

# RATHKEALE COLLEGE



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

Ministry Number: 245  
Principal: Martin O'Grady  
School Address: Willowpark Drive, RD 11, Masterton 5871  
School Postal Address: Willowpark Drive, RD 11, Masterton 5871  
School Phone: 06 370 0175  
School Email: [office@rathkeale.school.nz](mailto:office@rathkeale.school.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
George Murdoch	Chair Person	Elected June 2016	Bank Manager	May 2022
Martin O'Grady	Principal	Ex Officio (May 2018)	Principal	
Richard Baker	Proprietor Rep	Appointed October 2018	Company Director	
Cath de Groot	Proprietor Rep	Appointed September 2019	Yoga Teacher	
Matt Boggs	Parent Rep	Elected June 2019	Army Officer	May 2022
Peter Eschenbach	Parent Rep	Appointed November 2015	Business Manager	May 2022
Mark Owen	Parent Rep	Elected June 2019	Regional Manager	May 2022
Melanie Williams	Parent Rep	Elected May 2016	Housewife	May 2022
Elizabeth Evans	Staff Rep	Elected September 2017	Teacher	May 2022
Eslyn Beck	Student Trustee	Elected September 2020	Student	September 2021
Struan Mitchell	Student Rep	Elected November 2019	Student	September 2020
Mike Shaw	Proprietor Rep	Appointed November 2014	Surveyor	February 2020

# RATHKEALE COLLEGE

Annual Report - For the year ended 31 December 2020

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# Rathkeale College

## 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.

Donald Keith (George) Murdoch

Full Name of Board Chairperson

Martin James O'Grady

Full Name of Principal

  
Signature of Board Chairperson

27/4/2021  
Date

  
Signature of Principal

27/4/2021  
Date

# Rathkeale College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	4,522,509	4,251,604	3,974,832
Locally Raised Funds	3	1,104,394	1,290,802	1,243,415
Use of Proprietor's Land and Buildings		580,320	532,800	532,800
Interest income		13,427	15,000	12,964
International Students	4	322,093	353,157	401,906
		<hr/> 6,542,743	<hr/> 6,443,363	<hr/> 6,165,917
<b>Expenses</b>				
International Students	4	34,005	64,478	54,205
Learning Resources	5	4,684,785	4,775,411	4,524,477
Administration	6	417,708	490,442	442,528
Finance		2,662	2,603	4,837
Property	7	354,646	387,249	337,263
Depreciation	8	194,505	187,000	190,994
Use of Land and Buildings Integrated		580,320	532,800	532,800
Loss on Disposal of Property, Plant and Equipment		710	1,000	1,672
Amortisation of Intangible Assets	14	2,959	2,000	2,975
		<hr/> 6,272,300	<hr/> 6,442,983	<hr/> 6,091,751
<b>Net Surplus / (Deficit) for the year</b>		270,443	380	74,166
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> 270,443	<hr/> 380	<hr/> 74,166

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

# Rathkeale College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

		Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		<u>572,851</u>	<u>572,852</u>	<u>487,654</u>
Total comprehensive revenue and expense for the year		270,443	380	74,166
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		12,830	11,252	11,031
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	25	<u>856,124</u>	<u>584,484</u>	<u>572,851</u>
Retained Earnings		856,124	584,484	572,851
<b>Equity at 31 December</b>	25	<u>856,124</u>	<u>584,484</u>	<u>572,851</u>

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.

# Rathkeale College

## 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	9	286,672	528,786	545,190
Accounts Receivable	10	317,174	247,315	247,315
GST Receivable		9,387	-	-
Prepayments		8,686	14,014	14,015
Inventories	11	4,466	4,609	4,609
Investments	12	600,000	300,000	300,000
		<u>1,226,385</u>	<u>1,094,724</u>	<u>1,111,129</u>
<b>Current Liabilities</b>				
GST Payable		-	3,559	677
Accounts Payable	15	463,706	392,312	392,312
Revenue Received in Advance	16	144,390	307,409	307,409
Provision for Cyclical Maintenance	17	20,899	20,899	16,773
Painting Contract Liability - Current Portion	18	45,262	45,262	45,262
Finance Lease Liability - Current Portion	19	14,317	14,230	24,135
		<u>688,574</u>	<u>783,671</u>	<u>786,568</u>
<b>Working Capital Surplus/(Deficit)</b>		537,811	311,053	324,561
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	515,790	471,179	460,178
Intangible Assets	14	2,558	5,517	5,517
		<u>518,348</u>	<u>476,696</u>	<u>465,695</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	17	135,872	135,872	111,612
Painting Contract Liability	18	58,433	58,433	87,808
Finance Lease Liability	19	5,730	5,820	14,845
Long Service Leave		-	3,140	3,140
		<u>200,035</u>	<u>203,265</u>	<u>217,405</u>
<b>Net Assets</b>		<u>856,124</u>	<u>584,484</u>	<u>572,851</u>
<b>Equity</b>	25	<u>856,124</u>	<u>584,484</u>	<u>572,851</u>

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

# Rathkeale College

## Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		887,447	776,775	762,828
Locally Raised Funds		1,098,309	1,290,802	1,243,452
International Students		160,587	353,157	465,946
Goods and Services Tax (net)		(10,064)	2,882	19,170
Payments to Employees		(960,076)	(1,106,279)	(1,141,246)
Payments to Suppliers		(854,852)	(1,094,311)	(923,625)
Cyclical Maintenance Payments in the year		(14,298)	(16,773)	-
Interest Paid		(2,662)	(2,603)	(4,837)
Interest Received		11,365	15,000	14,789
<b>Net cash from / (to) the Operating Activities</b>		<b>315,756</b>	<b>218,650</b>	<b>436,477</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(286,479)	(198,001)	(161,585)
Purchase of Investments		(300,000)		
<b>Net cash from / (to) the Investing Activities</b>		<b>(586,479)</b>	<b>(198,001)</b>	<b>(161,585)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		12,830	11,252	11,031
Finance Lease Payments		28,750	(18,930)	(30,837)
Painting contract payments		(29,375)	(29,375)	(49,251)
<b>Net cash from Financing Activities</b>		<b>12,205</b>	<b>(37,053)</b>	<b>(69,057)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(258,518)</b>	<b>(16,404)</b>	<b>205,835</b>
Cash and cash equivalents at the beginning of the year	9	545,190	545,190	339,355
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>286,672</b>	<b>528,786</b>	<b>545,190</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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.

# Rathkeale College

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2020

#### **a) Reporting Entity**

Rathkeale College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a year 7 to 13 Integrated school as described in the Private Schools Conditional Integration Act 1975 and 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.

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

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

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

##### ***Measurement Base***

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

##### ***Presentation Currency***

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

##### ***Specific Accounting Policies***

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

##### ***Critical Accounting Estimates And Assumptions***

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

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



#### *Cyclical maintenance provision*

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 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 17.

