

ST BEDE'S COLLEGE



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	315
Principal:	Justin Boyle
School Address:	Main North Road, Papanui, Christchurch
School Postal Address:	PO Box 5380, Papanui, Christchurch, 8542
School Phone:	03 375 0647
School Email:	office@stbedes.school.nz

ST BEDE'S COLLEGE

Annual Report - For the year ended 31 December 2022

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St Bede's College

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Rebecca Methven

Full Name of Presiding Member



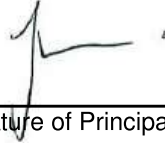
Signature of Presiding Member

31 May 2023

Date:

Jon McDowall

Full Name of Principal



Signature of Principal

31 May 2023

Date:

St Bede's College

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Rebecca Methven	Presiding Member (Proprietor's Representative)	Elected	Sep 2023
Robert de Roo	Presiding Member	Elected	Sep 2022
Justin Boyle	Rector	ex Officio	Jan 2023
Emma-Louise Cooper	Staff Representative	Elected	Sep 2025
Melinda Baillie	Parent Representative	Elected	Sep 2025
Debbie Behrnes	Parent Representative	Elected	Sep 2022
Matthew Ioane	Parent Representative	Selected	Sep 2025
David Jackson	Parent Representative	Elected	Sep 2025
Julian Meates	Parent Representative	Elected	Sep 2025
Erin Kreft	Proprietor's Representative	Appointed	
Mark Sutherland	Proprietor's Representative	Appointed	
Dylan Butler	Student Representative	Elected	Oct 2022
Heinrich Muller	Student Representative	Elected	Oct 2023

St Bede's College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	7,598,392	7,057,972	7,068,287
Locally Raised Funds	3	1,853,911	1,098,641	1,557,065
Use of Proprietor's Land and Buildings		2,061,551	2,061,551	1,927,596
Interest Income		25,180	5,250	5,760
		<u>11,539,034</u>	<u>10,223,414</u>	<u>10,558,708</u>
Expenses				
Locally Raised Funds	3	1,024,707	222,868	832,886
Learning Resources	4	6,992,696	6,897,015	6,879,230
Administration	5	675,391	549,041	513,788
Finance		6,205	9,000	6,247
Property	6	554,883	569,939	565,927
Use of Proprietor's Land and Buildings		2,061,551	2,061,551	1,927,596
Loss on Disposal of Property, Plant and Equipment		1,844	-	1,111
		<u>11,317,277</u>	<u>10,309,414</u>	<u>10,726,785</u>
Net Surplus / (Deficit) for the year		221,757	(86,000)	(168,077)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>221,757</u>	<u>(86,000)</u>	<u>(168,077)</u>

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

St Bede's College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		462,646	462,646	599,952
Total comprehensive revenue and expense for the year		221,757	(86,000)	(168,077)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		37,754	29,000	30,771
Equity at 31 December		722,157	405,646	462,646
Accumulated comprehensive revenue and expense		722,157	405,646	462,646
Equity at 31 December		722,157	405,646	462,646

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

St Bede's College

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	218,516	614,101	556,101
Accounts Receivable	8	588,996	694,784	694,784
GST Receivable		12,897	14,608	14,608
Prepayments		93,435	29,585	29,585
Investments	9	900,000	400,000	400,000
		<u>1,813,844</u>	<u>1,753,078</u>	<u>1,695,078</u>
Current Liabilities				
Accounts Payable	11	775,543	867,256	867,256
Revenue Received in Advance	12	736,044	544,733	544,733
Finance Lease Liability	13	47,286	36,768	36,768
Funds held in Trust	14	105,140	77,080	77,080
		<u>1,664,013</u>	<u>1,525,837</u>	<u>1,525,837</u>
Working Capital Surplus/(Deficit)		149,831	227,241	169,241
Non-current Assets				
Investments	9	252,000	2,000	2,000
Property, Plant and Equipment	10	357,461	214,879	329,879
		<u>609,461</u>	<u>216,879</u>	<u>331,879</u>
Non-current Liabilities				
Finance Lease Liability	13	37,135	38,474	38,474
		<u>37,135</u>	<u>38,474</u>	<u>38,474</u>
Net Assets		<u>722,157</u>	<u>405,646</u>	<u>462,646</u>
Equity		<u>722,157</u>	<u>405,646</u>	<u>462,646</u>

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

St Bede's College

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,052,767	1,606,162	1,677,503
Locally Raised Funds		1,778,721	907,880	1,413,986
International Students		366,280	190,761	125,581
Goods and Services Tax (net)		1,711	-	(1,029)
Payments to Employees		(1,519,078)	(1,355,672)	(1,514,721)
Payments to Suppliers		(2,229,939)	(1,316,381)	(1,783,370)
Interest Received		10,013	5,250	5,752
Net cash from/(to) Operating Activities		460,475	38,000	(76,298)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(78,448)	-	(40,077)
Purchase of Investments		(750,000)	-	-
Proceeds from Sale of Investments		-	-	200,000
Net cash (to)/from Investing Activities		(828,448)	-	159,923
Cash flows from Financing Activities				
Furniture and Equipment Grant		37,754	29,000	30,771
Finance Lease Payments		(35,426)	(9,000)	(41,337)
Funds Administered on Behalf of Third Parties		28,060	-	(9,388)
Net cash from/(to) Financing Activities		30,388	20,000	(19,954)
Net (decrease)/increase in cash and cash equivalents		(337,585)	58,000	63,671
Cash and cash equivalents at the beginning of the year	7	556,101	556,101	492,430
Cash and cash equivalents at the end of the year	7	218,516	614,101	556,101

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

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

St Bede's College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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 10.

