



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**

**School Directory**

**Ministry Number:** 326

**Principal:** Deborah Brosnahan

**School Address:** 21 Peer Street, Upper Riccarton, Christchurch, 8041

**School Phone:** 03 348 4165

**School Email:** [villa@villa.school.nz](mailto:villa@villa.school.nz)

# VILLA MARIA COLLEGE

Annual Report - For the year ended 31 December 2022

## Index

Page	Statement
------	-----------

### Financial Statements

<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 17</a>	Notes to the Financial Statements

### Other Information

Analysis of Variance

Kiwisport

Statement of Compliance with Employment Policy

Independent Auditor's Report

# Villa Maria College

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Johanne Curtis

Full Name of Presiding Member

DocuSigned by:  
*Johanne Curtis*  
8A0214B04FE1433...

Signature of Presiding Member

30 May 2023

Date:

Deborah Brosnahan

Full Name of Principal

DocuSigned by:  
*Deborah Brosnahan*  
E76A707ED9034BE

Signature of Principal

30 May 2023

Date:

# Villa Maria College

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Jeremy Higgins	Presiding Member Proprietors Representative	Appointed Appointed	Apr 2022
Johanne Curtis	Proprietors Representative Presiding Member	Appointed	
Deborah Brosnahan	Principal	ex Officio	
Gail Perriam	Proprietors Representative	Appointed - Mar 2022	
Chris Ponga	Proprietors Representative	On Leave of Absence	Mar 2022
Stephanie Townsend	Proprietors Representative	Appointed	
Fonomaaitu Fuimaono	Parent Representative	Elected	Sep 2025
Siobhan Bergin	Parent Representative	Elected	Sep 2025
Carol McSweeney	Parent Representative	Co-opted Elected	Sep 2022 Sep 2025
Patrick O'Neill	Parent Representative	Elected	Sep 2022
Sara O'Connor	Parent Representative	Co-opted	Sep 2025
Sarah Fields	Parent Representative	Elected	Sep 2025
Sarah Berger	Parent Representative	Elected	Sep 2025
Andrea Craig	Staff Representative	Elected	Sep 2025
Ella Fogarty	Student Representative	Elected	Oct 2022
Jax Boyd	Student Representative	Elected	Oct 2023
In Attendance: Jane Holt	BOT Secretary		
Mike Baugh	Deputy Principal		

# Villa Maria College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	7,625,475	7,226,822	7,393,666
Locally Raised Funds	3	1,103,648	1,047,920	1,217,023
Use of Proprietor's Land and Buildings		200,376	200,376	200,376
Interest Income		12,003	5,000	2,969
		<u>8,941,502</u>	<u>8,480,118</u>	<u>8,814,034</u>
<b>Expenses</b>				
Locally Raised Funds	3	326,204	337,935	433,431
Learning Resources	4	7,112,854	7,079,236	7,025,108
Administration	5	677,267	574,458	579,086
Finance		11,998	-	14,157
Property	6	902,034	912,719	877,411
Loss on Disposal of Property, Plant and Equipment		1,132	-	3,974
		<u>9,031,489</u>	<u>8,904,348</u>	<u>8,933,167</u>
<b>Net (Deficit) for the year</b>		(89,987)	(424,230)	(119,133)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(89,987)</u>	<u>(424,230)</u>	<u>(119,133)</u>

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

# Villa Maria College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>	867,695	867,695	954,914
Total comprehensive revenue and expense for the year	(89,987)	(424,230)	(119,133)
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	38,714	-	31,914
<b>Equity at 31 December</b>	816,422	443,465	867,695
Accumulated comprehensive revenue and expense	816,422	443,465	867,695
<b>Equity at 31 December</b>	816,422	443,465	867,695

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.

