

# Good Shepherd School

## Annual Report for the year ended 31 December 2020

<b>Ministry Number:</b>	1297
<b>Principal:</b>	Jane Hahn
<b>School Address:</b>	30 Telford Avenue, Auckland
<b>School Postal Address:</b>	30 Telford Avenue, Auckland, 1041
<b>School Phone:</b>	09-6204962
<b>School Email:</b>	admin@goodshepherd.school.nz
<b>Service Provider:</b>	Edtech Financial Services Ltd

## Good Shepherd School

# Members of the Board of Trustees

For the year ended 31 December 2020

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Term expired/expires</b>
Stephen Rewcastle	Chairperson	Re-appointed May 2019	May 2022
Aaron Delacey	Parent Trustee	Re-appointed May 2019	May 2022
Jane Hahn	Principal	Appointed March 2013	
Heather McLeod	Staff Trustee	Re-appointed May 2019	May 2022
Leonie Lewthwaite	Proprietor's Trustee	Re-appointed May 2019	May 2022
Graeme Twose	Parent Trustee	Re-appointed May 2019	May 2022
Mons Bernard Kiely	Proprietor's Trustee	Re-appointed May 2019	May 2022
Mele Kautoke	Parent Trustee	Elected May 2019	May 2022
Bianca Prentice	Proprietor's Trustee	Appointed May 2019	May 2022
Nicola Maddox	Parent Trustee	Elected May 2019	May 2022
Daniel Erickson	Parent Trustee	Elected May 2019	May 2022

**Good Shepherd School**  
**Statement of Responsibility**  
For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

STEPHEN REWCASTLE

Full Name of Board Chairperson



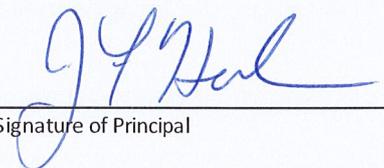
Signature of Board Chairperson

31/5/2021

Date:

Jane Hahn.

Full Name of Principal



Signature of Principal

31/05/2021

Date:

# Good Shepherd School

## Annual Report

For the year ended 31 December 2020

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# Good Shepherd School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,501,081	1,315,749	1,326,566
Locally Raised Funds	3	148,807	227,000	258,479
Use of Proprietor's Land and Buildings		1,159,030	1,159,030	1,159,030
Interest Income		6,104	6,640	10,726
		<hr/>	<hr/>	<hr/>
		2,815,022	2,708,419	2,754,801
<b>Expenses</b>				
Locally Raised Funds	3	115,797	118,100	131,370
Learning Resources	4	1,248,504	1,156,545	1,147,246
Administration	5	106,297	101,700	110,974
Finance		2,270	1,000	1,246
Property	6	1,272,196	1,254,430	1,259,711
Depreciation	7	72,456	70,000	68,927
Amortisation of Equitable Lease		3,393	3,393	3,393
Loss on Disposal of Property, Plant and Equipment		130	-	2,336
		<hr/>	<hr/>	<hr/>
		2,821,043	2,705,168	2,725,203
<b>Net Surplus for the year</b>		(6,021)	3,251	29,598
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(6,021)	3,251	29,598

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



**Good Shepherd School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Balance at 1 January</b>		761,973	761,973	726,472
Total comprehensive revenue and expense for the year		(6,021)	3,251	29,598
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		5,733	-	5,903
<b>Equity at 31 December</b>	25	761,685	765,224	761,973
Retained Earnings		761,685	765,224	761,973
<b>Equity at 31 December</b>		761,685	765,224	761,973

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.