Use of Proprietor's Land and Buildings

The Use of Proprietor's Land and Buildings grant income and grant expense recorded in the accounts is based on 5% of the school's total property value and is used as a proxy for the market rental. The 5% rate is the current government charge rate and the Board considers this to be an appropriate basis for the calculation of use of land & buildings charge.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 19b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

Government Grants - Ministry of Education operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

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

Government Grants - Ministry of Education other grants for directly funded programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate.

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Investments

Bank term deposits are initially measured at the amount invested. Interest is accrued. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	40 years
Furniture and equipment	3-10 years
Information and communication technology	3-5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	5 years
Textbooks	3 years
Library resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

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

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

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

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.13. Revenue Received in Advance

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

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

1.14. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.15. Financial Instruments

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

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

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

1.16. Borrowings

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

1.17. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.18. Budget Figures

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

1.19. Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	2,096,591	1,559,886	1,648,103
Teachers' Salaries Grants	5,451,810	5,451,810	5,373,168
Other Government Grants	49,991	46,276	47,016
	<u>7,598,392</u>	<u>7,057,972</u>	<u>7,068,287</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	637,736	691,380	627,494
Curriculum related Activities - Purchase of goods and services	134,526	115,500	94,588
Fees for Extra Curricular Activities	717,290	74,500	461,016
Fundraising & Community Grants	134,279	3,000	79,672
Other Revenue	51,958	7,500	17,414
Transport Revenue	-	16,000	-
International Student Fees	178,122	190,761	276,881
	<u>1,853,911</u>	<u>1,098,641</u>	<u>1,557,065</u>
Expenses			
Extra Curricular Activities Costs	919,388	124,379	604,875
International Student - Student Recruitment	11,577	10,000	632
International Student - Employee Benefit - Salaries	55,687	38,726	189,565
International Student - Other Expenses	38,055	49,763	37,814
	<u>1,024,707</u>	<u>222,868</u>	<u>832,886</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>829,204</u>	<u>875,773</u>	<u>724,179</u>

During the year the School hosted 11 International students (2021:21)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	425,923	438,082	486,348
Information and Communication Technology	21,892	28,500	24,647
Library Resources	1,573	8,000	1,559
Employee Benefits - Salaries	6,390,142	6,280,933	6,202,171
Staff Development	12,550	26,500	13,819
Depreciation	140,616	115,000	150,686
	<u>6,992,696</u>	<u>6,897,015</u>	<u>6,879,230</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	8,285	8,165	8,044
Board Fees	5,040	5,500	4,905
Board Expenses	39,945	7,000	5,013
Communication	16,266	9,000	13,184
Consumables	3,130	12,000	8,002
Operating Lease	-	21,772	-
Legal Fees	51,628	30,000	29,720
Other	40,595	46,600	53,578
Employee Benefits - Salaries	475,323	377,004	361,824
Insurance	19,931	18,000	19,003
Service Providers, Contractors and Consultancy	15,248	14,000	10,515
	<u>675,391</u>	<u>549,041</u>	<u>513,788</u>

6. Property

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	48,719	32,000	30,217
Consultancy and Contract Services	107,263	110,000	103,628
Grounds	21,928	36,000	56,460
Heat, Light and Water	76,529	103,120	96,260
Rates	55,632	51,000	52,234
Repairs and Maintenance	95,584	107,000	90,201
Security	28,628	20,000	26,017
Employee Benefits - Salaries	120,600	110,819	110,910
	<u>554,883</u>	<u>569,939</u>	<u>565,927</u>

7. Cash and Cash Equivalents

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	218,516	614,101	556,101
Cash and Cash Equivalents for Statement of Cash Flows	<u>218,516</u>	<u>614,101</u>	<u>556,101</u>

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

Of the \$218,516 Cash and Cash Equivalents, \$105,140 is held by the School as Funds Held in Trust. See note 14.

8. Accounts Receivable

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	99,436	199,215	199,215
Interest Receivable	16,423	1,256	1,256
Teachers' Salaries Grants Receivable	473,137	494,313	494,313
	<u>588,996</u>	<u>694,784</u>	<u>694,784</u>
Receivables from Exchange Transactions	115,859	200,471	200,471
Receivables from Non-Exchange Transactions	473,137	494,313	494,313
	<u>588,996</u>	<u>694,784</u>	<u>694,784</u>

9. Investments

The School's investment activities are classified as follows:

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	900,000	400,000	400,000
Non-current Asset			
Long-term Bank Deposits	250,000	-	-
Shares	2,000	2,000	2,000
Total Investments	<u>1,152,000</u>	<u>402,000</u>	<u>402,000</u>

The School holds two shares in Canterbury Education Services Society Limited. The shares are not listed on an active market. The shares are measured at cost as fair value cannot be reliably measured.