# Villa Maria College

## Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	657,686	898,966	1,067,854
Accounts Receivable	8	566,644	509,015	509,015
GST Receivable		22,951	31,387	31,387
Prepayments		9,617	24,603	24,603
Inventories	9	84,049	97,737	97,737
Investments	10	504,260	-	-
		<u>1,845,207</u>	<u>1,561,708</u>	<u>1,730,596</u>
<b>Current Liabilities</b>				
Accounts Payable	12	740,084	802,413	802,413
Revenue Received in Advance	13	576,409	457,682	457,682
Provision for Cyclical Maintenance	14	-	57,868	57,868
Finance Lease Liability	15	91,183	90,784	90,784
Funds held in Trust	16	150,123	65,169	65,169
		<u>1,557,799</u>	<u>1,473,916</u>	<u>1,473,916</u>
<b>Working Capital Surplus/(Deficit)</b>		287,408	87,792	256,680
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	881,712	617,656	872,998
		<u>881,712</u>	<u>617,656</u>	<u>872,998</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	267,639	195,264	195,264
Finance Lease Liability	15	85,059	66,719	66,719
		<u>352,698</u>	<u>261,983</u>	<u>261,983</u>
<b>Net Assets</b>		<u>816,422</u>	<u>443,465</u>	<u>867,695</u>
<b>Equity</b>		<u>816,422</u>	<u>443,465</u>	<u>867,695</u>

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

# Villa Maria College

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,972,743	1,609,699	1,661,904
Locally Raised Funds		938,420	898,138	1,095,288
International Students		218,202	149,782	100,650
Goods and Services Tax (net)		8,436	-	(14,636)
Payments to Employees		(1,310,224)	(1,162,984)	(1,231,722)
Payments to Suppliers		(1,604,747)	(1,668,523)	(1,505,447)
Interest Received		8,878	5,000	2,952
Net cash from/(to) Operating Activities		231,708	(168,888)	108,989
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(152,128)	-	(169,267)
Purchase of Investments		(504,260)	-	-
Net cash (to)/from Investing Activities		(656,388)	-	(169,267)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		38,714	-	31,914
Finance Lease Payments		(109,156)	-	(109,443)
Funds Administered on Behalf of Third Parties		84,954	-	(116,064)
Net cash from/(to) Financing Activities		14,512	-	(193,593)
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(410,168)</b>	<b>(168,888)</b>	<b>(253,871)</b>
Cash and cash equivalents at the beginning of the year	7	1,067,854	1,067,854	1,321,725
<b>Cash and cash equivalents at the end of the year</b>	7	<b>657,686</b>	<b>898,966</b>	<b>1,067,854</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.



# Villa Maria College

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

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

##### 1.2. Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

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

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



**Critical Judgements in applying accounting policies**

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

*Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

*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.

**1.3. 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 to which they relate. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

**Interest Revenue**

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

**1.4. 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.

**1.5. 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.

**1.6. 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.

**1.7. Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected 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.

**1.8. Inventories**

Inventories are consumable items held for sale and comprised 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.

**1.9. 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.

**1.10. 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 Statement of Comprehensive Revenue and Expense over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

**Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	5 years
Library resources	12.5% Diminishing value

**1.11. Impairment of property, plant and equipment and intangible assets**

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

*Non cash generating assets*

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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 Statement of Comprehensive Revenue and Expense.

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

**1.12. 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.

**1.13. Employee Entitlements***Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, but not yet taken at balance date.

*Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in Statement of Comprehensive Revenue and Expense in the period in which they arise.

**1.14. Revenue Received in Advance**

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

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

**1.15. 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.

### **1.16. 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 of the School, makes up the most significant part of the Board's responsibilities outside the day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the School is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

### **1.17. Financial Instruments**

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

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

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

### **1.18. Borrowings**

Borrowings, on normal commercial terms, are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

### **1.19. 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.

### **1.20. Budget Figures**

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

### **1.21. Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,973,667	1,578,197	1,804,785
Teachers' Salaries Grants	5,613,624	5,613,624	5,525,776
Other Government Grants	38,184	35,001	63,105
	<u>7,625,475</u>	<u>7,226,822</u>	<u>7,393,666</u>

## 3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	698,823	703,070	663,113
Fees for Extra Curricular Activities	22,515	5,000	22,836
Trading	199,786	174,700	210,164
Other Revenue	33,299	15,368	67,340
International Student Fees	149,225	149,782	253,570
	<u>1,103,648</u>	<u>1,047,920</u>	<u>1,217,023</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	22,533	21,000	22,089
Trading	170,883	143,522	166,527
International Student - Student Recruitment	44,142	28,468	44,464
International Student - Employee Benefit - Salaries	88,646	144,945	200,351
	<u>326,204</u>	<u>337,935</u>	<u>433,431</u>
<i>Surplus for the year Locally raised funds</i>	<u>777,444</u>	<u>709,985</u>	<u>783,592</u>

During the year the School hosted 12 International students (2021:21)