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

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

#### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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.

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

#### **Other Grants**

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

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

**d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of finding 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.

**i) 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.

**j) 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.

**k) Property, Plant and Equipment**

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

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

Property, plant and equipment transferred to the Board of Trustees in May 1992 is recorded at valuation. Subsequent acquisitions are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

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

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

### **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	5–15 years
Information and communication technology	3 years
Motor vehicles	5 years
Textbooks	5 years
Leased assets held under a Finance Lease	Term of lease
Library resources	12.5% Diminishing value

### **l) Intangible Assets**

#### **Software costs**

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

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

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

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

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

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

#### **Non cash generating assets**

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

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

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

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

#### **n) Accounts Payable**

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

#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

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

These include salaries and wages accrued up to balance date, 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.

#### **p) Revenue Received in Advance**

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

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

#### **q) Provision for Cyclical Maintenance**

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

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

#### **r) Financial Instruments**

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

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

#### **s) Borrowings**

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

**t) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**u) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

**v) 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational grants	802,708	738,110	721,781
Teachers' salaries grants	3,620,656	3,474,829	3,213,517
Other MoE Grants	99,145	38,665	39,534
	<b>4,522,509</b>	<b>4,251,604</b>	<b>3,974,832</b>

Other MOE Grants total includes additional COVID-19 funding totalling \$49,907 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>			
Donations	675,155	657,682	631,054
Other revenue	7,884	227,000	225,453
Other revenue - St Matthew's Collegiate	421,355	406,120	386,908
	<b>1,104,394</b>	<b>1,290,802</b>	<b>1,243,415</b>
<b>Expenses</b>			
Activities	-	-	-
Trading	-	-	-
Fundraising (costs of raising funds)	-	-	-
Transport (local)	-	-	-
Other Locally Raised Funds Expenditure	-	-	-
	<b>-</b>	<b>-</b>	<b>-</b>
<i>Surplus for the year Locally raised funds</i>	<b>1,104,394</b>	<b>1,290,802</b>	<b>1,243,415</b>

Senior College Funding Transfer

Rathkeale College Board of Trustees signed an agreement to transfer 10 staffing FTTE's, 10 management and 5 middle management allowances from St Matthew's Collegiate in the 2020 year. Along with \$421,355 in cash, this forms the Senior College Funding transfer from St Matthew's Collegiate for the 2020 year.

## 4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	19	20	23
	<b>2020 Actual \$</b>	<b>2020 Budget (Unaudited) \$</b>	<b>2019 Actual \$</b>
<b>Revenue</b>			
International student fees	322,093	353,157	401,906
<b>Expenses</b>			
Commissions	28,055	57,000	45,702
International student levy	5,950	7,478	8,503
	<b>34,005</b>	<b>64,478</b>	<b>54,205</b>
<i>Surplus for the year International Students'</i>	<b>288,088</b>	<b>288,679</b>	<b>347,701</b>

## 5. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	126,699	193,107	166,250
Information and communication technology	96,536	112,953	94,989
Extra-curricular activities	44,097	66,875	52,996
Library resources	1,945	1,188	2,730
Employee benefits - salaries	4,396,381	4,363,688	4,181,745
Staff development	19,127	37,600	25,767
	<u>4,684,785</u>	<u>4,775,411</u>	<u>4,524,477</u>

## 6. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,173	9,173	8,906
Board of Trustees Fees	6,325	7,000	5,555
Board of Trustees Expenses	90	1,000	1,433
Communication	8,806	14,400	13,469
Consumables	16,013	20,800	20,237
Legal Fees	-	1,000	2,266
Other	276,126	311,217	297,470
Employee Benefits - Salaries	88,544	110,133	79,157
Insurance	12,631	15,719	14,035
	<u>417,708</u>	<u>490,442</u>	<u>442,528</u>

## 7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	74,022	77,880	72,601
Cyclical Maintenance Expense	42,684	45,159	44,878
Grounds	51,262	56,160	58,000
Heat, Light and Water	26,390	42,319	31,408
Repairs and Maintenance	56,987	58,444	36,435
Employee Benefits - Salaries	103,301	107,287	93,941
	<u>354,646</u>	<u>387,249</u>	<u>337,263</u>

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

## 8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	49,047	53,000	46,400
Information and Communication Technology	72,006	65,000	71,186
Motor Vehicles	36,583	24,000	20,693
Textbooks	5,697	8,000	6,956
Leased Assets	24,509	30,000	39,056
Library Resources	6,663	7,000	6,703
	<u>194,505</u>	<u>187,000</u>	<u>190,994</u>

## 9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	-	400	400
Bank Current Account	17,328	15,378	19,782
Bank Call Account	269,344	513,008	525,008
Short-term Bank Deposits	-	-	-
Cash equivalents for Cash Flow Statement	286,672	528,786	545,190

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

Of the **\$286,672** Cash and Cash Equivalents, **\$1,875** 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.

## 10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	7,888	1,803	1,803
Interest Receivable	4,164	2,102	2,102
Teacher Salaries Grant Receivable	305,122	243,410	243,410
	317,174	247,315	247,315
Receivables from Exchange Transactions	12,052	3,905	3,905
Receivables from Non-Exchange Transactions	305,122	243,410	243,410
	317,174	247,315	247,315

This does not include donations from parents.

## 11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	4,466	4,609	4,609
	4,466	4,609	4,609

## 12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	600,000	300,000	300,000
Non-current Asset			
Long-term Bank Deposits	-	-	-



### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	215,875	52,200			(49,047)	219,028
Information and Communication	79,007	93,421			(72,006)	100,422
Motor Vehicles	70,101	91,228			(36,583)	124,746
Textbooks	11,791	886			(5,697)	6,980
Leased Assets	36,484	6,000			(24,509)	17,975
Library Resources	46,920	7,092	(710)		(6,663)	46,639
<b>Balance at 31 December 2020</b>	<b>460,178</b>	<b>250,827</b>	<b>(710)</b>	<b>-</b>	<b>(194,505)</b>	<b>515,790</b>

The net carrying value of equipment held under a finance lease is \$17,975 (2019: \$36,484).

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	768,418	(549,390)	219,028
Information and Communication	520,521	(420,099)	100,422
Motor Vehicles	338,993	(214,247)	124,746
Textbooks	204,223	(197,243)	6,980
Leased Assets	72,131	(54,156)	17,975
Library Resources	165,788	(119,149)	46,639
<b>Balance at 31 December 2020</b>	<b>2,070,074</b>	<b>(1,554,284)</b>	<b>515,790</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	199,365	62,910			(46,400)	215,875
Information and Communication	92,518	57,675			(71,186)	79,007
Technology						
Motor Vehicles	90,794				(20,693)	70,101
Textbooks	17,643	1,104			(6,956)	11,791
Leased Assets	55,778	19,762			(39,056)	36,484
Library Resources	50,093	5,202	(1,672)		(6,703)	46,920
<b>Balance at 31 December 2019</b>	<b>506,191</b>	<b>146,653</b>	<b>(1,672)</b>	<b>-</b>	<b>(190,994)</b>	<b>460,178</b>

The net carrying value of equipment held under a finance lease is \$36,484 (2018: \$55,778).