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	5,625	-	-	-	(178)	5,447
Furniture and Equipment	203,887	101,463	-	-	(76,367)	228,983
Information and Communication Technology	25,090	5,873	-	-	(14,786)	16,177
Leased Assets	76,158	55,171	-	-	(46,176)	85,153
Library Resources	19,119	7,535	(1,844)	-	(3,109)	21,701
Balance at 31 December 2022	<u>329,879</u>	<u>170,042</u>	<u>(1,844)</u>	<u>-</u>	<u>(140,616)</u>	<u>357,461</u>

The net carrying value of equipment held under a finance lease is \$85,153 (2021: \$76,158)



Restrictions

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

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Building Improvements	7,120	(1,673)	5,447	7,120	(1,495)	5,625
Furniture and Equipment	976,259	(747,276)	228,983	980,167	(776,280)	203,887
Information and Communication Technology	387,403	(371,226)	16,177	597,777	(572,687)	25,090
Motor Vehicles	130,165	(130,165)	-	130,165	(130,165)	-
Textbooks	-	-	-	4,742	(4,742)	-
Leased Assets	167,126	(81,973)	85,153	162,075	(85,917)	76,158
Library Resources	71,460	(49,759)	21,701	70,759	(51,640)	19,119
Balance at 31 December	1,739,533	(1,382,072)	357,461	1,952,805	(1,622,926)	329,879

11. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	121,387	235,219	235,219
Accruals	70,142	29,410	29,410
Employee Entitlements - Salaries	505,016	529,184	529,184
Employee Entitlements - Leave Accrual	78,998	73,443	73,443
	<u>775,543</u>	<u>867,256</u>	<u>867,256</u>
Payables for Exchange Transactions	775,543	867,256	867,256
	<u>775,543</u>	<u>867,256</u>	<u>867,256</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
International Student Fees in Advance	389,632	201,474	201,474
Other Revenue in Advance	346,412	343,259	343,259
	<u>736,044</u>	<u>544,733</u>	<u>544,733</u>

13. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	48,914	38,794	38,794
Later than One Year and no Later than Five Years	41,319	42,325	42,325
Future Finance Charges	(5,812)	(5,877)	(5,877)
	<u>84,421</u>	<u>75,242</u>	<u>75,242</u>
Represented by:			
Finance lease liability - Current	47,286	36,768	36,768
Finance lease liability - Non current	37,135	38,474	38,474
	<u>84,421</u>	<u>75,242</u>	<u>75,242</u>

14. Funds Held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	105,140	77,080	77,080
	<u>105,140</u>	<u>77,080</u>	<u>77,080</u>

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



15. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as Government departments, State-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other Government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between Government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the School (St Bede's College Board of Proprietors) is a related party of the Board because the Proprietor appoints representatives to the Board, giving the Proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the Proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

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

Under an agency agreement the board managed the process of collection of attendance dues and voluntary financial contributions on behalf of the Proprietor. The Proprietor reimbursed the Board during 2022 for the costs of providing this service and other expenses paid on behalf periodically, as required.

16. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Rector, Associate, Deputy and Assistant Rectors, Ministry Team Leader and General Manager.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	5,040	4,905
<i>Leadership Team</i>		
Remuneration	909,408	847,941
Full-time equivalent members	6.45	6.50
Total key management personnel remuneration	914,448	852,846

There are 9 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has a Finance Committee (4 members, 2 staff, 2 board members) that meet monthly before Board meetings. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider Rector appointments, student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	190 - 200
Benefits and Other Emoluments	4 - 5	7 - 8
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	11.00	14.00
110 - 120	6.00	2.00
120 - 130	2.00	2.00
150 - 160	1.00	-
	20.00	18.00

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

17. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual	2021 Actual
Total	\$ 30,000	\$ 0
Number of People	1	0

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

Additional funding wash up payment

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Contingent Liability - Cyclical Maintenance

The School has an obligation to the Proprietor to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school was significantly damaged by the series of Canterbury Earthquakes and the repair and rebuild of School facilities, while largely complete, will continue with the implementation of the Proprietors campus Master Plan. Based on the current state of rebuild and the Master Plan, the School has commissioned a draft 10-year maintenance plan. At the present time, however, significant uncertainty remains over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised.

19. Commitments

(a) Capital Commitments

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

(Capital commitments at 31 December 2021: nil)

(b) Operating Commitments

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

(Operating commitments at 31 December 2021: nil)

20. Financial Instruments

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

Financial assets measured at amortised cost

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	218,516	614,101	556,101
Receivables	588,996	694,784	694,784
Investments - Term Deposits	1,152,000	402,000	402,000
Total Financial assets measured at amortised cost	1,959,512	1,710,885	1,652,885

Financial liabilities measured at amortised cost

Payables	775,543	867,256	867,256
Finance Leases	84,421	75,242	75,242
Total Financial liabilities measured at amortised Cost	859,964	942,498	942,498

21. Events After Balance Date

Subsequent to year end, the board has been advised of allegations in relation to the historical treatment of students at the College. The Board has sought legal advice and at the time of signing the impact is not known.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST BEDE'S COLLEGE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Nicole Dring
Deloitte Limited
On behalf of the Auditor-General
Christchurch, New Zealand



24 April 2023

Ministry of Education Resourcing
PO Box 2522
CHRISTCHURCH 8140

Dear Sir/Madam

2022 Statement on Kiwisport funding

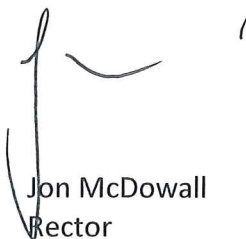
St Bede's College (Ministry of Education number 315) has sent the 2022 annual accounts to our auditors.