# Good Shepherd School

## Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	281,561	222,452	166,053
Accounts Receivable	9	83,164	65,800	66,147
GST Receivable		5,481	9,500	9,517
Prepayments		15,996	13,000	13,142
Inventories	10	15,344	12,000	12,375
Investments	11	217,109	270,000	262,168
		<u>618,655</u>	<u>592,752</u>	<u>529,402</u>
<b>Current Liabilities</b>				
Accounts Payable	14	130,462	83,700	88,316
Revenue Received in Advance	15	24,583	13,000	13,101
Provision for Cyclical Maintenance	16	-	21,279	-
Finance Lease Liability - Current Portion	17	8,235	5,913	7,303
Funds Held in Trust	18	16,958	16,300	16,290
Funds Held on Behalf of Kahui Ako Cluster	19	4,472	-	-
		<u>184,710</u>	<u>140,192</u>	<u>125,010</u>
<b>Working Capital Surplus/(Deficit)</b>		433,945	452,560	404,392
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	292,796	261,452	323,452
Equitable Leasehold Interest	13	74,650	74,650	78,043
		<u>367,446</u>	<u>336,102</u>	<u>401,495</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	21,358	9,885	25,294
Finance Lease Liability	17	18,348	13,553	18,620
		<u>39,706</u>	<u>23,438</u>	<u>43,914</u>
<b>Net Assets</b>		<u>761,685</u>	<u>765,224</u>	<u>761,973</u>
<b>Equity</b>	25	<u>761,685</u>	<u>765,224</u>	<u>761,973</u>

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



# Good Shepherd School

## Statement of Cash Flows

For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	412,938	352,293	353,600
Locally Raised Funds	153,289	226,899	285,941
Goods and Services Tax (net)	4,036	17	(8,872)
Funds Administered on Behalf of Third Parties	5,140	10	1,520
Payments to Employees	(136,196)	(189,304)	(195,356)
Payments to Suppliers	(327,392)	(316,864)	(346,635)
Cyclical Maintenance Payments in the year	(13,924)	-	(30,000)
Interest Paid	(2,270)	(1,000)	(1,246)
Interest Received	6,698	6,637	11,164
<b>Net cash from/(to) Operating Activities</b>	<b>102,319</b>	<b>78,688</b>	<b>70,116</b>
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	(130)	-	4,757
Purchase of Property Plant & Equipment (and Intangibles)	(33,220)	(47,359)	(112,674)
Sale of Investments	45,059	-	25,135
Proceeds from Sale of Investments	-	(7,832)	-
<b>Net cash from/(to) Investing Activities</b>	<b>11,709</b>	<b>(55,191)</b>	<b>(82,782)</b>
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	5,733	-	5,903
Finance Lease Payments	(4,253)	32,902	2,867
<b>Net cash from/(to) Financing Activities</b>	<b>1,480</b>	<b>32,902</b>	<b>8,770</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>115,508</b>	<b>56,399</b>	<b>(3,896)</b>
Cash and cash equivalents at the beginning of the year	8 166,053	166,053	169,949
<b>Cash and cash equivalents at the end of the year</b>	<b>8 281,561</b>	<b>222,452</b>	<b>166,053</b>

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.



# Notes to the Financial Statements

For the year ended 31 December 2020

## 1. Statement of Accounting Policies

### Reporting Entity

Good Shepherd School (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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

### Basis of Preparation

#### Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

#### PBE Accounting Standards Reduced Disclosure Regime

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

#### Measurement Base

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

#### Presentation Currency

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

#### Specific Accounting Policies

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

#### Critical Accounting Estimates And Assumptions

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

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

#### Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision of cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

#### Useful lives of property, plant and equipment

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



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### *Critical Judgements in applying accounting policies*

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

#### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

### **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.

#### **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.

#### **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.

#### **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.



## Good Shepherd School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 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.

### Accounts Receivable

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

### Inventories

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

### 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.

### Property, Plant and Equipment

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

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

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

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

### Finance Leases

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

### Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	5-10 years
Information and communication technology	5-10 years
Leased assets held under a Finance Lease	Term of lease
Library resources	12.5% Diminishing value



## Good Shepherd School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### Impairment of property, plant, and equipment

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 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.

### 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.

### 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

#### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

### Revenue Received in Advance

Revenue received in advance relates to fees received for 2021 camp, stationery and uniforms 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

### 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.



## Good Shepherd School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts 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.

### 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

### Financial Instruments

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

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

### 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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

### Budget Figures

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

### 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.



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 2 Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Operational Grants	306,847	282,598	280,910
Teachers' Salaries Grants	1,090,180	963,456	953,606
Resource Teachers Learning and Behaviour Grants	1,148	1,800	1,763
Other MoE Grants	97,202	67,895	90,087
Other Government Grants	5,704	-	200
	<u>1,501,081</u>	<u>1,315,749</u>	<u>1,326,566</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$3,733 for the year ended 31 December 2020.