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	716,218	(500,343)	215,875
Information and Communication Technology	427,100	(348,093)	79,007
Motor Vehicles	247,765	(177,664)	70,101
Textbooks	203,337	(191,546)	11,791
Leased Assets	119,814	(83,330)	36,484
Library Resources	161,135	(114,215)	46,920
<b>Balance at 31 December 2019</b>	<b>1,875,369</b>	<b>(1,415,191)</b>	<b>460,178</b>

## 14. Intangible Assets

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

	Acquired Software	Internally Generated Software	Total \$
<b>Cost</b>			
Balance at 1 January 2019	10,435	-	10,435
Additions	3,164	-	3,164
Disposals	-	-	-
Balance at 31 December 2019/1 January 2020	13,599	-	13,599
Additions	-	-	-
Disposals	-	-	-
<b>Balance at 31 December 2020</b>	<b>13,599</b>	<b>-</b>	<b>13,599</b>
<b>Accumulated Amortisation and Impairment Losses</b>			
Balance at 1 January 2019	5,107	-	5,107
Additions	2,975	-	2,975
Disposals	-	-	-
Balance at 31 December 2019/1 January 2020	8,082	-	8,082
Additions	2,959	-	2,959
Disposals	-	-	-
<b>Balance at 31 December 2020</b>	<b>11,041</b>	<b>-</b>	<b>11,041</b>
<b>Carrying Amounts</b>			
At 1 January 2019	5,328	-	5,328
At 31 December 2019/1 January	5,517	-	5,517
At 31 December 2020	2,558	-	2,558

### Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security.

### Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$0 (2019 \$0).

## 15. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	28,063	42,495	19,323
Accruals	37,006	32,417	55,589
Capital accruals for PPE items	12,031	-	-
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	372,622	307,298	307,298
Employee Entitlements - leave accrual	13,984	10,102	10,102
	<b>463,706</b>	<b>392,312</b>	<b>392,312</b>
Payables for Exchange Transactions	443,089	369,140	369,140
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	20,617	23,172	23,172
Payables for Non-exchange Transactions - Other	-	-	-
	<b>463,706</b>	<b>392,312</b>	<b>392,312</b>

The carrying value of payables approximates their fair value.

## 16. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance - Ministry of Education	-	1,513	1,513
International Student Fees	144,390	305,896	305,896
	<u>144,390</u>	<u>307,409</u>	<u>307,409</u>

## 17. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	128,385	128,385	98,975
Increase to the Provision During the Year	42,684	45,159	44,878
Use of the Provision During the Year	(14,298)	(16,773)	(15,468)
Provision at the End of the Year	<u>156,771</u>	<u>156,771</u>	<u>128,385</u>
Cyclical Maintenance - Current	20,899	20,899	16,773
Cyclical Maintenance - Term	135,872	135,872	111,612
	<u>156,771</u>	<u>156,771</u>	<u>128,385</u>

## 18. Painting Contract Liability

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Liability	45,262	45,262	45,262
Non Current Liability	58,433	58,433	87,808
	<u>103,695</u>	<u>103,695</u>	<u>133,070</u>

In 2015 the Board signed an agreement with Programmed Property Services (NZ) Ltd (the contractor) for the exterior painting of the buildings over a ten year period from 2015 to 2024. The contract has an annual commitment of \$45,262 plus GST. The liability is the best estimate of the actual amount of the work performed by the contractor for which the contractor has not been paid at balance date. The liability has not been adjusted for inflation and the effect of the time value of money.

## 19. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	15,428	15,428	27,273
Later than One Year and no Later than Five Years	6,057	6,057	14,951
Later than Five Years	-	-	-
	<u>21,485</u>	<u>21,485</u>	<u>42,224</u>

## 20. Related Party Transactions

### *Trinity Schools Trust Board*

The Proprietor of the School (Trinity Schools Trust Board) 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(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

Under an agency agreement, the Proprietor collects Tuition Donations on behalf of the School. The amounts collected in total were \$648,008 (2019: \$612,085). The Proprietor has contributed a further \$0 (2019: \$212,000) for the Schools operations. In addition the School receives each term from the Ministry of Education, the boarding allowance which is transferred to the Proprietor. The amounts collected in total were \$159,085 (2019: \$155,800). The School operates a current account which is treated as a trade creditor/debtor for any other inter-entity transactions between the School, and the Proprietor. This current account is settled on a monthly basis. Any balance not transferred at year-end is treated as an asset or liability. The total funds owing by the Proprietor at year-end are \$2,256 (2019: (\$5,659)).

### *St Matthew's Collegiate School*

The Board has a related party relationship with St Matthew's Collegiate School. The two Schools combine to provide a Senior College operation for the Year 12 & 13 boys and girls, and conduct co-educational classes at the Senior College on the Rathkeale campus.

The operation of the Senior College is covered by an agreement between the two schools.

Rathkeale College incurs the costs of Senior College and St Matthew's Collegiate transfers staffing, plus \$421,355 (2019: \$386,908) in cash by regular monthly amounts. The transfer is calculated on an agreed formula based on the number of senior girls attending Senior College. There is no amount owed at 31 December 2020 (2019: Nil). The Senior College costs are not separately identified in the financial statements. They are incorporated into the overall costs of running the school.

## 21. Remuneration

### *Key management personnel compensation*

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Faculty (2019: 24.15fte included Heads of Department).

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	6,325	5,555
Full-time equivalent members	0.26	0.30
<i>Leadership Team</i>		
Remuneration	1,161,422	2,051,775
Full-time equivalent members	11.00	23.85
Total key management personnel remuneration	1,167,747	2,057,330
Total full-time equivalent personnel	11.26	24.15

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.

## Remuneration Continued

### 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	0 - 10	0 - 10
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	3.00	0.00
110 - 120	3.00	0.00
	<u>6.00</u>	<u>0.00</u>

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

## 22. 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:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

## 23. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2020 (Contingent liabilities and assets 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.

## 24. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2019: nil)

### (b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

Painting contracts for the exterior of school buildings.