Part of the filing requirements is to provide a statement on the use of Kiwisport funding.

St Bede's College received \$20,200.70 in the 2022 year as Kiwisport funding as part of the operations grant.

The College had a domestic role of 802 students plus an additional 13 international students. The sports participation during the 2022 academic year at the College was 84%. The funding from Kiwisport contributes to the salary of the full-time Director of Sport, Mr Reuben Spicer.

Yours faithfully,



Jon McDowall
Rector

St Bede's College

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>The school:</i></p> <ul style="list-style-type: none">• Establishes and maintains high standards of interpersonal behaviour through its Code of Conduct, Employer Responsibility Policy, and Health and Safety Policy• Has an active health and safety committee• Has an active staff wellbeing committee• undertakes significant building and grounds health and safety work each year.
<p>What is in your equal employment opportunities programme?</p> <p>How are you recognising,</p> <ul style="list-style-type: none">– The aims and aspirations of Maori,– The employment requirements of Maori, and Greater involvement of Maori in the Education service? <p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>The school is committed to meet the following expectations:</i></p> <ul style="list-style-type: none">• a commitment to protecting the Catholic, Marist and Bedean faith at the College;• a commitment to the spirit and principles of the Treaty of Waitangi;• a culturally responsive, equal opportunities employer, including recognition of:<ul style="list-style-type: none">○ impartial and open selection and appointment procedures;○ fair rates of remuneration for skill, responsibilities and performance;○ an up-to-date job description that provides clear statements of your duties and your employer's expectations of you;○ adequate training and equipment to perform your duties;○ regular and appropriate feedback and communication on your work performance;○ effective communication of information;○ good and safe working conditions;

	<ul style="list-style-type: none"> ○ opportunity for the enhancement of your abilities; ○ freedom from harassment or discrimination in the workplace; ○ a commitment to a supportive and confidential Employee Assistance Programme; ○ appropriate disciplinary and dispute procedures and the opportunity for redress against unfair or unreasonable treatment by the employer.
How have you enhanced the abilities of individual employees?	<i>Personal and professional development programmes exist for over 50% of school employees. Funding and release time for these programmes are provided by the school.</i>
How are you recognising the employment requirements of women?	<p><i>The school:</i></p> <ul style="list-style-type: none"> • <i>Actively seeks to appoint female staff to senior and middle management positions if an imbalance exists</i> • <i>Facilitates working from home and other arrangements which support working parents</i> • <i>Provides spaces for breastfeeding mothers</i>

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

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

ST BEDE'S COLLEGE



ANALYSIS OF VARIANCE 2022

Strategic Aspiration: To provide students, staff and whanau with faith development through mahi tahi in prayer, social justice, engagement with the North Parish, leadership and service opportunities that form and develop Catholic Marist values in the students of today and our men of the future.	
Annual Objective 1: <ol style="list-style-type: none"> Provide targeted advice and guidance to project and change managers to ensure the Junior Curriculum design reflects and enhances our Catholic Special Character Community wide focus on service through Mana Tāne, Social Justice, House system and outreach programmes 	Annual Target/s: <ol style="list-style-type: none"> All areas of the Junior Curriculum are explicitly able to demonstrate how they contribute to our school vision, creed and Catholic Special Character 100% of students and staff engage in service
Target 1a. All areas of the Junior Curriculum are explicitly able to demonstrate how they contribute to our school vision, creed and Catholic Special Character	
Result Not yet completed. Deferred as part of our response to manage the impact of COVID-19.	
Analysis Faculties continue to work toward building Learning Packages and have been provided with a resource from Fr. Mark Walls to support them in this process. The completion of this component was due prior to launch in 2022 however as part of the project adjustment it will now be a living document and due for completion at the end of 2022.	
Target 1b. 100% of students and staff engage in service	
Result All ākonga and kaiako were assigned either an organised charity, through House group, or detailed their self-organised service e.g. gardening at grandparents through Mana Tāne. The first Service Day was 26 March 2021. Additional Service Days were cancelled due to Covid-19. Groups from boys studying Agriculture also undertook two days of service helping with the clean up after the Mid Canterbury flooding.	
Analysis Year one implementation has gone well. We have received and observed a lot of position feedback regarding our ākonga engaging in service. Looking ahead we need to refine who is overseeing what, at times the projects lacked some cohesion and clarity in terms of leadership and purpose.	
2022 Next Steps	
Strategic Goal: To provide students, staff and whanau with faith development through mahi tahi in prayer, social justice, engagement with the North Parish, leadership and service opportunities that form and develop Catholic Marist values in the students of today and our men of the future.	
Annual Objective 1: <ol style="list-style-type: none"> Provide targeted advice and guidance to project and change managers to ensure the Junior Curriculum design reflects and enhances our Catholic Special Character College wide focus on prayer 	Annual Target/s: <ol style="list-style-type: none"> All areas of the Junior Curriculum are explicitly able to demonstrate how they contribute to our school vision, creed and Catholic Special Character All ākonga and Kaiako will be taught traditional forms of prayer such as praying the Rosary in Religious Education classes and Mana Tāne sessions along with more contemporary forms of prayer throughout the year.