### 3 Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
<b>Revenue</b>			
Donations	48,723	78,000	121,943
Activities	74,182	122,300	109,121
Trading	24,109	23,700	24,565
Other Revenue	1,793	3,000	2,850
	<u>148,807</u>	<u>227,000</u>	<u>258,479</u>
<b>Expenses</b>			
Activities	90,719	99,100	102,360
Trading	25,078	19,000	29,010
	<u>115,797</u>	<u>118,100</u>	<u>131,370</u>
<b>Surplus for the year Locally Raised Funds</b>	<u><u>33,010</u></u>	<u><u>108,900</u></u>	<u><u>127,109</u></u>

The school would like to acknowledge the receipt of \$3,000 from the Lion Foundation to be spent on chromebooks.

The school would also like to acknowledge the receipt of \$4,000 from the Four Winds Foundation to be spent on camp expenses.

2019:

The school would like to acknowledge the receipt of \$7,000 from Pub Charity to be spent on Technology.

The school would also like to acknowledge the receipt of \$8,200 from the Four Winds Foundation to be spent on Technology.

### 4 Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Curricular	40,352	40,650	41,913
Equipment Repairs	849	100	368
Information and Communication Technology	10,001	5,300	9,094
Extra-Curricular Activities	1,101	1,180	1,203
Library Resources	1,699	1,800	1,991
Employee Benefits - Salaries	1,190,732	1,092,780	1,086,242
Staff Development	3,770	14,735	6,435
	<u>1,248,504</u>	<u>1,156,545</u>	<u>1,147,246</u>



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 5 Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	8,199	7,200	6,974
Board of Trustees Fees	4,340	5,000	3,460
Board of Trustees Expenses	2,193	1,800	5,326
Communication	2,777	2,250	2,421
Consumables	1,982	800	1,538
Other	9,626	10,150	13,717
Employee Benefits - Salaries	62,133	60,200	62,501
Insurance	3,645	3,300	3,913
Service Providers, Contractors and Consultancy	11,402	11,000	11,124
	<u>106,297</u>	<u>101,700</u>	<u>110,974</u>

### 6 Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	9,126	7,100	8,975
Consultancy and Contract Services	53,220	54,000	53,220
Cyclical Maintenance Expense	9,988	9,000	(8,491)
Grounds	8,515	5,500	15,142
Heat, Light and Water	12,172	11,900	13,984
Repairs and Maintenance	15,691	6,300	15,347
Use of Land and Buildings	1,159,030	1,159,030	1,159,030
Security	4,454	1,600	2,504
	<u>1,272,196</u>	<u>1,254,430</u>	<u>1,259,711</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year end reporting purposes.

### 7 Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Furniture and Equipment	42,708	43,051	41,247
Information and Communication Technology	18,551	16,673	20,683
Leased Assets	8,254	7,410	4,249
Library Resources	2,943	2,866	2,748
	<u>72,456</u>	<u>70,000</u>	<u>68,927</u>



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 8 Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	3,929	300	304
Bank Current Account	112,131	92,152	41,905
Bank Call Account	165,501	130,000	123,844
Cash and cash equivalents for Statement of Cash Flows	<u>281,561</u>	<u>222,452</u>	<u>166,053</u>

Of the \$281,562 Cash and Cash Equivalents, \$5,704 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

Of the \$281,562 Cash and Cash Equivalents, \$4,472 is held by the School on behalf of the Kahui Ako cluster. See note 25 for details of how the funding received for the cluster has been spent in the year.