## 4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	630,846	692,612	632,646
Equipment Repairs	14,585	5,000	7,797
Library Resources	2,671	3,150	5,747
Employee Benefits - Salaries	6,161,288	6,064,132	6,068,552
Staff Development	29,477	59,000	51,522
Depreciation	273,987	255,342	258,844
	<u>7,112,854</u>	<u>7,079,236</u>	<u>7,025,108</u>

## 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	11,419	10,875	10,875
Board Fees	8,050	7,440	7,990
Board Expenses	10,633	21,051	8,497
Communication	35,172	37,708	28,646
Consumables	75,051	64,344	81,636
Other	12,326	12,500	12,129
Employee Benefits - Salaries	513,078	408,508	417,912
Insurance	8,808	9,432	8,831
Service Providers, Contractors and Consultancy	2,730	2,600	2,570
	<u>677,267</u>	<u>574,458</u>	<u>579,086</u>



**6. Property**

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	174,234	162,076	124,571
Cyclical Maintenance Provision	59,672	-	50,506
Grounds	33,822	21,235	24,780
Heat, Light and Water	127,543	147,344	115,072
Repairs and Maintenance	148,901	219,166	203,001
Use of Land and Buildings	200,376	200,376	200,376
Employee Benefits - Salaries	157,486	162,522	159,105
	<u>902,034</u>	<u>912,719</u>	<u>877,411</u>

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

**7. Cash and Cash Equivalents**

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	406,542	395,491	564,379
Short-term Bank Deposits	251,144	503,475	503,475
Cash and Cash Equivalents for Statement of Cash Flows	<u>657,686</u>	<u>898,966</u>	<u>1,067,854</u>

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

**8. Accounts Receivable**

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	107,506	41,753	41,753
Interest Receivable	3,563	438	438
Teacher Salaries Grant Receivable	455,575	466,824	466,824
	<u>566,644</u>	<u>509,015</u>	<u>509,015</u>
Receivables from Exchange Transactions	111,069	42,191	42,191
Receivables from Non-Exchange Transactions	455,575	466,824	466,824
	<u>566,644</u>	<u>509,015</u>	<u>509,015</u>

**9. Inventories**

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
School Uniforms	84,049	97,737	97,737
	<u>84,049</u>	<u>97,737</u>	<u>97,737</u>

**10. Investments**

The School's investment activities are classified as follows:

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	504,260	-	-
Total Investments	<u>504,260</u>	<u>-</u>	<u>-</u>



**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2022</b>						
Building Improvements	13,194	-	-	-	(723)	<b>12,471</b>
Furniture and Equipment	614,931	98,370	-	-	(119,479)	<b>593,822</b>
Information and Communication Technology	68,548	46,138	-	-	(31,662)	<b>83,024</b>
Motor Vehicles	1,027	2,173	-	-	(324)	<b>2,876</b>
Leased Assets	160,231	131,705	-	-	(119,376)	<b>172,560</b>
Library Resources	15,067	5,447	(1,132)	-	(2,423)	<b>16,959</b>
<b>Balance at 31 December 2022</b>	<b>872,998</b>	<b>283,833</b>	<b>(1,132)</b>	<b>-</b>	<b>(273,987)</b>	<b>881,712</b>

The net carrying value of equipment held under a finance lease is \$172,560 (2021: \$160,231)

**Restrictions**

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	14,453	(1,982)	<b>12,471</b>	14,453	(1,259)	<b>13,194</b>
Furniture and Equipment	2,083,042	(1,489,220)	<b>593,822</b>	1,902,331	(1,287,400)	<b>614,931</b>
Information and Communication Technology	396,543	(313,519)	<b>83,024</b>	432,745	(364,197)	<b>68,548</b>
Motor Vehicles	63,914	(61,038)	<b>2,876</b>	61,742	(60,715)	<b>1,027</b>
Leased Assets	342,838	(170,278)	<b>172,560</b>	365,081	(204,850)	<b>160,231</b>
Library Resources	132,366	(115,407)	<b>16,959</b>	137,231	(122,164)	<b>15,067</b>
<b>Balance at 31 December</b>	<b>3,033,156</b>	<b>(2,151,444)</b>	<b>881,712</b>	<b>2,913,583</b>	<b>(2,040,585)</b>	<b>872,998</b>