Strategic Aspiration: A local curriculum that aligns effective evidence-based pedagogies across teaching, learning and hauora, ensures each boy engages with, and receives a holistic education that reflects their individual needs, interests, hopes and aspirations.

Annual Objective 2:

- Effective coaching and a considered design framework enable HOFs and Faculties to complete the Junior Curriculum Design Tool (Project CuRe)
- Implement Heads of Year framework and coaching model

Annual Target/s:

- 100% of Faculties are ready for 2022 implementation of the revised Junior Curriculum.
- ADKAR assessment tool for all Heads of Years is at 3 or above across all domains at the end of 2021.

Target 2a. 100% of Faculties are ready for 2022 implementation of the revised Junior Curriculum.

Result

The ADKAR Change Management Process completed by faculties in Term 4 outlined a readiness across the College to move ahead with the implementation of the revised Year 9 and 10 programme in 2022. Key task summary is outlined below.

Completed Tasks	Ongoing in 2022
✓ Established a schoolwide vision and new strategic plan	➤ Complete Learning Cover Sheets (schemes) for each learning package
✓ Established a curriculum design tool and completed PROSCI Change Management training	➤ Identify and show how the Teaching Standards/Paerewa, including the Catholic Elaborations are brought to life in each learning package
✓ Identified schoolwide overarching capabilities	➤ Ensure learning packages, lesson sequences, content and delivery reflect our Catholic Special Character, including our Marist Charism
✓ Identified how to imbed the overarching capabilities into each learning area	➤ Ensure learning packages, lesson sequences, content and delivery are culturally responsive
✓ Identified the 'By the end of year 10' Learning Area Specific Capabilities	➤ Identify, and demonstrate how each learning package contributes to the implementation of the Digital Technologies curriculum
✓ Gathered a broad range of information about students' diverse strengths, learning needs, interests, aspirations and preferred ways of working in your curriculum area	➤ Incorporate RTI Literacy to each package/learning sequence
✓ Gathered information as to what skills, experiences and resources your kaiako bring	➤ Ongoing management, support and guidance of staff
✓ Gathered a broad range of information from whanau and the wider community in terms of what they would like to see within your curriculum area	➤ Implements effective assessment for learning practices across each package/learning sequence
✓ Considered best practice evidence as to what works in your learning area	➤ Design resources, structures etc. for each of the 2160 odd lessons
✓ Identified a draft range of learning package concepts that meet the needs, hopes and aspirations of your ākonga, kaiako and community	➤ Establish assessment criteria, matrix and reporting mechanisms for each learning package/s
✓ Identified your vision for ākonga in relation to each draft learning package	➤ Update faculty progress monitoring and evaluation procedures
✓ Selected the capabilities you wish to focus on for this rich learning opportunity	➤ Development of Project CuRe Progress Monitoring and Impact Tool
✓ Identified how learning packages best promote your learning area's specific capabilities	
✓ Identified people and community organisations that could support each draft learning opportunity	
✓ Held student and community consultation	
✓ Finalised learning packages after considering feedback from key stakeholders	
✓ Identified how final learning packages will work coherently to promote respective learning area specific capabilities	
✓ Identified how each learning package leads to a coherent curriculum pathway in each of the 8 curriculum learning areas.	
✓ Identified the AO's covered by each learning package, and identified possible assessment opportunities.	
✓ Completed high level staffing spreadsheet and needs analysis for 2021	
✓ Completed Learning modules for teaching standards, RTI & Digital Technologies	
✓ Finalise PLD modules to support cover sheet design for Catholic Special Character, Cultural Responsiveness and Assessment for Learning	
✓ Create and publish a Junior Curriculum Handbook	
✓ Determine the best way, and then provide course selection coaching for ākonga and whanau	
✓ Complete subject selection process	
✓ Update stationery lists	
✓ Create timetable, manage implications	
✓ Complete staffing allocations	
✓ Establish lesson sequence for each learning package	

Analysis

The establishment of a bespoke curriculum design tool provided the basis for ongoing collaboration and monitoring. Investing time and resource into this certainly paid off. Faculty leaders and their staff, under the guidance of their allocated coach, were able to walk their way through a very complex process that most had never undertaken before. Having a coach allocated to each faculty who used the PROSCI Change Management Process, enabled us to gather real time information and subsequently make the required adjustments in order to maintain coherence and momentum across the College.

The interruption to typical schooling mid Term 3 (with Delta), shifted our immediate focus and resulted in changes to our implementation plan. When considering all angles, the best option to take was to continue with Project CuRe but with adaptations to timelines, teacher work time and behind the scenes documentation. As a result, some tasks have been moved to 2022 (outlined above). Whilst this was initially disappointing, on reflection it could add real value to the end product as staff now have more of an opportunity to engage in ongoing evaluation as they continue to build and refine their courses.