	2020 Actual \$	2019 Actual \$
No later than One Year	45,262	45,262
Later than One Year and No Later than Five Years	135,786	181,048
Later than Five Years	-	
	<u>181,048</u>	<u>226,310</u>

## 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:

### Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	286,672	528,786	545,190
Receivables	317,174	247,315	247,315
Investments - Term Deposits	600,000	300,000	300,000
Total Financial assets measured at amortised cost	<u>1,203,846</u>	<u>1,076,101</u>	<u>1,092,505</u>

### Financial liabilities measured at amortised cost

Payables	443,089	369,140	369,140
Finance Leases	20,047	20,050	38,980
Painting Contract Liability	103,695	103,695	133,070
Total Financial Liabilities Measured at Amortised Cost	<u>566,831</u>	<u>492,885</u>	<u>541,190</u>

## 27. Events after Balance Date

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

## **Rathkeale College**

### **Statement of Kiwisport Funding**

**For the year ended 31 December 2020**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020 the School received total Kiwisport funding of \$7,679 plus GST, as part of the Operational grant. All students at Rathkeale are required to take part in organised sport, both summer and winter, during the year. While much of the provision of sporting opportunities is through the voluntary contributions of staff and parents, Kiwisport funding was used to support the provision of an extensive range of opportunities for Rathkeale teams and individuals. Specifically, the funding has subsidised the employment of a full-time Sports Coordinator.



## Strategic Goal 1: STUDENT ENGAGEMENT AND ACHIEVEMENT

Every student is engaged in their learning in a manner that will challenge them to reach meaningful personal goals and allow the school to maintain high academic standards.

**OBJECTIVE 1:** Track and report on junior (Year 9 and Year 10) students' academic potential, progress and engagement.

		Measure	Target 2020	Outcome
<p>Ascertains what is needed in terms of what is the best assessment tools to measure and track junior students</p> <p>Use assessment tools to measure academic levels</p> <p>Develop data tracking and academic progress for all Year 9 and 10 students</p>			Testing is confirmed for 2020	e-asTTle, BASE9 and VA-9 testing all conducted during the year.
			All Year 9 and 10 students increase their Curriculum Sub-level (SL) by the end of the year	<a href="#">Year 9 Data Tracking 2020 (Web view)</a> English: 1.0 SL increase Maths: 1.9 SL increase <a href="#">Year 10 Data Tracking 2020 (Web view)</a> English: 0.43 SL Maths: 0.9 SL
				Evidence of this in OneNote: <a href="#">Junior Data (Web view)</a>
		Progress and Outcomes	Variance and Evaluation	
Compare what is provided by each assessment tool and determine which is of most value to each Faculty	How action will contribute to objective	Year 9 boys sat, e-asTTle, BASE-9 (previously called MidYIS) and PATs in English in the first few weeks of the year.	Assessments measure slightly different aspects and were used by different Faculties in different ways. Reducing assessments further will not allow for tracking of 'value-added' or individuals who need support/extension.	
Year 9 and Year 10 academic diagnostic testing and tracking	Reduce the amount of testing that Year 9s currently have to do (especially in the first few weeks of the year).	LCM's CoL role e-asTTle testing was also conducted in the middle of the year and at the end. <a href="#">Year 9 Data Tracking 2020 (Web view)</a> Assay3 was also available to track individuals and cohorts	Deans, SENCO, and LCM all provided extensive tracking of years 9s and 10s. Year 9 students provided at a greater rate than those in Year 10. This is possibly due to the low level that the Year 9s entered school and therefore, more likely to increase at an accelerated rate.	
Provide graphs, charts and information regarding all Year 9 and 10s progress	Immediate measure of baseline literacy and numeracy needs that will enable identification of cohort and individual student needs. Use a range of tools to track academic progress and intervene where necessary	A large range of spreadsheets, tables and graphs were produced by LCM and made available to all staff via OneNote/Teams.	Data processed by LCM was used to demonstrate the academic progress of 2020 Year 9s and the 2019 Year 9s from Jan 19 to Nov 20.	



<b>OBJECTIVE 2:</b> Track and Report on the engagement and achievement of Years 11 - 13 students against Departmental NZQA (NCEA and Scholarship) achievement targets.			<b>Measure</b>		<b>Target 2020</b>	<b>Outcome</b>
			Percentage of Year 11 students gaining Level 1 Literacy and Numeracy		100%	100%
			Eligible students gaining UE		100%	Boys – 80.8% Girls – 92%
			Percentage of students gaining an endorsement at all Levels of NCEA		50%	Level 1- 70.5% Level 2 – 60.5% Level 3 – 52.4%
			Number of Scholarships		At least 22 scholarships	7, including 2 Outstanding
			<b>Progress and Outcomes</b>		<b>Variance and Evaluation</b>	
<b>Action</b>  Years 11 to 13 academic testing and tracking			<b>How action will contribute to objective</b>  Use a range of tools to track academic progress such as <i>assay3</i> and intervene where necessary		Deans were highly proactive in discussing strategies which led to the successes of last year. Level 1 93% pass rate, Level 2 97.1% and 86.5% in Level 3 is testament to this work – this is despite the Lockdown and reduced programmes in some classes.	
Year 12-13 UE Literacy & Numeracy: Check the courses of all Year 13 students to see that the potential to gain UE Literacy and Numeracy exists, then monitor their progress at regular intervals.			100% of students eligible, in Year 13 gain UE Literacy and Numeracy requirements.		Disappointing that 4 boys did not gain UE Literacy. However, none of them were intending to progress to university instead have left school with a planned pathway in the workforce.	
Identify “at risk” students and determine additional support as needed. The Senior Deans will monitor “at risk” students’ progress towards gaining the required 14 credits in each of three subjects.			SFO lead 13TRA meetings and discussion with HOFs and subject teachers to monitor the suitability of students entering this course and their progress throughout the year.		13TRA students were successful gaining the necessary credits to either ‘pass’ Level 3 or gain the qualifications, knowledge, and skills to transition into the workforce or other tertiary study.	