### 9 Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	1,296	-	-
Interest Receivable	203	800	797
Teacher Salaries Grant Receivable	81,665	65,000	65,350
	<u>83,164</u>	<u>65,800</u>	<u>66,147</u>
Receivables from Exchange Transactions	1,499	800	797
Receivables from Non-Exchange Transactions	81,665	65,000	65,350
	<u>83,164</u>	<u>65,800</u>	<u>66,147</u>

### 10 Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
School Uniforms	15,344	12,000	12,375
	<u>15,344</u>	<u>12,000</u>	<u>12,375</u>

### 11 Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	217,109	270,000	262,168
Total Investments	<u>217,109</u>	<u>270,000</u>	<u>262,168</u>



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2020</b>						
Furniture and Equipment	223,648	9,063	-	-	(42,708)	190,003
Information and Communication Technology	65,700	22,280	-	-	(18,551)	69,429
Leased Assets	27,735	8,580	-	-	(8,254)	28,061
Library Resources	6,369	2,007	(130)	-	(2,943)	5,303
<b>Balance at 31 December 2020</b>	<b>323,452</b>	<b>41,930</b>	<b>(130)</b>	<b>-</b>	<b>(72,456)</b>	<b>292,796</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2020</b>			
Furniture and Equipment	552,688	(362,685)	190,003
Information and Communication Technology	410,540	(341,111)	69,429
Leased Assets	47,939	(19,878)	28,061
Library Resources	47,588	(42,285)	5,303
<b>Balance at 31 December 2020</b>	<b>1,058,755</b>	<b>(765,959)</b>	<b>292,796</b>

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$28,061 (2019: \$27,735).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2019</b>						
Furniture and Equipment	189,411	75,484	-	-	(41,247)	223,648
Information and Communication Technology	67,648	18,735	-	-	(20,683)	65,700
Leased Assets	14,652	24,339	(7,007)	-	(4,249)	27,735
Library Resources	7,287	1,916	(86)	-	(2,748)	6,369
<b>Balance at 31 December 2019</b>	<b>278,998</b>	<b>120,474</b>	<b>(7,093)</b>	<b>-</b>	<b>(68,927)</b>	<b>323,452</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Furniture and Equipment	543,625	(319,977)	223,648
Information and Communication Technology	388,260	(322,560)	65,700
Leased Assets	39,359	(11,624)	27,735
Library Resources	46,028	(39,659)	6,369
<b>Balance at 31 December 2019</b>	<b>1,017,272</b>	<b>(693,820)</b>	<b>323,452</b>

The net carrying value of equipment held under a finance lease is \$27,735 (2018: \$14,652).



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 13 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 part by the Board of Trustees, either from Government funding or 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 the economic life of the capital works assets(s) involved. The interest may be realised on the sale of the capital works by the Proprietor or the closure of the school.

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

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
74,650	74,650	78,043
<u>74,650</u>	<u>74,650</u>	<u>78,043</u>

### 14 Accounts Payable

Operating Creditors  
Accruals  
Banking Staffing Overuse  
Employee Entitlements - Salaries  
Employee Entitlements - Leave Accrual

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
14,696	11,000	15,430
5,132	5,000	5,056
26,648	-	-
82,265	66,000	66,119
1,721	1,700	1,711
<u>130,462</u>	<u>83,700</u>	<u>88,316</u>

Payables for Exchange Transactions

130,462	83,700	88,316
<u>130,462</u>	<u>83,700</u>	<u>88,316</u>

The carrying value of payables approximates their fair value.

### 15 Revenue Received in Advance

Grants in Advance - Ministry of Education  
Other

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
5,704	-	-
18,879	13,000	13,101
<u>24,583</u>	<u>13,000</u>	<u>13,101</u>

### 16 Provision for Cyclical Maintenance

Provision at the Start of the Year  
Increase/(decrease) to the Provision During the Year  
Use of the Provision During the Year  
Provision at the End of the Year

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
25,294	25,294	63,785
9,988	9,000	(8,491)
(13,924)	(3,130)	(30,000)
<u>21,358</u>	<u>31,164</u>	<u>25,294</u>

Cyclical Maintenance - Current  
Cyclical Maintenance - Term

-	21,279	-
21,358	9,885	25,294
<u>21,358</u>	<u>31,164</u>	<u>25,294</u>



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 17 Finance Lease Liability

The school has entered into a number of finance lease agreements for teachers' laptops and a photocopier. Minimum lease payments payable (includes interest portion):

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	10,345	5,913	9,403
Later than One Year and no Later than Five Years	20,577	13,553	21,899
	<u>30,922</u>	<u>19,466</u>	<u>31,302</u>

### 18 Funds held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	16,958	16,300	16,290
	<u>16,958</u>	<u>16,300</u>	<u>16,290</u>