After experiencing unforeseen timetabling issues, we decided to use student course selection information to create 'common classes' where ākonga are placed in a class based on learning interests and next steps. This ensured our tamariki could continue to experience a robust and balanced curriculum whilst having the ability to engage in learning that captures their imagination and curiosity with like-minded peers. In establishing the common classes, students will still receive their first selections for English, Math, Arts and Technologies and most of their other choices. In both Year 9 and 10, student timetables will include on average 85% of their selections.

Next steps include completing the curriculum design tool and evaluating our timetabling processes.

Target 2b. ADKAR Assessment Tool for all Heads of Year is at 3 or above across all domains at the end of 2021.

Result

Head of Year	'A'					'B'					'C'					'D'					'E'				
	A	D	K	A	R	A	D	K	A	R	A	D	K	A	R	A	D	K	A	R	A	D	K	A	R
Pre	1	4	3	4	3	4	4	3	4	3	4	4	2	3	4	3	4	4	3	3	3	3	3	3	3
Post	4	5	4	4	4	4	4.5	4	4.5	4	5	5	4	4	4	4	5	4	5	4	Not available				
Average	4.2					4.2					4.4					4.4									

Analysis

Heads of Year have evaluated their own practice and understanding of the change process using the ADKAR tool with all 5 scoring above our desired benchmark of 3. This tells us the strategies implemented through new coaching and pastoral frameworks have enabled our Heads of Year to grow and understand their role within the change process.

Future steps include all Heads of Year receive the same access to regular coaching and ensuring we use the latest self-assessments to continue to grow our staff in this area.

2022 Next Steps

Strategic goal: A local curriculum that aligns effective evidence-based pedagogies across teaching, learning and hauora, ensures each boy engages with, and receives a holistic education that reflects their individual needs, interests, hopes and aspirations.

Annual Objective 2:

1. Complete the curriculum design tool for Project CuRe
2. Evaluate in consultation with key stakeholders, senior learning pathways
3. Raise Level 3 achievement

Annual Targets:

1. Learning packages align to our vision and provide coherent and equitable learning pathways for all ākonga
2. Senior pathways framework established by end of 2022
3. >>> of clean data

Strategic Aspiration: A culturally responsive community ensures equitable access and outcomes for all rangitahi through whanaungatanga, ako and manaakitanga	
Annual Objective 3: a. Implement schoolwide Mana Tāne programme b. Maori identity, language and culture are enhanced through the establishment of the St Bede's Whare	Annual Target/s: a. 100% of students identify that there is someone in the College who cares about them b. Strategic and financial development plan completed in consultation with key stakeholders
Target 3a. 100% of students identify that there is someone in the College who cares about them	
Result Student Pulse - Is there is someone who cares about me? <ul style="list-style-type: none"> T1 – 89% T2 – 94% T4 – 92% Student Focus groups <ul style="list-style-type: none"> T2 – 100% T4 – 96% 	
Analysis Over 90% of ākonga at the college identify there is someone at school who cares about them. A significant number of students who did not identify someone, have significant wraparound support in the form of kaiako / HoY / CoW / CoE. Kaiako are advocating for students through pastoral care/academic/career pathway support and in doing so are developing deeper trusting connections with students. Ākonga are engaging more in screening tools knowing that this information is shared with their kaiako. 100% of whānau are reporting that they believe there is someone at school who cares about their son and 70% believe that Mana Tāne is having a positive influence on them while 30% reported somewhat. Whilst we have not met the 100% target, it is clear the implementation of Mana Tāne has been successful when you consider only 65% of students would have previously accessed their tutor for support.	
Target 3b. Strategic and financial development plan completed in consultation with key stakeholders	
Result Despite ongoing efforts to engage with local iwi through different avenues, we were unable to establish formal consultation as we had hoped. As a result, we have pressed on and completed structural and aesthetic changes to the Whāre within an operational model.	
Analysis Whilst we were not able to engage deeply with local iwi regarding the Whāre and our cultural narrative, our COL WSL has been able to identify and connect with whānau connected to the St Bede's community who are willing to support and advise the College as we explore how we can give effect to Mana ōrite mō te Mātauranga Māori. Our next steps in this is to use the ongoing work in across the curriculum as the medium for this.	
2022 Next Steps	
Strategic Aspiration: A culturally responsive community ensures equitable access and outcomes for all rangitahi through whanaungatanga, ako and manaakitanga.	
Annual Objective 3: 1. Evaluate the coherence between our Catholic special character, our existing behaviour policies, cultural responsiveness and positive education 2. Mana Ōrite mō te Mātauranga Māori and Te tiriti o Waitangi are embedded into curriculum pathways	Annual Target/s: 1. Catholic special character and positive education underpin culturally responsive schoolwide behaviour policies and practices 2. Where possible and appropriate, Te ao Māori and mātauranga Māori are integrated into junior learning packages and Mana Tāne

Strategic Aspiration: Effective governance, human capital & commercial strategy enable the College to develop its rangatahi & kaimahi through quality infrastructure, right resourcing and future focused sustainable practices.