<p><u>NCEA externally assessed subject improvements:</u> Each department to design and implement a plan for improved Achievement Standard outcomes in at least one targeted external assessment. Process includes:</p> <ol style="list-style-type: none"> <li>1. Determining target external standard providing:</li> <li>2. Reason for target being set (needs to link to historical performance); target of improved performance; steps to achieve target; and time frames.</li> <li>3. Evaluating progress against Summative Internal or Formative External Achievement Standard outcomes and targets set.</li> <li>4. Determining achievement against targets from an analysis of NCEA final results reported by NZQA.</li> </ol>	<p>Individual subject Achievement Standard targets met, and these contribute to improved results across a range of NCEA subjects and overall achievement targets.</p>	<p>HOFs set targets for external standards at the start of 2020 based on results of the 2019 Examinations. Comparisons were made with both National and D8-10 schools in setting these targets.</p> <p>Targets were recorded in the Staff Handbook in OneNote and freely available to all.</p> <p>Evidence of this work is in the Staff Handbook and was to be completed by Friday 19<sup>th</sup> of February 2021.</p>	<p>Targets were modified during and after the Lockdown to reflect the loss of face-to-face teaching and learning. Some HOFs removed particular standards from subjects to reduce pressure on students. This resulted in the best ever UE results.</p>
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<p><b>OBJECTIVE 3:</b> Identify and specifically report on the achievement of targeted groups of students, namely:</p> <ul style="list-style-type: none"> <li>➢ Maori and Pasifika</li> <li>➢ Those with Specific Learning Needs</li> <li>➢ Gifted and Talented</li> <li>➢ International</li> </ul>		Measure	Target 2020	Outcome
		Work done by SENCO office adds value to those in the STS classes beyond what was initially expected	These identified students increase their curriculum sub-level (SL) by the end of the year	9STS: English: 0.64 Sub-Level Maths: 2.27 SL 10STS: English: 0.17 SL Maths: 1.33 SL
		ESOL programme used to enhance the academic performance of International Students	All International Students involved in ESOL programmes	All International Students requiring ESOL support did receive it.
		Students identified by HOFs as G&T are provided with suitable extension programmes	No predetermined %, but programmes are provided	Not completed due to Lockdown
How action will contribute to objective		Progress and Outcomes		
Students with Specific Learning Needs: Year 9 students are identified and specifically targeted to aid their academic progress	Those students who have individual and specific learning needs are supported to reach their academic potential	<p>A SAC register, available in Staff Handbook, has been useful for all staff to support those students with specific needs – and allowances – for NCEA and junior school assessments, along with strategies to support them. This was also accessible through Kamar Learning Notes.</p> <p>Running Records, PATOSS, Schonell, and Lucid testing was carried out to better gauge the ability and needs of some boys.</p>		
		<p>Boys who were identified as needing extra literacy and numeracy support in Years 9 and 10, were placed in the STS classes. 1 boy 'graduated' out during the year due to his accelerated progress.</p> <p>Very good results for STS boys with their Maths SL increases. English results do show an improvement but not at the rate that Maths delivered. This will need to be a target for 2021.</p>		



International Students: Report to the BOT specifically on the academic achievement of International students and how the ESOL programme enhances their academic performance.	BOT more informed of academic progress of International Students. International Student Director has more quantitative information on academic student achievement	GAM and ELC monitored the International students' in terms of academic and social progress. This was particularly important during Lockdown when they stayed on site for the whole time.	GAM and ELC were in regular contact throughout the year – and especially during Lockdown – with parents and agents to inform them of progress and wellbeing.
Gifted and Talented Students: Identify students who are academically gifted and those with other talents and channel their interests towards the extra learning opportunities. A Gifted and Talented Register to be developed and updated term by term.	There are no pre-determined targets, but students report that they have been challenged and have gained a sense of fulfilment through their involvements. Additionally, they may report that they are more skillful and knowledgeable specifically because they have been included in special programmes. Gifted and Talented Students gain Excellence endorsements in all Levels of NCEA	Due to the Lockdown, the Register was not completed. Students were still challenged and pushed to gain their potential. Evidence of this was an increase in the number of Excellence Endorsements.	28.2% gained an E Endorsement at Level 1, 26.3% of boys gained an E Endorsement at Level 2, and 12.7% of the boys gained an E Endorsement at Level 3.

<b>OBJECTIVE 4:</b> Further implement Maori student initiatives and determine any impact these may have on student engagement and achievement.		<b>Measure</b>	<b>Target 2020</b>	<b>Outcome</b>
		Maori Student Profiles	Completed mid Term 1	Completed
		Calendar of Activities	Activity engagement completed	Completed
		Surveys and other anecdotal evidence	Surveys show a high level of satisfaction	Not completed
		<b>Variance and Evaluation</b>		
<b>Action</b>	<b>How action will contribute to objective</b>	<b>Progress and Outcomes</b>		
Continue to develop and maintain Maori Student Profiles and share this information with teachers.	Providing this information to those who teach Maori students and the wider staff enhances personal understanding of students and allows for closer relationships.	The Māori Student Profiles and Iwi map was compiled by VRG (links to Iwi, aspirations, other personal) and was freely accessible to all staff <a href="#">2020 (Web view)</a>	Staff used the information in their Appraisals and Teaching Inquiry. VRG took the lead and helped advance Te Reo throughout the school and provided a support network for the boys who identified themselves as Māori or Pasifika. After VRG's departure in maternity leave, EJV took on the responsibility.	
Continue to implement initiatives that will engage students, particularly Maori students, in activities that will increase their knowledge of Maori beliefs, culture, people, events and places. Activities include: ➤ Nga Tama Toa ➤ School Haka competition ➤ Taura Here activities and camp ➤ Nga Manu Korero ➤ Visit(s) to Aratoi	Engaging students in this way will allow them to increase their Manaakitanga (showing integrity, sincerity and respect towards Māori beliefs, language and culture) and connect them with their Tangata Whenuatanga (affirming Māori learners as Māori and providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed).	A group of students were involved in Nga Tama Toa – the Culture Group. Unfortunately, the traditional speech competitions and interschool activities did not occur due to the Lockdown.	The first strategic/consultative Hui for Māori parents was held in Term Four.  The Interhouse School Haka competition was held in the Greek Theatre in Term 4 for the first time and was hugely successful.	