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

### 19 Funds Held on Behalf of Kahui Ako Cluster

Good Shepherd School is the lead school and holds the funds on behalf of the Kahui Ako cluster, a group of schools funded by the Ministry.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	-	-	-
Funds Received from Cluster Members	688	-	-
Funds Received from MoE	7,000	-	-
Funds Spent on Behalf of the Cluster	3,216	-	-
Funds Held at Year End	<u>4,472</u>	<u>-</u>	<u>-</u>



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 20 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 Catholic Diocese of Auckland) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1. 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 [or vice versa]. These include attendance dues, building levy and special character donations payable to the Proprietor [update as appropriate]. The amounts collected in total were \$94,596 (2019: \$83,957). 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 \$16,958 (2019: \$16,290).



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 21 Remuneration

#### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,340	3,460
Full-time equivalent members	0.17	0.17
<i>Leadership Team</i>		
Remuneration	433,884	401,692
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	438,224	405,152
Total full-time equivalent personnel	4.17	4.17

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
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	2020 FTE Number	2019 FTE Number
100-110	1	-
	1	-

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

### 22 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

### 23 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020.

(Contingent liabilities and assets as at 31 December 2019: nil)

#### Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 24 Commitments

#### (a) Capital Commitments

As at 31 December 2020 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2019: nil)

### 25 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.

### 26 Financial Instruments

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

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	281,561	222,452	166,053
Receivables	83,164	65,800	66,147
Investments - Term Deposits	217,109	270,000	262,168
Total Financial assets measured at amortised cost	<u>581,834</u>	<u>558,252</u>	<u>494,368</u>
<b>Financial liabilities measured at amortised cost</b>			
Payables	130,462	83,700	88,316
Finance Leases	26,583	19,466	25,923
Total Financial Liabilities Measured at Amortised Cost	<u>157,045</u>	<u>103,166</u>	<u>114,239</u>

### 27 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 GOOD SHEPHERD'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Good Shepherd school (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe 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 2 to 19, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 31 May 2021. 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.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

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*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Analysis of Variance Report and Kiwisport Report but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



Kurt Sherlock  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand

# GOOD SHEPHERD SCHOOL 1297

## TARGETS FOR RAISING STUDENT ACHIEVEMENT AND ANALYSIS OF VARIANCE 2020

### Focus: Mathematics

### Strategic Goal 2: Independent Learning

Our students are provided with a stimulating learning environment that allows them to develop to their individual potential.

### Annual Aim:

Teaching staff who effectively promote students' ownership of and participation in learning

### Baseline Data:

Analysis of baseline data - see [PAT Mathematics Analysis Term 4 2019](#) showed that Pasifika students are still over-represented in below average categories in comparison with other GSS ethnicities. Sixteen Pasifika students sat this assessment: Stanine 2 = 1; Stanine 3 = 3; Stanine 4 = 6; Stanine 5 = 1; Stanine 7 = 4; Stanine 8 = 1

### Target:

By the end of 2020, 9 of the 11 students in Years 4-6 who were achieving in stanines 2-5 at the end of 2019 will make accelerated progress to achieve at one stanine higher.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> <li>Good Shepherd School participated in the ALiM project</li> <li>All teachers at GSS followed the principles of our <i>Toopu</i> intervention and established close learning-focused relationships particularly with parents/whānau of focus students</li> <li>Central Auckland Catholic Kāhui Ako was further developed to better support member schools in raising</li> </ul>	<ul style="list-style-type: none"> <li>Eight of the students achieving in the Stanine 2-5 band made accelerated progress to achieve at least one stanine higher</li> <li>Two of these eight students achieved two stanines higher at the end of 2020 compared to end of 2019</li> <li>Two students stayed at the same stanine, indicating that they had made normal progress</li> </ul>	<ul style="list-style-type: none"> <li>Despite the interruptions and paring down of the intervention, two teachers participated successfully in the ALiM project</li> <li>One of the two classrooms participating in the ALiM intervention showed accelerated progress for all four of those students in this class who sat both assessments. Although these children were not</li> </ul>	<ul style="list-style-type: none"> <li>The ALiM project was a significant intervention that produced very good results during 2020, particularly in students' attitudes to mathematics</li> <li>Continue to implement ALiM strategies and investigate other teachers taking on ALiM in 2021</li> <li>Continue to ensure close relationships with family and whānau through the Toopu Home-School Partnership</li> </ul>