Annual Objective 4:

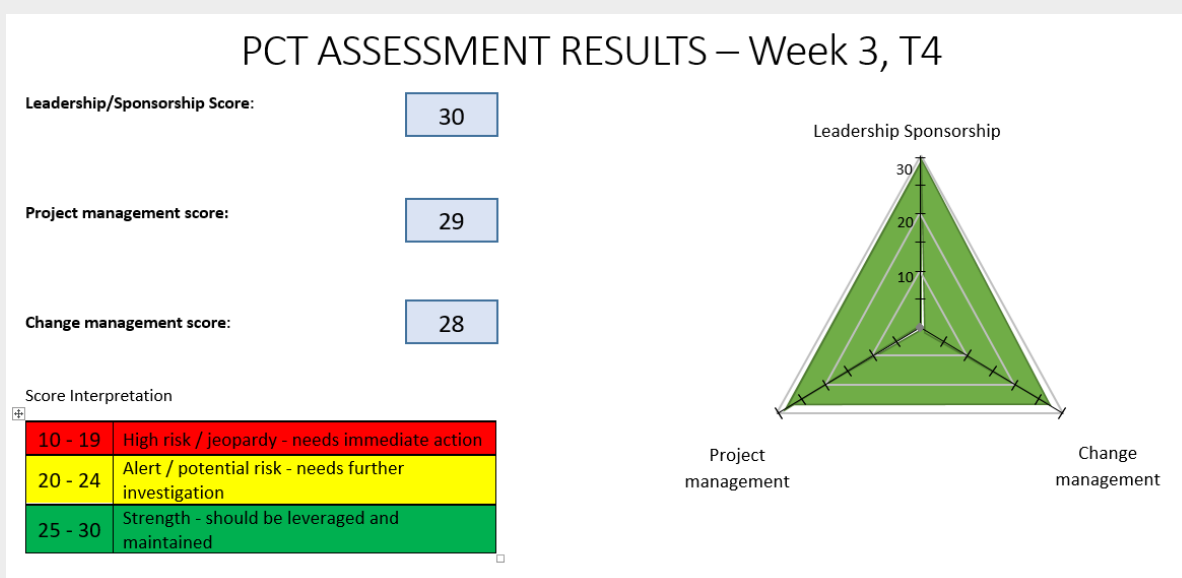
- Implement PROSCI ADKAR model to support and monitor the 'people' component of the change management process regarding development of the Junior Curriculum
- Developing capacity and leadership skills throughout the College
- Plan and implement a long-term engagement, communication and fundraising strategy

Annual Target/s:

- PROSCI PCT Assessment scores are 25 and above by end of 2021
- Hoben Programme is established ready for implementation in 2022
- 25% growth of our database, communication reach, event engagement and philanthropy from our wider St Bede's Community

Target 4a.- Prosci PCT Assessment scores are 25 and above by end of 2021.

Result



Analysis

Based on the criteria for each area, we are in a very strong position to effect the desired change. All three areas are well into the green, making them a strength. The local Curriculum Design Tool enabled faculties to work through the change process with a clear understanding of expectations, next steps and timelines.

Adjustments made throughout the year in response to COVID-19 and the subsequent school interruptions and pressure points, ensured the process continued with revised timelines and targets for faculties. Staff worked incredibly hard to get to this point and are very much looking forward to the ongoing evolution of the Junior Curriculum.

Adjusting the Curriculum Design Tool for 2022 and the establishment of a Project CuRe Impact Tool will enable us to evaluate the ongoing effect of the change to our ākonga, kaimahi and whānau.

Annual Target 4b - Hoben programme is established ready for implementation in 2022.

Result

Hoben Programme 2022

Developing our College and its kaiako for the future by connecting faith, learning and evaluation.

Hui katoa

(collectively, altogether)

- Professional Growth Cycle - SLT to complete for all staff
- Project CuRe - Effective pedagogy in action
- Senior pathways & NCEA change
- Kāhui Raki Hub
- Mana Tāne

Pūreirei

(small group, cluster)

- Auaha Kounga Rōpu - Shaping quality & excellence
- Marist Future Leaders Programme
- Understanding Behaviour and Responding - Open to all staff, but includes pastoral, boarding
- Needs based PLD

Takitahi

(individualised)

- Based on PCG goals

Analysis

The Hoben programme forms the basis of our deliberate strategy of developing capacity and leadership skills throughout the College. We have applied an RTI model to the programme to ensure our core business and subsequent growth strategies are undertaken by all, with more bespoke/small group pathways open to interested groups across the College.

The formation of the Auaha Kounga rōpū was the first step at tier 2. The rōpu's function is to ensure the College maintains a future focus by drawing on research, evidence and best practice to inform, advise and support the SLT, Heads of Faculty and the Pastoral team in the design and implementation of current and future works. Their initial work for 2022 and beyond will focus on the following areas:

- ✓ Ensuring effective pedagogy underpins Project CuRe
- ✓ Enhancing wellbeing and pastoral models through Positive Education
- ✓ Developing senior learning pathways (incorporating assessment) that are culturally responsive to the needs, hopes and aspirations of each young man

Each of these focus areas closely aligns to the strategic aspirations and annual goals for 2022.