<p>Determine the impact of these initiatives on students. This may include gathering data in the following ways:</p> <ul style="list-style-type: none"> <li>➤ Student surveys</li> <li>➤ Teacher and instructor comments</li> <li>➤ Parent survey</li> <li>➤ General Observations behavior and grades.</li> </ul>	<p>Receiving feedback will increase students and our own understanding of Wānanga (participation of - participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement).</p>	<p>With VRG on leave and EJV departure for Kuranui College, student surveys did not take place.</p>	<p>This will be a target for 2021.</p>
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OBJECTIVE 5: Investigate ways by which engagement in Te Reo and Tikanga Maori has greater appeal to a greater cross-section of students.	Measure		Target 2020	Outcome
	Awareness of Tikanga activities		Anecdotal	Increased awareness
	Teachers engaged in Te Reo Learning		At least 20	17 staff are enrolled for 2021
	Student leaders clearly identified and acknowledged		Three strong student leaders recognised	Jayden Webb-Milner appointed Cultural Prefect and each House has at least 2 senior boys to lead the Haka
	Progress and Outcomes	Variance and Evaluation		
	How action will contribute to objective	Te Reo and Tikanga Maori are being much more normalised and accepted (expected).		
	Action	Variance and Evaluation		
Continue to strengthen ways in which aspects of Tikanga Maori may be incorporated into the wider Rathkeale curriculum (non-academic) so that students experience a more holistic educational experience. Focus to be on:	How action will contribute to objective	Te Reo and Tikanga Maori are being much more normalised and accepted (expected).		
➢ karakia and mihi ➢ karanga ➢ adoption of powhiri practices	Maori and non-Maori students see an increasing recognition and appreciation of Maori culture in the school as normalising our practices and traditions.	Progress and Outcomes	Variance and Evaluation	
Encourage teachers to engage in a Te Reo learning course of study	VRG went on maternity and was replaced by EJV who lead the Culture Group. Staff PLD was proved by EJV on pronunciation of te reo. The start of the year powhiri – held in the quad for the first time – was a success VRG continued to learn how to conduct a karanga.	Progress and Outcomes	Variance and Evaluation	
Continue to be proactive in encouraging, recognising and acknowledging Maori student leadership.	VRG and other teachers learning Te Reo should lead to more confident teaching and students hearing Maori language more often, especially in classes. Encouraging, recognising and acknowledging Maori student leadership will allow the aspect of leadership to become normalised as an essential aspect of school-wide student leadership.	Progress and Outcomes	Variance and Evaluation	
	Measure	Target 2020	Outcome	
OBJECTIVE 6: Determine measures by which Year 12 and Year 13 students become more motivated to achieve to their academic potential.	A coordinated approach to preparation for scholarship	Students are prepared for Scholarship. Attendance at Scholarship exams is 100%	Students were prepared for Scholarship, but the 100% attendance rate was not met	
	An increased number of students gain “100 Club” Badges for 100GPAs in subjects	Year 12 = more than 33 Year 13 = more than 20	Year 12 = 51 Year 13 = 16	
	How action will contribute to objective	Progress and Outcomes	Variance and Evaluation	
Action	Progress and Outcomes	Variance and Evaluation		



To plan for continuing success at Scholarship for those students who are interested	A planned approach for Scholarship should allow more students the chance of academic success at this level	13% of those who sat the Scholarship papers gained the award. 38 papers out of the 54 entries were sat in 2020. These figures are much reduced on previous years and reflect the fact that many Level 3 courses dropped a standard because of the lockdown and loss of teaching/learning time. Students who entered Scholarship needed to complete the full set of Achievement Standards in their own time. This proved to not be a high priority.	Some coordination took place but could be improved in 2021. Whilst the Scholarship results were quite disappointing, the UE pass rate was the highest we have achieved in at least 6 years.
Actively promote the concept of the 100Club as an incentive to aim for straight Excellences	Students will work harder to push themselves gain the best they can	A very large group of Year 12 students (51 successful last year, 33 in 2019) were highly motivated to push for E in each of the available Achievement Standards. This did not seem to be as high a priority for those in Year 13	Students are very motivated by the 100 Club concept and as an incentive, it is working very well – particularly with Year 11 and 12s. Year 13 students were perhaps less motivated due to Covid restrictions.

Strategic Goal 2: STAFF DEVELOPMENT Employ highly qualified registered teachers and support staff with the requisite knowledge and skills and promote engagement in their ongoing professional learning.				
Action	How action will contribute to objective	Measure		
		Progress and Outcomes		Variance and Evaluation
		Staff feel valued and supported in their careers	Staff are provided with sufficient PLD opportunities and are involved in their own development	Target 2020 100%  100% (all requests for PLD were granted).
SMT and HOFs to discuss aspirations, barriers, curriculum issues with staff.	Being knowledgeable of individual's aspirations, barriers and issues will ensure that appropriate opportunities can be provided for staff.	During Appraisal meetings aspirations and barriers to success were discussed. Meetings such as the HOF, AHOF, Faculty, Pastoral Care, Boarding House Masters', Senior College Exec all allowed discussion to occur.		The planned approach to the Appraisal Cycle worked well and all staff engaged in the process. Records have been filled and stored with MJO. The fortnightly planned meetings for curriculum and pastoral care allowed for effective communication across the whole school.
Staff communications: All management holders (SMT, HOFs and HOSs) ensure they themselves and other staff communicate effectively to ensure there is an individual and collective understanding of expectations.	All staff feel supported informed, consulted and confident to contribute to discussions relating to all aspects of Rathkeale.	Meeting Minutes are widely distributed and freely available in Teams or OneNote. Health and Safety (along with Mental Health issues) are now standing items in all Faculty Meetings. SMT discussed between themselves their approaches on a weekly basis.		The new Faculty structure based around the 7 Learning Areas (plus Health and Wellbeing), with newly appointed HOFs and AHOFs, alleviated the cumbersome structure from previous years when there were over 20 departments. This greatly increased efficiencies all round. Health and Safety issues were raised when necessary and brought to the SMT/BOT as required.

<p>All teaching staff to be actively involved in PLD. This is through internally provided and external PLD opportunities as well as the local cluster groups.</p>	<p>Upskilling of pedagogical practices is essential for teaching and learning in the 21<sup>st</sup> Century. Incorporating the New Digital Curriculum into Years 9 and 10 will be a focus.</p>	<p>Many staff have been involved in external professional learning and development. Unfortunately, most of these courses were either not able to run or were delivered online due to Covid.</p> <p>The IBSC Annual conference was conducted via Zoom (instead of in Montreal) and CSL presented her Action Research findings.</p> <p>BMC was accepted into IBSC programme for 2020-21 but withdrew after the conferences were effectively cancelled.</p>	<p>All staff were involved in the internal PLD which included the Wednesday morning sessions on Teams/Remote Teaching and Learning, Rainbow youth and the Accord Day relating to changes to NCEA</p>
<p>Senior Management actively focuses on ways to enhance collegial support. These include:</p> <ul style="list-style-type: none"> <li>– Class visiting</li> <li>– Presence at school activities</li> <li>– Acknowledgements to staff for their efforts</li> </ul> <p>Encouragement of staff support for Special Character activities (to include: physical, cultural, social and spiritual dimensions)</p>	<p>The desire is for all staff at Rathkeale College to believe (and know that) it is a great place to live, teach and learn. Also, that we are all motivated to give of our best in all aspects of the Special Character.</p>	<p>Most teachers were visited at least once by a member of the SMT. General feedback was given. Targeted approaches relating to pedagogical practices were led by HOFs and formed part of individual Appraisal Goals. Due to the lockdown, some staff were not formally observed by SMT earlier in the year.</p> <p>Most staff were well-engaged in extra-curricular activities (sports and performing arts); however, this remains an area of inconstant involvement. Acknowledgements of staff contributions and achievements have been given by SMT.</p>	<p>All staff were observed either by SMT or their Appraiser, and feedback was provided on their Appraisal Goals/Inquiry. This was important in supporting staff through the Appraisal Cycle and for those Renewing their Registration. This process will be altered for 2021 and will be replaced by the Professional Growth Cycle model.</p>