<p>student achievement in mathematics</p> <ul style="list-style-type: none"> <li>● Teachers specifically focused on targeting this group of students</li> <li>● Good Shepherd Professional Learning Group (PLG) meetings focused on these students</li> <li>● The appraisal system encouraged and supported teacher reflection on their teaching in mathematics and focus students</li> <li>● Intervention programmes were put in place for the focus students to support classroom teachers</li> <li>● Teaching resources were available and appropriate for these focus students</li> <li>● Development of moderation processes to ensure consistency in teacher OTJs was continued</li> <li>● Evidence based strategies on how to meet the needs of high achieving students in mathematics were shared</li> </ul>	<ul style="list-style-type: none"> <li>● One student slipped back one stanine</li> <li>● Three students moved from the Below Average band to Average</li> </ul>	<p>necessarily involved in the ALiM group, we would hope that the increased teacher understanding has some influence on the achievement levels in this classroom.</p> <ul style="list-style-type: none"> <li>● There is no doubt that the move to distance learning had an impact on our students' progress and achievement levels, although our data indicates this was not a large impact.</li> <li>● There were many opportunities for extension for those students who achieve highly in mathematics, including the Otago University Problem Solving Challenge, targeted group teaching and ePro8.</li> <li>● Targeted support was provided to every classroom dependent upon teacher and student needs, including teacher aide support, specialist teacher support and external facilitator support</li> </ul>	<ul style="list-style-type: none"> <li>● Share practice through the Kāhui Ako</li> <li>● Teachers continue to focus on students</li> <li>● Continue to access PLD in maths through the Kāhui Ako</li> <li>● Students in the focus group who made one or two sublevels' progress will be closely monitored to ensure that they maintain their levels of progress and achievement</li> <li>● Teachers will identify focus students at the beginning of the year and these students will be discussed regularly at team PLG meetings</li> <li>● Monitor carefully and regularly the maths progress and achievement levels of all students at Good Shepherd School</li> <li>● Set 2021 targets for student achievement according to MOE guidelines and using a range of student achievement data</li> </ul>
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<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>● Investigate one or two teachers working with the ALiM project in 2021 and investigate how we can spread and sustain the learning throughout the school</li> <li>● Support all teachers at GSS to follow the principles of Toopu and establish close learning-focused relationships particularly with parents/whānau of focus students</li> <li>● Access and engage in Culturally Responsive Practice professional learning through the Kāhui Ako</li> <li>● Monitor all students achieving above expectation in Mathematics through professional learning community meetings and school appraisal system, to ensure that they continue to achieve highly</li> <li>● Monitor all students achieving below expectation in Mathematics and work together to set goals for these students to ensure that they move to achieving at expectation</li> <li>● Continue with development of moderation processes to ensure consistency in teacher OTJs</li> <li>● Regularly update tracking document and review all tracking tools</li> <li>● Continue to share evidence based strategies on how to meet the needs of high achieving students in maths</li> </ul>
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## Focus: Writing

### Strategic Goal 2: Independent Learning

Our students are provided with a stimulating learning environment that allows them to develop to their individual potential.

#### Annual Aim:

Teaching staff who effectively promote students' ownership of and participation in learning

#### Baseline Data:

Analysis of baseline data - see [Overall Teacher Judgement Analysis Term 4 2019](#) - indicated that 28 students are At 1 (11 in Year 4, 8 in Year 5 and 9 in Year 6 - 2020 year groups) 5 students are Below expectation (1 in Year 6 at Below 2; 2 in Year 4 at Below 3, 1 in Year 5 in Below 3 and 1 in Year 6 in Below 3).