Pending changes to our PGC will provide better pathways to identify individual teacher goals and areas of interest for professional development.

Next steps include revising the PGC as outlined, respective SLT members implementing tier 1 & 2 projects whilst upskilling those in their respective rōpu's, looking at ways for this model to incorporate non-teaching staff and other opportunities to add in at Tier 1 & 2 in relation to our Catholic special character and Marist Charism.

Annual Target 4c.25% growth of our database, communication reach, event engagement and philanthropy from our wider St Bede's Community

<p>Result</p> <p>Our database growth has exceeded our target of 25%, with our Alumni constituents recorded at 15,535 and our newsletter subscribers increasing by 35% to 2462. This increase is also indicated in our communication reach, not only with the additional 660 alumni newsletter subscribers, but also for our College community with the successful implementation of our School App and our Sports Portal. We have been unable to increase our event engagement due to the restrictions that COVID-19 has put on, with limited events able to proceed, which has in turn effected our growth in Philanthropy with our long-term fundraising campaign launch delayed until 2022.</p>	
<p>Analysis</p> <p>The significant growth in our constituency in our Alumni database and newsletter subscriptions have resulted from the implementation of systems to proactively capture and efficiently record detailed information. We have also dedicated time to capturing a broader range of information on our constituents in the database, which allows us to involve and communicate with our Alumni better, resulting in a more engaged community who are opting in on our communications and events. This along with the new initiatives implemented within our College Community, such as the Sports Portal and School App, are giving us access to engage with a wider group in a more efficient way. In addition, the improved scope of content included in our publications for our wider Bedean Community are attracting interest and uptake.</p> <p>From this growth and the increased use of our database information, it has highlighted the need for a more functional database, particularly in preparation for a philanthropic approach to a long-term fundraising campaign, where we are dependent on good information of our Alumni, and succession planning is vital.</p> <p>Although we have been unable to offer as many events as we had hoped in 2021, we have had good uptake on those we have offered and we have managed to re-engage with a number of Old Boys.</p> <p>With an almost event free year, we became aware that timing was not right to launch a fundraising campaign. Although we shifted the focus for the launch to 2022, we have progressed the planning and platform for the appeal significantly. We have undertaken a review of all governance documentation, strongly focusing on the structure of the Foundation. We have our plans and key messages signed off by Boards and Foundation, our gifting packages confirmed with a strong focus on growth of the Foundation Endowment Fund and the next phase of the capital campaign, and our campaign resources in draft format. We are on target to launch a campaign in 2022, and start to implement a culture of Philanthropy at St Bede's.</p>	
<p>2022 Next Steps</p>	
<p>Strategic goal: Effective governance, human capital & commercial strategy enable the College to develop its rangatahi & kaimahi through quality infrastructure, right resourcing and future focused sustainable practices.</p>	
<p>Annual Objective 4:</p> <ol style="list-style-type: none"> 1. Implementation of St Bede's College Sports and Hauora Strategy 2. Implementation of the Advancement Model 3. Implementation of a long-term fundraising campaign 4. Plan and implement a strategy to achieve financial resilience 5. In conjunction with students, develop a strategy to reduce energy consumption, waste, and carbon emissions. 	<p>Annual Objective 4:</p> <ol style="list-style-type: none"> 1. What is it we want to achieve here? 2. Advance mission appropriate constituent relations through the integration of the Colleges enrolment, marketing and communications, and development programmes. 3. Encourage donations including major gifts and bequests. The primary focus over 10 years is to raise \$10 million dollars for the Foundation Endowment Fund and \$10 million toward the next phase of Capital Development. In 2022 we aim to secure lead donors for the campaign. 4. Realign human, physical, and financial resources during 2022 to ensure the Board of Trustees can adopt an achievable surplus budget for 2023. 5. Investigate and implement programs and technology which reduce the College's carbon footprint.

Strategic Aspiration: St Bede's is enriched through global connections in learning, faith and culture.	
Annual Objective 5: a. Develop a future focused strategic pathway for international programmes that incorporates recommendations from the internal evaluation of 2020.	Annual Target/s: a. Strategic plan provides a framework for 30% growth of our international programmes for 2022
Target 5a. - Strategic plan provides a framework for 30% growth of our international programmes for 2022	
Result We have not been able to take on any additional international enrolments due to the ongoing pandemic and our borders remaining closed to non-NZ residents. The College's international student numbers for 2022 are as forecasted.	
Analysis A review of the International Department has been completed with the restructured model ready for implementation. This included ensuring our operational expenditure is in line with the relative income, aligning enrolment and marketing with the Community Office Advancement Model being implemented from 2022. The department is now well placed for growth both in the short and long term with key personnel identified and retained as part of the realignment. A clear strategic growth plan needs to be completed in Term One in preparation for the borders opening for international students toward the second half of 2022.	
2022 Next Steps	
Strategic goal: St Bede's is enriched through global connections in learning, faith and culture.	
Annual Objective 5: 1. Revised International strategic pathway is developed and implemented	Annual Objective 5: 1. International student enrolments for 2023 exceed 20 FTE and 8 equivalent FTE through IRP