3,328	18,279
Balance at 31 December 2016	14,951	-	-	3,328	18,279
Net Book Value at 31 December 2016					4,478

15. 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 board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 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.

The major capital works assets included in the equitable leasehold interest are:

	2017 Actual \$	2017 Budget \$	2016 Actual \$
Astroturf	113,825	118,630	118,630
Health and wellness centre	67,746	70,606	70,606
Playground	58,812	61,302	61,302
Wharetapere	57,677	59,699	59,699
Astroturf	33,857	35,227	35,227
Classroom Upgrades	14,283	17,192	17,192
Landscaped Courtyard	29,215	30,467	30,467
Other Capital works	58,290	61,299	61,299
Total	433,705	454,422	454,422



16. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	280,280	439,200	439,200
Accruals	5,543	5,636	5,635
Employee Entitlements - salaries	388,919	344,821	344,821
Employee Entitlements - leave accrual	33,622	52,455	52,455
	<u>708,364</u>	<u>842,112</u>	<u>842,111</u>
Payables for Exchange Transactions	708,364	842,112	842,111
	<u>708,364</u>	<u>842,112</u>	<u>842,111</u>

The carrying value of payables approximates their fair value.

17. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
International Student Fees	214,816	398,326	398,326
Other	254,108	51,098	51,098
	<u>468,924</u>	<u>449,424</u>	<u>449,424</u>

18. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	112,869	80,147	80,147
Increase to the Provision During the Year	37,639	52,058	52,058
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	(13,075)	(19,336)	(19,336)
Provision at the End of the Year	<u>137,433</u>	<u>112,869</u>	<u>112,869</u>
Cyclical Maintenance - Current	38,000	37,650	37,650
Cyclical Maintenance - Term	99,433	75,219	75,219
	<u>137,433</u>	<u>112,869</u>	<u>112,869</u>

19. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and the photocopier contract. Minimum lease payments payable:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	99,051	124,211	124,211
Later than One Year and no Later than Five Years	100,612	100,587	100,587
	<u>199,663</u>	<u>224,798</u>	<u>224,798</u>

20. Funds held in Trust

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	368,587	351,405	351,405
	<u>368,587</u>	<u>351,405</u>	<u>351,405</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.



21. 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 The Roman Catholic Bishop of Hamilton Schools Office is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred has been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(d). The estimated value of this use during 2017 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

22. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	6,069	5,085
Full-time equivalent members	0.36	0.30
<i>Leadership Team</i>		
Remuneration	596,616	523,089
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	602,685	528,174
Total full-time equivalent personnel	4.36	4.30

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 250	200 - 250
Benefits and Other Emoluments	10 - 20	10 - 20

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
120 - 130	1.00	1.00
110 - 120	1.00	0.00
100 - 110	2.00	2.00
	4.00	3.00

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



23. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2017 Actual	2016 Actual
Total	nil	nil
Number of People	0	0

24. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

25. Commitments

(a) Capital Commitments

The school has no capital commitments at year end (31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating leases:

	2017 Actual \$	2016 Actual \$
No later than One Year	11,692	13,772
Later than One Year and No Later than Five Years	-	11,912
	<u>11,692</u>	<u>25,684</u>

26. Managing Capital

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

27. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	583,478	1,841,654	2,029,790
Receivables	547,864	393,245	393,245
Investments - Term Deposits	1,616,052	461,419	461,419
Total Cash and Receivables	<u>2,747,394</u>	<u>2,696,318</u>	<u>2,884,454</u>

Financial liabilities measured at amortised cost

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Payables	708,364	842,112	842,111
Finance Leases	199,663	224,798	224,798
Total Financial Liabilities Measured at Amortised Cost	<u>908,027</u>	<u>1,066,910</u>	<u>1,066,909</u>

28. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF JOHN PAUL COLLEGE FINANCIAL
STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of John Paul College (the School). The Auditor-General has appointed me, Richard Currie, using the staff and resources of Crowe Horwath New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 15 to 32, that comprise the statement of financial position as at 31 December 2017, 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 2017; 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 23 April 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 3 to 14, 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 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



Richard Currie

Crowe Horwath New Zealand Audit Partnership

On behalf of the Auditor-General
Hamilton, New Zealand