#### Target:

By the end of 2020, 3 of the 5 students in Years 4-6 who were achieving **Below** expectation at the end of 2019 will make accelerated progress to achieve **At** expectation.  
By the end of 2020, 20 of the 28 students in Years 4-6 who were achieving **At1** at the end of 2019 will make accelerated progress to reach **At2** the expectation for their year group.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"><li>• Good Shepherd School participated in a Teacher Led Innovation Fund project focused on raising achievement in writing</li><li>• Good Shepherd School designed and participated in a School Led Initiative project focused on Paired Writing</li><li>• All teachers at GSS followed the principles of our <i>Toopu</i> intervention and established close learning-focused relationships particularly with parents/whanau of focus students</li></ul>	<ul style="list-style-type: none"><li>• Of the total of 23 focus students we were hoping to accelerate, 16 made accelerated progress in writing</li><li>• None of the five students who were Below expectation at the end of 2019 made accelerated progress to achieve At expectation by the end of 2020</li><li>• One student in the Below category made accelerated progress to move from Below 2 to Below 3</li></ul>	<ul style="list-style-type: none"><li>• We believe that the move to distance learning will have had an impact on student achievement in writing, with over eight weeks disruption to normal classroom programmes</li><li>• Indications are that the Paired Writing approach which was introduced again into one classroom was very successful in changing students' attitudes to writing</li></ul>	<ul style="list-style-type: none"><li>• It remains frustratingly challenging to move those students underachieving in writing</li><li>• Continue to access and revisit as a staff the Murray Gadd resources</li><li>• Send new teaching staff to the Murray Gadd one day course</li><li>• Continue to ensure close relationships with family and whānau through the Toopu Home-School Partnership</li></ul>

<ul style="list-style-type: none"> <li>● Central Auckland Catholic Kāhui Ako was further developed to better support member schools in raising student achievement in writing</li> <li>● Teachers specifically focused on targeting this group of students</li> <li>● Good Shepherd Professional Learning Group (PLG) meetings focused on these students</li> <li>● The appraisal system encouraged and supported teacher reflection on their teaching in mathematics and focus students</li> <li>● Intervention programmes were put in place for the focus students to support classroom teachers</li> <li>● Teaching resources were available and appropriate for these focus students</li> <li>● Development of moderation processes to ensure consistency in teacher OTJs was continued</li> </ul>	<ul style="list-style-type: none"> <li>● Fifteen of the students who were in the At 1 band at the end of 2019 made accelerated progress to move to At 2 by the end of 2020</li> </ul>		<ul style="list-style-type: none"> <li>● Share practice through the Kāhui Ako</li> <li>● Teachers continue to focus on students</li> <li>● Students in the focus group who made one or two sublevels' progress will be closely monitored to ensure that they maintain their levels of progress and achievement</li> <li>● Teachers will identify focus students at the beginning of the year and these students will be discussed regularly at team PLG meetings</li> <li>● Monitor carefully and regularly the writing progress and achievement levels of all students at Good Shepherd School</li> <li>● Set 2021 targets for student achievement according to MOE guidelines and using a range of student achievement data</li> </ul>
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<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>● Monitor results of Paired Writing approach trialled in one classroom again this year and investigate use more widely in the school</li> <li>● Support all teachers at GSS to follow the principles of Toopu and establish close learning-focused relationships particularly with parents/whānau of focus students</li> <li>● Access and engage in Culturally Responsive Practice professional learning through the Kāhui Ako</li> <li>● Monitor all students achieving above expectation in Writing through professional learning community meetings and school appraisal system, to ensure that they continue to achieve highly</li> <li>● Monitor all students achieving below expectation in Writing and work together to set goals for these students to ensure that they move to achieving at expectation</li> <li>● Continue with development of moderation processes to ensure consistency in teacher OTJs</li> <li>● Regularly update tracking document and review all tracking tools</li> <li>● Continue to share evidence based strategies on how to meet the needs of all students in writing</li> </ul>
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## Focus: Reading

### Strategic Goal 2: Independent Learning

Our students are provided with a stimulating learning environment that allows them to develop to their individual potential.

#### Annual Aim:

Teaching staff who effectively promote students' ownership of and participation in learning

#### Baseline Data:

Analysis of baseline data - see [Overall Teacher Judgements at end 2019 and PAT Term 3 test 2019](#) - indicated that 9 of the 10 Pasifika students who sat the test in Years 4-6 have been identified as underachieving in the PAT Reading assessment (1 at Stanine 2, 1 at Stanine 3, 4 at Stanine 4, 1 at stanine 5 and 2 at Stanine 6).