**12. Accounts Payable**

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	131,062	169,311	169,311
Accruals	65,776	71,758	71,758
Banking Staffing Overuse	1,574	3,499	3,499
Employee Entitlements - Salaries	498,315	496,043	496,043
Employee Entitlements - Leave Accrual	43,357	61,802	61,802
	<b>740,084</b>	<b>802,413</b>	<b>802,413</b>
Payables for Exchange Transactions	740,084	802,413	802,413
	<b>740,084</b>	<b>802,413</b>	<b>802,413</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
International Student Fees in Advance	218,759	149,782	149,782
Other Revenue in Advance	357,650	307,900	307,900
	<b>576,409</b>	<b>457,682</b>	<b>457,682</b>



**14. Provision for Cyclical Maintenance**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	253,132	253,132	216,491
Increase to the Provision During the Year	62,267	-	50,506
Other Adjustments	(2,595)	-	-
Use of the Provision During the Year	(45,165)	-	(13,865)
Provision at the End of the Year	<u>267,639</u>	<u>253,132</u>	<u>253,132</u>
Cyclical Maintenance - Current	-	57,868	57,868
Cyclical Maintenance - Non current	267,639	195,264	195,264
	<u>267,639</u>	<u>253,132</u>	<u>253,132</u>

The School's cyclical maintenance schedule details annual painting to be undertaken, the costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the property plan which is prepared by a Proprietor appointed property consultant.

**15. Finance Lease Liability**

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	99,749	99,145	99,145
Later than One Year and no Later than Five Years	88,789	70,477	70,477
Future Finance Charges	(12,296)	(12,119)	(12,119)
	<u>176,242</u>	<u>157,503</u>	<u>157,503</u>
<b>Represented by:</b>			
Finance lease liability - Current	91,183	90,784	90,784
Finance lease liability - Non current	85,059	66,719	66,719
	<u>176,242</u>	<u>157,503</u>	<u>157,503</u>

**16. Funds Held in Trust**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	150,123	65,169	65,169
	<u>150,123</u>	<u>65,169</u>	<u>65,169</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.

**17. 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 McAuley Trust) is a related party of the Board because the Proprietor appoints representatives to the Board, giving the Proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the Proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1.3. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues payable to the Proprietor. The amounts collected in total were \$402,450 .



## 18. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Assistant Principal, Heads of Junior and Senior School.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	8,050	7,990
<i>Leadership Team</i>		
Remuneration	779,719	777,580
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	787,769	785,570

There are 10 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Resource Management Committee met monthly and comprises proprietor and BOT members. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	160-170
Benefits and Other Emoluments	5 - 6	5-6
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	10.00	13.00
110 -120	2.00	2.00
120 - 130	6.00	3.00
	18.00	18.00

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

## 19. 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 members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual \$11k-\$12k	2021 Actual
Total	\$	-
Number of People	1	-

## 20. Contingencies

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

### Holidays Act Compliance – schools payroll

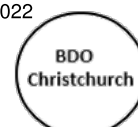
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

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

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

### Teacher Aide & Support Staff Settlement Wash Up

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.



**21. Commitments****(a) Capital Commitments**

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2021: nil)

**(b) Operating Commitments**

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

**22. Financial Instruments**

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

**Financial assets measured at amortised cost**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	657,686	898,966	1,067,854
Receivables	566,644	509,015	509,015
Investments - Term Deposits	504,260	-	-
Total Financial assets measured at amortised cost	<u>1,728,590</u>	<u>1,407,981</u>	<u>1,576,869</u>

**Financial liabilities measured at amortised cost**

Payables	740,084	802,413	802,413
Finance Leases	176,242	157,503	157,503
Total Financial liabilities measured at amortised Cost	<u>916,326</u>	<u>959,916</u>	<u>959,916</u>

**23. Events After Balance Date**

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

**24. Comparatives**

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

# Villa Maria College

LEARN TO PRIZE WHAT IS OF VALUE



1 March 2023

## **Kiwi sport 2022**

Kiwi sport is a government funding initiative to support student participation in organised sport. In 2022, Villa Maria College received total Kiwi sport funding of \$19200 (excluding GST).

The funding was allocated to assist in the resourcing of the Sports Director of which the college employs for a total of 37.5 hours per week, term time only.

A handwritten signature in black ink, appearing to read 'Donna Scarlett', is positioned above the printed name.