<b>OBJECTIVE 8:</b> Further develop the abilities of staff to engage in their own Appraisal process as part of their ongoing pedagogical development.	<b>Measure</b>		<b>Target 2020</b>	<b>Outcome</b>
	Goals are set, worked towards, and reflected upon		100%	100%
	All staff can demonstrate how they have met the Code and Standards		100%	100%
	<b>Progress and Outcomes</b>	<b>Variance and Evaluation</b>		
	<b>Action</b>	<b>How action will contribute to objective</b>		
Teachers have teaching goals to improve their pedagogical practices so as to meet Appraisal and Registration requirements.	Teachers can use the resources provided in OneNote to support them in meeting each of the 6 Standards	All staff set Inquiry Goals at the start of the year discussed these with their appraisers in their final Appraisal Meeting.	In most cases, staff were able to complete their Inquiry Goal to a satisfactory conclusion. Some found the reflective aspect a challenge.	Changes to the Teaching Council Code and Standards through the Accord have removed the expectation of a formal Inquiry.
OneNote Notebooks (through the Staff Handbook) is used exclusively to set, record, monitor and reflect on how each teacher is able to meet the Code and 6 Standards.	Appraisers will be able to have a clear understanding of how and when their Appraisees need support or reinforcement of good practice.	The Appraisal System is not constant among all staff, some of whom are highly proactive, and others are less motivated to engage in the process.	All Staff were required to archive evidence of how they met the Code of Professional Responsibility and Standards for the Teaching Profession.	
Registration and Renewal of Practicing Certificates is a seamless and affirming process using the OneNote Notebooks.	Appraisers can easily demonstrate how their curated evidence meets the Code and Standards at the end of the 3-year Cycle.	All staff have Appraisal documents in OneNote which were to be shared with their Appraiser.	The 'Mapping' page in the Staff Handbook under Appraisal was easily used to demonstrate evidence of how individual staff have met the 6 Standards and then to communicate this to the Appraiser and MJO.	

<b>Strategic Goal 3: SPECIAL CHARACTER</b>			<b>Measure</b>		<b>Target 2020</b>	<b>Outcome</b>
<i>Ensure the Special Character of the college is preserved through the unity of day and boarding students participating in religious, cultural, sporting and recreational pursuits.</i>						
<b>NB:</b> This statement is taken from the Rathkeale College Integration Agreement. A more current interpretation describes the involvement of students and staff in the spiritual, performing arts, social service and service dimensions of wider school life.						
<b>OBJECTIVE 9:</b> Act on what our Special Character means, how we, as a staff and a student body, live it and how it identifies us as a school.			Documented ideas on how Chapel is seen		Completed	Not possible due to COVID-19
			Service reports (anecdotal and written)		Ongoing	Completed
			Strong positive culture / Good relationships		Positive Wellbeing for Students	Limited due to COVID-19 but positive feedback received
<b>Action</b>	<b>How action will contribute to objective</b>	<b>Progress and Outcomes</b>	<b>Variance and Evaluation</b>			



Continue to reflect on the Special Character Audit report of 2017 and determine any actions deemed important for 2020. Within or beyond the plan undertake actions as indicated below:	Knowing this will be a constant reminder of our obligations as a Special Character School.	<b>BDA and MJO</b> to draw up plan by the end of Term 2	Had a second special character review – this was regarded as an “Excellence” by the review team. The points made were discussed by MJO and BDA. One outstanding is the need for bicultural signs/evidence around the school but this is an ongoing wider school project.
Seek feedback from staff and students about topics and ideas that they would like to see discussed in Chapel. - Deans and Forum to seek student views - Seek staff views via a survey	The students’ opinions and ideas are valued and using their ideas to help shape the format of Chapel services will provide greater buy in from the students at large. Seeking staff opinion will further assist the above expectations.	<b>Deans</b> are asked to provide feedback from their year levels on how students view Chapel by middle of Term 2 <b>Student Forum</b> to follow up on this and support the cohort work of Deans <b>BDA</b> to survey the staff middle of Term 2.	This was lost in the Covid shuffle around. I suggest that we undertake a survey of all staff and students on chapel this year.
Continue to provide a range of service opportunities throughout the year. - Invite students to volunteer - Make it an expectation that sports teams and cultural groups and other groups of people engage in some sort of service activity - Ask staff for ideas on what could be done and seek this from the community as well.	Service is valuable and tangible ways of doing this enhances students’ sense of self-worth and a community view on how we are seen as a school as well as directly benefiting others.	<b>BDA</b> to communicate requests, receive ideas and compile a list of service projects throughout the year. Staff will be invited to participate and act as supervisors.	Implementation of a new service tracking software “Be Collective” has begun. As part of this, staff have been asked to let BDA know what service activities through the school can be tracked through this software. Several service projects completed last year including two planting projects in conjunction with Ruamahunga River Trust, as well as other smaller projects (helping with development of QE park pathways).
Continue to protect the positive culture that exists in the school. - Promote staff discussion about kindness and helping others and regularly remind teachers, mentors and coaches to permeate this message - Deliver effective pastoral support in our boarding houses - Promote the Youth Group and its activities	All who work with the students will share the collective vision of kindness. Students and staff helping others will contribute to the ongoing positive culture that we enjoy in the school. A variety of students coming together for a common good further extends relationships.	Expectations of <b>Whole staff</b> permeated through the actions of leaders – ongoing. Promote and supervise Youth Group activities – <b>BDA</b> and <b>Head of Chapel</b> and Chapel team – ongoing.	Kindness emphasised with the inauguration of the St Martin’s Junior Cup for Kindness. Youth group operated in a limited capacity last year due to Covid.

			Measure	Target 2020	Outcome
<b>OBJECTIVE 10: Provide further Religious Studies opportunities in the Senior College.</b>			A series of lunchtime presentations take place	General Endorsement	Not possible due to COVID-19
			Essay work is undertaken	High completion rate	Not possible due to COVID-19
			Two teams entered and compete in the Ethic Olympiad	Teams compete well in May	Not possible due to COVID-19
			<b>Progress and Outcomes</b>	<b>Variance and Evaluation</b>	

BDA to provide an opportunity for Year 12 students who gained Excellence in RS at Level 1 to continue with it in the Senior College (if they wish).	Suitably qualified students will be able to continue to develop further their interest in Religious Studies	<b>BDA</b> - Delivered in Terms 2 and 3	This is being offered again this year with 6 students committing to completing it.
A series of lunchtime presentations take place in Terms 2 and 3	Interested students attend the talks	<b>BDA</b> to coordinate through Terms 2 and 3	Not possible due to lockdown. However, have given some "one-off" talks in Year 13 history around philosophy.
Participation in the Ethic Olympiad competition	Interested (possibly 'shoulder tapped') students to take part in the competition	<b>BDA</b> to select and organize two teams for the Olympiad in Term 2	Not possible due to lockdown