#### Target:

By the end of 2020, 8 of the 9 Pasifika students in Years 4-6 who were achieving in stanines 2-6 at the end of 2019 will make accelerated progress to achieve at one stanine higher.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"><li>• All teachers at GSS followed the principles of our <i>Toopu</i> intervention and established close learning-focused relationships particularly with parents/whanau of focus students</li><li>• Central Auckland Catholic Kāhui Ako was further developed to better support member schools in raising student achievement in reading</li><li>• Teachers specifically focused on targeting this group of students</li><li>• Good Shepherd Professional Learning Group (PLG) meetings focused on</li></ul>	<ul style="list-style-type: none"><li>• Four students who were achieving in the stanines 2-6 band at the end of 2019 made accelerated progress to achieve at a higher stanine at the end of 2020</li><li>• Three of these four students progressed by two stanines</li><li>• Two of the nine identified students made normal progress to stay at the same stanine at both measurement points</li><li>• Three students slipped back by one stanine.</li></ul>	<ul style="list-style-type: none"><li>• School wide student achievement data in reading indicates that our students continue to do well in this area, despite the weeks of distance learning</li><li>• Home learning programmes, however, depended very much on individual family circumstances and affected our students in very different ways</li><li>• A review of our classroom reading programmes indicated</li></ul>	<ul style="list-style-type: none"><li>• Implement the recommendations of the Review of Reading report</li><li>• Continue to discuss, monitor and evaluate the impact of digital technologies in this learning area</li><li>• Continue to ensure close relationships with family and whānau through the Toopu Home-School Partnership</li><li>• Share practice through the Kāhui Ako</li><li>• Teachers continue to focus on students</li><li>• Students in the focus group who</li></ul>

<p>these students</p> <ul style="list-style-type: none"> <li>● The appraisal system encouraged and supported teacher reflection on their teaching in mathematics and focus students</li> <li>● Intervention programmes were put in place for the focus students to support classroom teachers</li> <li>● Teaching resources were available and appropriate for these focus students</li> <li>● Development of moderation processes to ensure consistency in teacher OTJs was continued</li> </ul>		<p>that there is some variance in our understanding of some of the key teaching of reading approaches</p>	<p>made one or two sublevels' progress will be closely monitored to ensure that they maintain their levels of progress and achievement</p> <ul style="list-style-type: none"> <li>● Teachers will identify focus students at the beginning of the year and these students will be discussed regularly at team PLG meetings</li> <li>● Monitor carefully and regularly the reading progress and achievement levels of all students at Good Shepherd School</li> <li>● Set 2021 targets for student achievement according to MOE guidelines and using a range of student achievement data</li> </ul>
<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>● Implement and evaluate progress towards the recommendations of the Reading Review from 2020</li> <li>● Support all teachers at GSS to follow the principles of Toopu and establish close learning-focused relationships particularly with parents/whānau of focus students</li> <li>● Access and engage in Culturally Responsive Practice professional learning through the Kāhui Ako</li> <li>● Monitor all students achieving above expectation in reading through professional learning community meetings and school appraisal system, to ensure that they continue to achieve highly</li> <li>● Monitor all students achieving below expectation in reading and work together to set goals for these students to ensure that they move to achieving at expectation</li> <li>● Continue with development of moderation processes to ensure consistency in teacher OTJs</li> <li>● Regularly update tracking document and review all tracking tools</li> <li>● Continue to share evidence based strategies on how to meet the needs of high achieving students in reading</li> </ul>			



# GOOD SHEPHERD SCHOOL



*“Together we **L**earn and **C**are”*

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30 Telford Avenue, Balmoral, Auckland 1041

[www.goodshepherd.school.nz](http://www.goodshepherd.school.nz)

Phone: (09) 620 4962 Fax: (09) 620 4963 Email: [admin@goodshepherd.school.nz](mailto:admin@goodshepherd.school.nz)

## **GOOD SHEPHERD SCHOOL 1297 Kiwisport Report 2020**

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2020, the school received total Kiwisport funding of \$2,777.30 (excluding GST). The school funding was spent on the provision of a series of swimming lessons by qualified instructors for our Year 3 and 4 students.

Approximately 60 students participated in these lessons.