Donna Scarlett  
Executive Officer  
Villa Maria College  
Email: [dsc@villa.school.nz](mailto:dsc@villa.school.nz)  
DDI: 03 3411490

# Analysis of Variance Reporting



<b>School Name:</b>	Villa Maria College	<b>School Number:</b>	0326
<b>Strategic Aim:</b>	<i>To improve student, staff, whānau, iwi and community engagement.</i>		
<b>Annual Goals:</b>	<b>Key Actions</b> <ul style="list-style-type: none"> <li>• Development of whakawhanaungatanga (building connections) throughout the College and wider community.</li> <li>• Maintain our role as kaitiakitanga of Corfe St.</li> <li>• Develop a sustainable model of fundraising to take the place of Mission Efforts to support Takuilau College in Tonga.</li> <li>• Further develop a Christian service ethos among the students.</li> </ul>		
<b>Target:</b>	Enable students and staff to build a Catholic community that lives the gospel values. Atawhai Mai Atawhai Atu – Mercy received, Mercy given.		
<b>Baseline Data:</b>	<ul style="list-style-type: none"> <li>• Students in 2021 were encouraged to sign up to various opportunities via the Chaplaincy Open Day and a range of other opportunities through the year. At the conclusion of 2021, the Service Assembly recognised over <b>3934 hours</b> of service conducted by our student body and many more hours of additional service and personal giving outside the College.</li> <li>• Mission efforts continue to be under review as the College searches for a new model of raising funds. Planned events in 2021 were cancelled because of lockdown and new social distancing requirements.</li> <li>• By February 2022 there were 1,548 people subscribed to the College’s social media accounts. Activities such as Forming Faith Together (et.al) which strengthen community ties were prevented by Covid restrictions, as were many of the service and community events which usually see VMC develop a community identity.</li> <li>• In spite of Covid, the College entrenched relationships with Kai for the Community, 0800 Hungry, St Vincent de Paul Society, Ronald McDonald House and the MS and Parkinsons Charity.</li> <li>• Wellbeing@School data indicated the school connection with their culture and family needs further development.</li> </ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Whakawhanaungatanga:</b> The planned poster competition did not happen because of the restrictions for schools under Covid planning which affected programmes and planning.</p> <p>Service team were unable to explain work on the plan to focus on this at the start of the year.</p> <p>Retreats programmes did focus on promoting whakawhanaungatanga, and all were able to run.</p> <p>Forming Faith Together evenings replacement.</p> <p><b>Kaitiakitanga:</b> This work continued with the maintenance of Corfe St.</p>	<p>Ako groups did not run as usual through term one due to covid restrictions on mixing. Instead, a house year level structure was put in place. This had the perverse outcome of increasing student and staff connection to and focus on Ako groups when these returned in term 2. The focus was on whakawhanaungatanga through the retreat programme, prayers and assemblies.</p> <p>As speakers cancelled due to covid, we used in-house speakers to focus on this. While the service team were not able to promote the message externally, the team were organised with areas of focus and this proved very effective with great teamwork and good outcomes.</p> <p>As a replacement event, we ran evening Mass for Year 7&amp;8, and for year 9 families.</p> <p>All planned works were completed and we have built up resources to continue our partnership, with Drinkable Waters and Terra Nova.</p> <p>The College Fete was impacted with heavy rain. It proceeded, but undoubtedly was affected in terms of funds raised.</p>	<p>We were focused on maintaining the health and wellbeing of individuals and our community, and this reduced opportunities for connecting and promoting Catholic worship and connection. Community realised the value of our whānau style structure and increased the focus on building support across the College. As the year progressed we were able to find some alternative ways to respond to the challenges.</p> <p>These were well attended and gave a good opportunity to engage with these whanau.</p> <p>This was built into our RE programme, and students focus on service. Equipment for the work is in hand, building propagation area.</p> <p>Focus on the Fete as a community building day as well as fundraising event. Given the extra demands through the year,</p>	<p>The Spiritus programme enabled us to plan for greater focus on Evangelisation, a big focus for our new Bishop. This is bringing us to focus on peer to peer ministry for 2023. Role of Chaplain expanded, permanent position and increased hours. Sacramental programme developed alongside revamp of Year 9 RE to meet demands. Connection with whānau, formation evenings.</p> <p>We will scheduled these Masses for 2023, as well as the return to FFT evenings.</p> <p>Corfe st, expansion with new equipment, and through learning in science classes.</p> <p>Continue to plan for a student work day for 2023.</p>