Strategic Goal 4: COMMUNITY ENGAGEMENT				
Promote a greater awareness of Rathkeale College and build alliances with St Matthew's Collegiate School and our local, parent, Old Boy and business communities.				
OBJECTIVE 11: Review our reporting structures and determine the most effective ways of communicating with parents on their son / daughter's academic engagement and progress.	Measure		Target 2020	Outcome
	Notes of meetings / discussions with Deans and parents and actions therefrom.		Our systems of communication are reviewed, and necessary actions are put in place	A new reporting system is in place – to be reviewed at the start of 2021
	Decisions on new Rathkeale reporting systems clarified, advised to parents and implemented		New reporting systems clear to all stakeholders	Worked, but disrupted by lockdown
	Progress and Outcomes		Variance and Evaluation	
	AJG – Terms 2 and 3		A new reporting process was put in place, but did not function in its entirety due to the lockdown.	
	AJG – Term 3		AJG decided not to pursue this as the reporting system (especially Parent/teacher meetings were disrupted by the lockdown).	
OBJECTIVE 12: Continue to review the approaches taken to marketing and actively prospect to increase Boarding and International student numbers.	Measure		Target 2021	Outcome
	School Roll (domestic)		324	329
	Number of Boarding Students in 2021		165	169
	Number of International Students in 2021		25 at start of year	11
	Progress and Outcomes		Variance and Evaluation	
	MJO to implement new strategy in 2020.		Disrupted by COVID-19. Despite this a Mark/Comms Assistant was recruited and appointed. Analysis carried out of current collateral used for Marketing.	
	MJO & GAM to implement new strategies that target boarding families.		Disrupted by COVID-19. Unable to attend key shows for recruitment of boarding and international students. Changed approached to interviewing online via Teams and Zoom.	
	Director of International Students undertakes visits as scheduled.		Disrupted by COVID-19. Director of Boarding unable to travel overseas. Changed approached to interviewing online via Teams and Zoom.	



## Strategic Goal 5: FINANCE PROPERTY AND INFRASTRUCTURE

Deploy effective financial management and invest wisely to enhance the unique and exceptional environment and facilities that support all aspects of school life.

		Measure	Target 2020	Outcome
<p><b>OBJECTIVE 13:</b> Maintain investment in, and, ensure fiscally responsible financial planning for the continued development of the physical environment, buildings and ICT infrastructure of the school in order to enhance learning and wider educational experiences.</p>		Ten Year Property Maintenance Plan	Updated on time	Completed
		Capital Works Plan and Budget set and works undertaken	Plan and works completed as scheduled	Completed
		Review Report presented to BOP	Submitted by end Term 3	Completed
		Meeting Minutes	Information evident	Completed
		Capital Works Ten Year Plan (2020 – 2028)	Review complete	Completed
		<b>Progress and Outcomes</b>	<b>Variance and Evaluation</b>	
		The <b>Property Manager</b> and the <b>Principal</b> will ensure that the Ten-Year Maintenance Plan is completed by the end of June.	Completed with scope of works outline for the next 10 years in line with current information and building standards.	
Review and update the Ten- Year Maintenance Plan in order it can be used guide future maintenance works.	Action	How action will contribute to objective		
		The school property and buildings are maintained at a high level. Property infrastructure is maintained in a functional state.		
Determine Capital spending allocation for 2020, set priorities and undertake agreed works.		Planned approach needs to keep within budget restraints.	<b>Property Manager</b> in conjunction with <b>Principal</b> and <b>BOP Property Committee</b> communicate plan in a timely manner to those affected.	
Seek staff views on the immediate and medium-term priorities they see for future capital works developments.		Staff have input into resourcing and property developments and thereby gain some understanding of our fiscal restraints.	<b>Principal</b> to consult with staff on a regular basis.	
Continue to provide staff with information regarding property development and financial matters in so far as it impacts on teaching and learning.		Budget holders feel they have a greater understanding of the need to manage their own fiscal responsibilities and to remain informed. Principal able to provide Accounts office and BOT Finance sub-committee with more up to date information.	<b>Principal</b> , through ongoing management and staff meetings, regular meetings with accounts personnel and bi-monthly meetings with BOT Finance sub-committee.	
Monitor progress towards the implementation of the Ten-Year Capital Works Plan and make suggestions for modifications.		Building developments are prioritised with the fiscal constraints of the TSTB.	BOT provided with regular updates. With COVID-19 Lockdown a greater emphasis was placed on ICT capability within the school and staff resources. Resource spending was reviewed and altered where courses were altered.	
			BOP property constantly reviewing the priority of capital works in response to information provided. Repton House upgrade and purchase of School House Bush & Paddocks assumed greater priority as the year progressed.	

<b>OBJECTIVE 14:</b> Progress, with the support of the TSTB as proprietors, an active campaign to raise funds for the purchase of the School House Bush & Paddocks block to further develop the Land Lab concept.	<b>Measure</b>		<b>Target 2020</b>	<b>Outcome</b>
	Secure Sale and Purchase Agreement		S & P Agreement Achieved	S & P Agreement Achieved
	Establish Fundraising Campaign Plan		Campaign Plan Established	Campaign Plan Established
	Funds Raised		Significant funds raised	Significant funds raised
<b>Action</b>		<b>How action will contribute to objective</b>		<b>Variance and Evaluation</b>
Plan a schedule of meetings for 2020 and beyond with planned agenda items, actions and milestones for completion.		Planning is essential and timings important if the campaign is to have credibility.		Principal & MGH met regularly with leaders of key organisations. Liaised with CEO of TSTB to establish funds required.
Fundraising committee to identify key organisations and individuals to approach for donations towards campaign.		Key organisations and individuals are fundamental to allow the BOP to achieve the funds required to purchase the block of land.		Fundraising campaign supported by key contributing organisations ie TSTB, Friends of Rathkeale College & Rathkeale Old Boys Association.
Fundraising committee to develop general community fundraising campaign.		Community fundraising campaign essential to achieve the funds required to purchase the block of land.		Fundraising campaign commenced term two and was well supported by key organisations allowing sufficient funds to be raised by the end of 2020.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF RATHKEALE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Rathkeale College (the School). The Auditor-General has appointed me, Linda Gray, using the staff and resources of AuditLink Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, 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 27 April 2021. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board of Trustees for the financial statements

The Board 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 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 arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance and Kiwisport Statement, 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.

In addition to the audit we have carried out the audit of the annual financial statement of the School's Board of Proprietors, the Trinity Schools Trust Board, which are compatible with those independence requirements. Other than the audit and these engagements, we have no relationship with or interests in the School.

A handwritten signature in blue ink, appearing to read "Linda Gray".

**Linda Gray**  
AuditLink Limited

On behalf of the Auditor-General  
Palmerston North, New Zealand