<p><b>Mission Efforts</b> As the organisation of a work day was not possible given the restrictions and difficulties faced in 2022, the College Fete became an opportunity to focus as House groups on our participation.</p> <p><b>Service opportunities</b> offered to build student commitment to service.</p>	<p>Worked effectively. Team functioned very well. SVA promoted but has not achieved hoped for outcomes. Visible volunteers in the community. Stanmore Rd SVDP, Flourish OP Shop, Coin collections for Ronald McDONald, Easter Baskets, Kai for the community, International Childrens Day, Can Drive, Winter Woollies. Non-Uniform Days, Tongan appeal post cyclone.</p>	<p>staff found this more demanding than expected.</p> <p>This was a difficult year to promote this. Increasing visibility was on track but a set back due to staff changes requiring a reset, and disconnections from the FB page.</p>	<p>Rebuild links with community groups, lost through covid.</p>
---	--	--	---

**Planning for next year:**

Focus on peer to peer evangelisation. Ministry training for students to involve them in supporting younger students in Encounter Days. Chaplains hours increased. Programme for Year 9 students altered to support students with less knowledge and connection to Catholic practices. Sacramental programme built into our programmes to enable this to support students through this exploration of faith.

Work on Corfe St continues and curriculum links to science programme.

Work day and plan for increased service focus and opportunities.

<b>School Name:</b>	Villa Maria College	<b>School Number:</b>	0326
---------------------	---------------------	-----------------------	------

<b>Strategic Aim:</b>	<b><i>To improve student, staff, whānau, iwi and community engagement.</i></b>
<b>Annual Goals:</b>	<p>Enhance the sense of belonging within the Villa Maria College Community</p> <ul style="list-style-type: none"> <li>• To enhance connections and relationships in the Villa Maria College community that promote engagement.</li> <li>• Enhance the sense of belonging within the College community.</li> <li>• Connection is promoted through the kaiako/ākonga relationship, including goal setting, Mātauranga Māori, tracking, and kaiako knowledge of who ākonga are, in the wider context of College and home.</li> <li>• Foster a safe, inclusive, and restorative environment where students have the confidence to be themselves, are engaged with their learning and connected to the College.</li> </ul>
<b>Target:</b>	<ul style="list-style-type: none"> <li>• To enhance partnership, meaningful relationships and the spiritual, physical, social and mental well-being of the Villa Maria College community</li> </ul>
<b>Baseline Data:</b>	Wellbeing@School identified positive culture generally. Areas for attention across all levels and groups were School wide climate and practices and pro-social student culture and strategies with specific areas for focus ākonga voice, Kaiako interest in culture and family, students being treated fairly and inclusion and bystander behaviour. For 2023 we will focus on further developing opportunities for student voice, and inclusion and upstander behaviour.



# Analysis of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>We <b>planned</b> to do:</p> <p>Wellbeing@School identified positive culture generally. Areas for attention across all levels and groups were School wide climate and practices and pro-social student culture and strategies with specific areas for focus ākonga voice, Kaiako interest in culture and family, students being treated fairly and inclusion and bystander behaviour. For 2022 we will focus on further developing opportunities for student voice, and inclusion and upstander behaviour.</p> <p>Meet with parents and whānau of our Māori and Pasifika students to provide information and design initiatives with ākonga, parents and whānau to raise engagement and achievement.</p>	<p>In the week prior to school starting, we were confronted with a scenario that required us to change our pastoral structures to limit mixing across age groups and learning groups. Students were organised into year level house groups across the College with staff, from the House as far as possible. The focus shifted for Term 1. Reverting to our normal groupings from T2, there was a lot of rebuilding relationships and the challenges of student and staff attendance due to Covid made the focus on relationships more difficult.</p> <p>In T2, we began meeting with whānau group and fono group to consult and dialogue. With new staff in each role, there was building of connection to do through T2 and 3.</p> <p>We were not able to spend the time with staff on the data from this, given our focus for the first part of the year, and the workload</p>	<p>To address the situation we were met with, we had to adjust our preferred systems. The good thing was that it reminded everyone of the importance of our Ako groups, and when we returned to these groups, there was renewed focus and commitment by students and staff.</p>	<p>The intended actions for 2022, remain relevant for 2023. We will continue with the plan and continue to focus on relationship building and connection across the kura.</p> <p>We intend to pursue Professional Development in Restorative Practices with key staff.</p> <p>The increased level of pastorally high needs students will be addressed with new forms of 'at risk register' tracking and the work of the counselling team with 3 part time counsellors providing additional levels of care.</p>

<p>Wellbeing@schools survey. This survey focuses on students in year 7-13. Comparison of 2021 and 2022 data.</p> <p>Professional Development in Restorative Practice for all staff.</p> <p>All Heads of House are familiar and confident in Restorative Practices for facilitating meetings.</p>	<p>for staff in catching up missed time.</p> <p>We were not able to secure professional development in Restorative Practice in 2022. The Heads of House team built skills as there were 3 staff new to this role in the team, and a change half way through the year. This meant the focus on supporting one another was critical.</p>		
--	--	--	--

**Planning for next year:**

Continued focus on building effective learning focused relationships with our students. Building our cultural responsiveness and partnership with whānau.

<b>School Name:</b>	Villa Maria College	<b>School Number:</b>	0326
---------------------	---------------------	-----------------------	------

<b>Strategic Aim:</b>	<b><i>To improve student, staff, whānau, iwi and community engagement.</i></b>
<b>Annual Aim:</b>	<p>To instigate resilience planning to ensure ongoing engagement of staff, rangatahi and our community in teaching and learning in the face of the challenges relating to the presence of COVID-19 in our community</p> <ul style="list-style-type: none"> <li>• To use a hybrid approach to enable the seamless engagement of staff and students in teaching and learning regardless of location or mode</li> <li>• To continue to develop where appropriate, and at an appropriate pace, on-going exploration of best practice in order to foster agency through deliberate acts of teaching and learning, role modelling and reflective practice</li> <li>• To monitor and evaluate teaching and learning processes and practices in order to determine, 'where to next?'</li> </ul>
<b>Target:</b>	<p>Provide a robust and future focussed academic programme, that engages all learners to strive for personal excellence. Developing a cohesive and holistic junior curriculum and investigating opportunities for cross curricular collaboration. Raising the currency and improving preparedness for external assessment. Ensuring student literacy and numeracy underpins teaching to prepare them for life-long learning and functioning.</p>
<b>Baseline Data:</b>	<p>Increase in students requiring support to complete assessments (extension, appeals and deadlines etc.) due to Covid and isolation</p> <p>Increase staff absences due to covid and isolation</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Worked to be responsive to Covid and Omicron in our community and foster engagement of ākongā</p>	<p>Developed and refined our hybrid learning model in response to the changing circumstance</p> <p>Assessment policies were reviewed and refined and went through a variety of iterations</p> <p>Monitored student achievement and intervened to support students gaining the key targets, particularly with regard to Level 2, 3 and University entrance</p> <p>Hybrid approach to learning developed</p> <p>Ensured ākongā had access to devices</p> <p>Tried to provide opportunities for staff well-being</p>	<p>Omicron posed significant issues for Kaiako and ākongā in our community. We worked to be proactive in our response</p>	<p>Covid in our community is something we are living with</p> <p>Review our assessment practices and align these tighter with NZQA procedures</p>
<p>Staff started to become familiar with Te Mataiaho and NCEA Matrix new standards</p> <p>Decision to drop NCEA Level One in 2024 was made</p>	<p>This document was released later than planned by the Ministry and key curriculum areas are still waiting for theirs to be released (this mirrors delays in NCEA change programme as well). It is frustrating for staff but a reality of the current situation.</p> <p>A decision was made to integrate Lit/Num across all curriculum areas. Staff began to look at where they could incorporate literacy and numeracy into their programmes.</p> <p>Continued with the RE pilot</p>	<p>MOE has not provided documents in the timelines suggested.</p> <p>Timelines have been rewritten for key changes in the NCEA Change Package.</p>	<p>TODs and Professional Learning time to increase familiarity with the new curriculum design.</p> <p>Piloting of the Lit/Num corequisites</p> <p>Continued engagement in RE pilots</p>

		Both of these reflect a nationwide response to Covid.	
Continued to review our Junior Curriculum	<p>Core Education carried out a Junior Curriculum Review and we worked to implement some of these changes.</p> <p>Two SLT members attended Flexibility in Secondary Learning COP and brought these ideas back to the kura. Application of Learning Conversations in HOF meetings and PAC as part of the PGC</p> <p>Piloted cross curricular programmes in term Four</p> <p>Started the work on the Mercy Woman profile</p> <p>It was felt with Covid that further pushing of staff to develop AFL practices was a significant pressure on them</p>	<p>Covid impacted on ability to engage in additional change as they were working to manage disruptions during covid, however staff continued to be open to new ideas.</p> <p>Difficult to find a clear focus and drive for the profile so this work has stalled</p> <p>PAC were only used by the HOFs/TICs and not rolled out further to minimise unnecessary change. Where possible the PACs focussed on AFL strategies.</p>	Continued work on the Junior Curriculum and NZC refresh

<p>Worked to extend our cultural capital</p> <p>A number of staff involved in Te Ahu o Te Reo courses.</p>	<p>A lot of our initiatives here were severely impacted by our inability to meet with whānau and/or to visit places around Ōtautahi/Banks Peninsula.</p>	<p>Covid severely impacted us here.</p>	<p>Cultural narrative to be developed</p> <p>HOF SLT noho to explore</p>
--	--	---	--

**Planning for next year:**

Junior curriculum design formed by end of Term 3, 2023  
 Increased familiarity with Te Mataiaho and the new matrix and standards  
 Developed and designed a Year 11 programme for 2023  
 Increased whānau and ākonga engagement and connections  
 Raise cultural capital and work to integrate Mātauranga Māori  
 Pilot Lit/Num Corequisites

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.**

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>Health and Safety committee meets once a term to hear from staff any general health and safety issues. Easy reporting of hazards, incidents and property issues enables proactive management of site. Thorough investigation following incidents.</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>Run EEO survey annually with staff employed. Focus on provision for any disabilities.  We do not currently have an EEO programme, but this is something the Board has under consideration.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Our Special Character is the driving force for appointment of staff, ensuring all staff understand and commit to supporting our Catholic and Mercy charism. Then the range of experience and qualifications for roles, referee checking to ensure safety around children. All applicants are carefully considered and we seek to ensure a good range of backgrounds within the special character.</i>
How are you recognising,  – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	<i>We take a team approach to working with our Māori rangatahi, and to support the work of our Kaiako Māori. Where needed, we seek support externally for suitably qualified people to work with us on appointment of suitably qualified kaiako Te Reo Māori.  We lead with mihi, karakia, and waiata to begin and end the week together. Regular karakia is observed, including karakia kai when we share kai. All staff are undertaking PL to upskill in Mātauranga Māori to support this Kaupapa.</i>
How have you enhanced the abilities of individual employees?	<i>Access to Professional Learning opportunities both internally and externally. Staff are able to identify areas for growth and seek further development in these areas which can be supported financially as well. We support staff who apply for study leave and have had several successful applications in recent years. These require us to timetable around the leave and support this time out of the kura to undertake their study. Budget for further study to support those seeking additional qualifications.</i>
How are you recognising the employment requirements of women?	<i>We are a predominantly female environment which works to address the needs of women and ensure these are thought through with flexibility of working hours for childcare and responsive to the need for leave from time to time to address family matters – we manage a system to enable this to be accommodated within our staff team.</i>

How are you recognising the employment requirements of persons with disabilities?	<i>Key disabilities we have had identified on our staff include hearing and sight issues, and epilepsy. We work to provide appropriate aids to support those where they are identified and required. We are proactive in ensuring this occurs, and have connected with external agencies to promote this.</i>
---	---

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?		x
Has this policy or programme been made available to staff?		x
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		x
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		x
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Regular survey of staff.	
Does your EEO programme/policy set priorities and objectives?		x



## INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF VILLA MARIA COLLEGE'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Villa Maria College (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, 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 3 to 17, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2023. This is the date at which our opinion is expressed.

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

## Basis for our opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

#### Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Analysis of Variance, Kiwisport and the Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

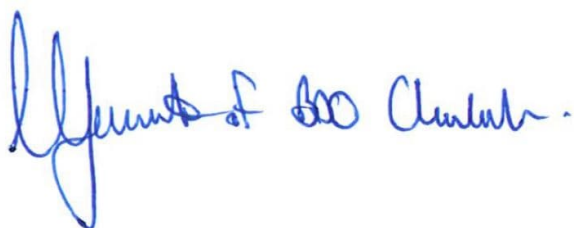
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone,  
BDO Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand