



VERDON COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 408

Principal: Jarlath Kelly

School Address: 210 Rockdale Road, Invercargill, 9840.

School Postal Address: PO Box 645, Invercargill, 9840.

School Phone: 03 2169039

School Email: admin@verdoncollege.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained
Tim Ward	Chair Person	Re- Appointed May 2016
Jarlath Kelly	Principal	
Latasha Edwards	Parent Rep	Re- Elected May 2019
Mark Doggett	Parent Rep	Re- Elected May 2019
Paul Esplin	Parent Rep	Appointed December 2019
Maria Thurlow	Proprietors Rep	Re- Appointed May 2016
Maria Mulligan	Proprietors Rep	Appointed September 2019
Father Pat McGettigan	Proprietors Rep	Appointed May 2018
James McFelin	Staff Rep	Elected June 2019
Bryce Hanson	Staff Rep	Elected May 2017
Calvin Jenkins	Student Rep	Elected Nov 2019

VERDON COLLEGE

Financial Statements - For the year ending 31 December 2019

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VERDON COLLEGE

Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Full Name of Board Chairperson

Full Name of Principal

Signature of Board Chairperson

Signature of Principal

Date:

Date:

VERDON COLLEGE

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	5,765,604	5,478,091	5,393,214
Locally Raised Funds	3	652,005	626,428	737,067
Use of Land and Buildings Integrated		2,312,800	1,751,200	1,751,200
Interest Earned		7,137	7,000	7,364
International Students	4	884	-	884
		<u>8,738,430</u>	<u>7,862,719</u>	<u>7,889,729</u>
Expenses				
Locally Raised Funds	3	624,212	602,131	580,882
International Students	4	-	-	-
Learning Resources	5	4,836,006	4,633,813	4,612,415
Administration	6	349,717	334,700	335,490
Property	7	2,737,481	2,211,869	2,288,820
Depreciation	8	100,579	80,000	92,952
Loss on Disposal of Property, Plant and Equipment		12,812	-	49,632
		<u>8,660,808</u>	<u>7,862,513</u>	<u>7,960,192</u>
Net Surplus / (Deficit)		77,622	206	(70,463)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>77,622</u></u>	<u><u>206</u></u>	<u><u>(70,463)</u></u>

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

VERDON COLLEGE**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January	<u>575,861</u>	<u>575,861</u>	<u>619,749</u>
Total comprehensive revenue and expense for the year	77,622	206	(70,463)
Owner transactions			
Contribution - Furniture and Equipment Grant	25,314	-	26,575
Equity at 31 December	<u>678,797</u>	<u>576,067</u>	<u>575,861</u>
Retained Earnings	678,797	576,067	575,861
Equity at 31 December	<u>678,797</u>	<u>576,067</u>	<u>575,861</u>

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

VERDON COLLEGE
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	180,209	272,405	192,199
Accounts Receivable	10	447,928	337,730	337,730
GST Receivable		7,125	19,764	-
Prepayments		7,328	3,685	3,686
Inventories	11	14,960	9,660	9,660
Investments	12	231,646	225,109	225,109
		<hr/>	<hr/>	<hr/>
		889,196	868,353	768,384
Current Liabilities				
GST Payable		-	-	2,347
Accounts Payable	14	395,673	369,857	369,857
Revenue Received in Advance	15	103,130	101,527	101,527
Provision for Cyclical Maintenance	16	75,850	67,386	159,584
Finance Lease Liability - Current Portion	17	12,187	7,016	7,016
		<hr/>	<hr/>	<hr/>
		586,840	545,785	640,331
Working Capital Surplus		302,356	322,568	128,053
Non-current Assets				
Property, Plant and Equipment	13	543,654	487,127	589,238
		<hr/>	<hr/>	<hr/>
		543,654	487,127	589,238
Non-current Liabilities				
Provision for Cyclical Maintenance	16	136,500	205,161	112,963
Finance Lease Liability	17	30,713	28,467	28,467
		<hr/>	<hr/>	<hr/>
		167,213	233,628	141,430
Net Assets		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		678,797	576,067	575,861
Equity				
		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		678,797	576,067	575,861

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

VERDON COLLEGE**Cash Flow Statement**

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,600,152	1,528,039	1,449,401
Locally Raised Funds		607,709	443,222	704,939
International Students		884	-	884
Goods and Services Tax (net)		12,639	-	(11,699)
Payments to Employees		(642,732)	(524,199)	(612,374)
Payments to Suppliers		(1,535,659)	(1,373,856)	(1,327,721)
Interest Received		7,137	7,000	7,364
Net cash from / (to) the Operating Activities		50,130	80,205	210,794
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(89,918)	-	(286,697)
Purchase of Investments		(6,537)	-	(6,657)
Net cash from / (to) the Investing Activities		(96,455)	-	(293,354)
Cash flows from Financing Activities				
Furniture and Equipment Grant		25,314	-	26,575
Finance Lease Payments		7,417	-	21,755
Funds Administered on Behalf of Third Parties		1,603	-	16,809
Net cash from Financing Activities		34,334	-	65,139
Net increase/(decrease) in cash and cash equivalents		(11,990)	80,205	(17,421)
Cash and cash equivalents at the beginning of the year	8	192,199	192,199	209,620
Cash and cash equivalents at the end of the year	8	180,209	272,405	192,199

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.

VERDON COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

VERDON COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2019

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.

VERDON COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2019

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. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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

i) Inventories

Inventories are consumable items held for sale and comprise of canteen stock 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.

Prior Year Policy

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

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.

VERDON COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2019

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

Property, plant and equipment acquired with individual values under \$2,000 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	5–10 years
Information and communication technology	3–5 years
Plant and Machinery	5-10 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

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

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

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its 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.

VERDON COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2019

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

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 students, international students (when applicable) 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.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

VERDON COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2019

r) Provision for Cyclical Maintenance

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

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

s) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" 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.

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.

q) Budget Figures

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

r) 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.

VERDON COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2019

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	1,459,107	1,420,986	1,345,588
Teachers' salaries grants	4,196,135	3,950,052	3,950,052
Other MoE Grants	110,363	107,053	97,575
	<u>5,765,604</u>	<u>5,478,091</u>	<u>5,393,214</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<i>Revenue</i>			
Donations	39,523	45,000	115,951
Activities revenue	286,659	287,771	320,934
Trading revenue	158,577	157,616	152,616
Other revenue	167,246	136,041	147,566
	<u>652,005</u>	<u>626,428</u>	<u>737,067</u>
<i>Expenses</i>			
Activities expense	251,858	287,771	243,610
Trading expense	155,256	152,616	143,960
Other expense	217,098	161,744	193,312
	<u>624,212</u>	<u>602,131</u>	<u>580,882</u>
<i>Surplus for the year Locally raised funds</i>	<u>27,793</u>	<u>24,297</u>	<u>156,185</u>

4. International Student Revenue and Expenses

	2019	2019	2018
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	0	0	0
	<u>0</u>	<u>0</u>	<u>0</u>
	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<i>Revenue</i>			
International student fees	884	-	884
<i>Expenses</i>			
Commissions	-	-	-
<i>Surplus for the year International Student</i>	<u>884</u>	<u>-</u>	<u>884</u>

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	210,348	308,236	261,846
Learning Resources Library resources	4,980	14,661	5,265
Learning Resources Employee benefits - salaries	4,575,476	4,277,116	4,320,260
Staff Development	45,202	33,800	25,044
	<u>4,836,006</u>	<u>4,633,813</u>	<u>4,612,415</u>

VERDON COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2019

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	7,303	-	5,297
Board of Trustees Fees	3,300	-	3,685
Board of Trustees Expenses	1,984	6,000	2,550
Communication	6,005	-	7,391
Operating Lease	39,116	15,000	46,882
Postage	20,899	-	24,965
Other Admin costs	63,780	116,000	54,249
Admin Employee Benefits - Salaries	189,832	181,000	174,097
Insurance	17,498	16,700	16,374
	<u>349,717</u>	<u>334,700</u>	<u>335,490</u>

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	19,983	20,000	17,611
Consultancy and Contract Services	116,851	125,669	120,481
Cyclical Maintenance Provision	(46,586)	15,000	54,780
Grounds	7,208	-	3,688
Heat, Light and Water	131,244	126,000	122,853
Rates	5,631	-	5,472
Repairs and Maintenance	110,714	95,000	133,872
Use of Land and Buildings - Integrated	2,312,800	1,751,200	1,751,200
Security	7,724	-	7,084
Property Employee Benefits - Salaries	71,912	79,000	71,779
	<u>2,737,481</u>	<u>2,211,869</u>	<u>2,288,820</u>

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

8. Depreciation of Property, Plant and Equipment

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Depn Furniture and Equipment	42,345	-	45,149
Depn Information and Communication Technology	26,750	80,000	20,667
Depn Motor Vehicles	4,447	-	4,447
Depn Leased Assets	20,343	-	15,686
Depn Library Resources	6,694	-	7,003
	<u>100,579</u>	<u>80,000</u>	<u>92,952</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Current Account	50,311	139,928	59,722
Bank Call Account	129,898	132,477	132,477
Short-term Bank Deposits with a Maturity of Three Months or Less	-	-	-
	<u>180,209</u>	<u>272,405</u>	<u>192,199</u>

The carrying value of short-term deposits with maturity dates of three months or less approximates their fair value.
The credit card facility limit is \$15,000.

VERDON COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2019

10. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	183,129	169,422	138,833
Debtor Ministry of Education	31,979	-	-
Allowance for credit/losses	(60,391)	(60,391)	(60,391)
Teacher Salaries Grant Receivable	293,211	228,699	259,288
	<u>447,928</u>	<u>337,730</u>	<u>337,730</u>
Receivables from Exchange Transactions	122,738	109,031	78,442
Receivables from Non-Exchange Transactions	325,190	228,699	259,288
	<u>447,928</u>	<u>337,730</u>	<u>337,730</u>

11. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms/Canteen	14,960	9,660	9,660
	<u>14,960</u>	<u>9,660</u>	<u>9,660</u>

12. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	231,646	225,109	225,109

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2019.

13. Property, Plant and Equipment

	Opening					Total (NBV)
	Balance (NBV)	Additions	Disposals	Impairment	Depreciation	\$
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	427,664	18,226	(28,015)	-	(42,345)	375,530
Information and Communication	57,932	38,848	(2,697)	-	(26,750)	67,333
Motor Vehicles	32,501			-	(4,447)	28,054
Leased Assets	31,460	23,689			(20,343)	34,806
Library Resources	39,681	9,155	(4,211)	-	(6,694)	37,931
Balance at 31 December 2019	<u>589,238</u>	<u>89,918</u>	<u>(34,923)</u>		<u>(100,579)</u>	<u>543,654</u>

The net carrying value of equipment held under finance lease is \$50,054 (2018: \$31,460)

	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value
2019	\$	\$	\$
Furniture and Equipment	525,017	(149,487)	375,530
Information and Communication	125,878	(58,545)	67,333
Motor Vehicles	44,469	(16,415)	28,054
Leased Assets	84,092	(49,286)	34,806
Library Resources	74,403	(36,472)	37,931
Balance at 31 December 2019	<u>853,859</u>	<u>(310,205)</u>	<u>543,654</u>

VERDON COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2019

2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Furniture and Equipment	250,956	242,260	(20,403)	-	(45,149)	427,664
Information and Communication Technology	83,329	23,564	(28,294)	-	(20,667)	57,932
Motor Vehicles	36,948			-	(4,447)	32,501
Leased Assets	12,866	34,280			(15,686)	31,460
Library Resources	38,913	8,705	(934)	-	(7,003)	39,681
Balance at 31 December 2018	423,012	308,809	(49,631)	-	(92,952)	589,238

2018	Cost or Valuation \$	Accumulated Depc \$	Net Book Value \$
Furniture and Equipment	579,375	(151,711)	427,664
Information and Communication Technology	112,915	(54,983)	57,932
Motor Vehicles	44,469	(11,968)	32,501
Leased Assets	60,403	(28,943)	31,460
Library Resources	81,864	(42,183)	39,681
Balance at 31 December 2018	879,026	(289,788)	589,238

14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	17,020	79,087	44,789
Accruals	7,340	48,693	48,693
Banking Staffing Overuse	57,052	(5,610)	(5,610)
Employee Benefits Payable - Salaries	293,211	228,700	259,288
Employee Benefits Payable - Leave Accrual	21,050	18,987	22,697
	395,673	369,857	369,857
Payables for Exchange Transactions	395,673	369,857	369,857
	395,673	369,857	369,857

The carrying value of payables approximates their fair value.

VERDON COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2019

15. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	103,130	101,527	101,527
	<u>103,130</u>	<u>101,527</u>	<u>101,527</u>

16. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	272,547	272,547	237,706
Increase to the Provision During the Year	37,148	37,148	28,054
Use of the Provision During the Year	(13,611)	(37,148)	6,787
Adjustment to the Provision	(83,734)	-	-
Provision at the End of the Year	<u>212,350</u>	<u>272,547</u>	<u>272,547</u>
Cyclical Maintenance - Current	75,850	67,386	159,584
Cyclical Maintenance - Term	136,500	205,161	112,963
	<u>212,350</u>	<u>272,547</u>	<u>272,547</u>

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for laptops. Minimum lease payments payable:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	12,187	7,016	7,016
Later than One Year and no Later than Five Years	30,713	28,467	28,467
Later than Five Years	-	-	-
	<u>42,900</u>	<u>35,482</u>	<u>35,483</u>

18. 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 Bishop Colin Campbell is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred, have been disclosed appropriately with an indication of the amount where relevant.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 2. The estimated value of this use during 2019 is included in the Statement of Comprehensive Revenue and Expense as "Use of Land and Buildings".

VERDON COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2019

The Catholic Education (Invercargill) Charitable Trust provided \$15,000 in Marist Scholarships to Verdon College students during the year. (Prior year \$16,000). Mr T Ward and Mr J Kelly are Trustees of this Trust, and their appointment as Trustees is due to the Trustee and Principal positions held at Verdon College.

Mr J Kelly, Principal of Verdon College, is a trustee of the Invercargill Secondary Schools' Network Trust.

19. Remuneration

Key management personnel compensation

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

	2019	2018
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,300	3,685
Full-time equivalent members	0.20	0.20
<i>Leadership Team</i>		
Remuneration	1,947,145	1,159,257
Full-time equivalent members	21.00	12.00
Total key management personnel remuneration	<u>1,950,445</u>	<u>1,162,942</u>
Total full-time equivalent personnel	<u>21.20</u>	<u>12.20</u>

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

Principal

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

	2019	2018
	Actual	Actual
	\$000	\$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	0	0

Other Employees

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

	2019	2018
	FTE Number	FTE Number
	\$000	\$000
100 - 110	3	1
	<u>3</u>	<u>1</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2019	2018
	Actual	Actual
	\$	\$
Total	0	0
Number of People	0	0

VERDON COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2019

21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019. (Contingent liabilities and assets at 31 December 2018: nil).

22. Commitments

(a) Capital Commitments

As at 31 December 2019 there were no Capital Commitments.

(Capital commitments at 31 December 2018: \$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 has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

	2019 Actual \$	2018 Actual \$
a) Photocopier lease		
No later than One Year	11,625	3,398
Later than One Year and no Later than Five years	58,125	-
	<u>69,750</u>	<u>3,398</u>

23. 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.

24. Financial Instruments

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

Financial assests measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	180,209	272,405	192,199
Receivables	447,928	337,730	337,730
Investments - Term Deposits	231,646	225,109	225,109
Total Loans and Receivables	<u>859,783</u>	<u>835,244</u>	<u>755,038</u>

Financial liabilities measured at amortised cost

Payables	395,673	369,857	369,857
Finance Leases	42,900	-	35,483
Total Financial Liabilites Measured at Amortised Cost	<u>438,573</u>	<u>369,857</u>	<u>405,340</u>

VERDON COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2019

25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

We believe that at this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

26. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 9 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.



VERDON COLLEGE

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Website: www.verdoncollege.school.nz

Verdon College Variance Report for the Year Ending 31 December 2019

Principal's Comment

2019 has been another extremely positive year for Verdon College in terms of delivering very positive outcomes for the students and community of the college. This past year has ongoing focus in the delivery of a broad and varied curriculum designed to provide successful pathways for our students towards employment of further education while maintaining a breadth of experiences to assist students develop a broad understanding of the world around them. Our continued focus on implementing strategies that support and maximize the achievement of Maori students has once again generated really positive achievement for Maori students with these students again near parity with the achievement of all other students at NCEA Level 1, parity at NCEA Level 2 and an extremely positive result in excess of parity and overall target at NCEA Level 3. The achievement of all Verdon College students continues to be amongst the highest in the Otago/Southland region.

During 2019 the College has continued to build on the quality of educational experiences with embedding learnings from the implementation of a focus on our Verdon College has SOUL concept underpinned by PB4L and ongoing professional development to support the success of all learners. Our continued focus on developing each of our students as a holistic learner has provided them with further support to achieve in a continually variety of number of ways. As in the last few years there has been an ongoing commitment by staff in professional learning of the use of IT technology to support students learning both in and beyond the classroom has provided significant flexibility to learning opportunities for students and has contributed to our ongoing success.

Our Catholic values and associated caring approach to education to support students and facilitate their success has had an ongoing positive effect on our roll. The College has a waiting list for enrolment and this has put pressure on the College to provide access for all Catholic families seeking to enroll. The College has implemented an enrolment scheme in order to manage enrolment to Verdon College. There remains a tension in providing priority education for Catholic families while attempting to provide space for those students in need from our wider community that have benefited in the past from a Verdon College education

The College continues to look for a variety of ways to develop the delivery of our curriculum and broaden the experience of our students while at the College. The staff of the College are continuing to challenge themselves to provide the best possible quality education for the students of our community. The staff and the wider community are proud of their achievements in contributing to effective partnerships that effectively support all of our students reach their full and unique potential.

Jarlath Kelly

Principal

Student Achievement Goal 1

Achieve increased success for the students of Verdon College by achieving the following targets for student attainment of NCEA qualifications.

NCEA Level 1 90%, NCEA Level 2 90%, NCEA Level 3 80%

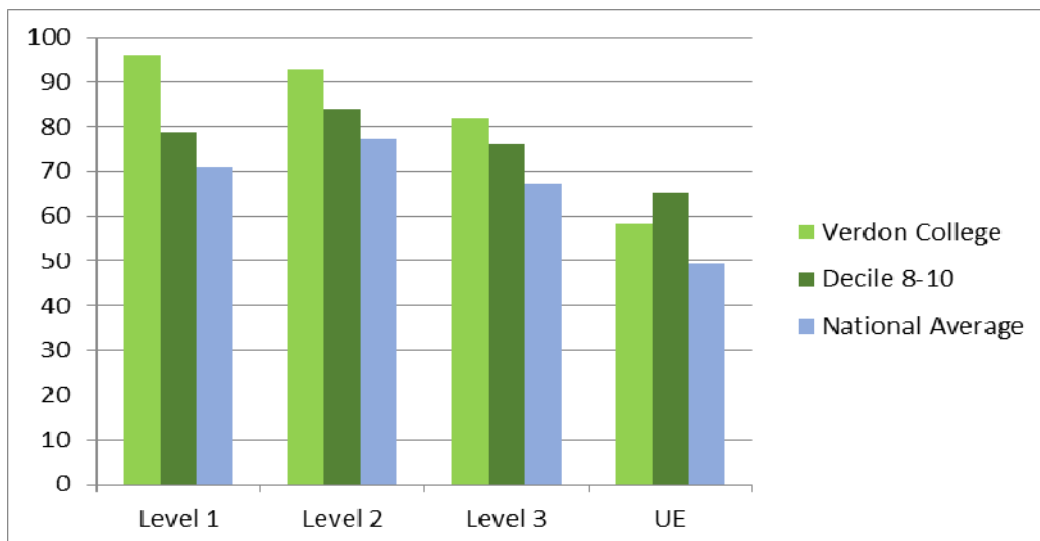
Strategies Undertaken

- Monitoring students' success through mentoring programmes for year 11 to 13 students.
- Focus on implementation of the Verdon College has SOUL concept in all classrooms.
- Develop staff capabilities through effective professional learning and through school wide participation in PD focussed on imbedding best teacher practice.

Analysis NCEA Results 2019 (Roll Based)

	Level 1	Level 2	Level 3	UE
Verdon College	95.7	92.7	81.8	58.2
Decile 8-10	78.8	84.2	76.3	65.3
National Average	70.9	77.4	67.2	49.3

Percentage of Student Achievement in NCEA and University Entrance



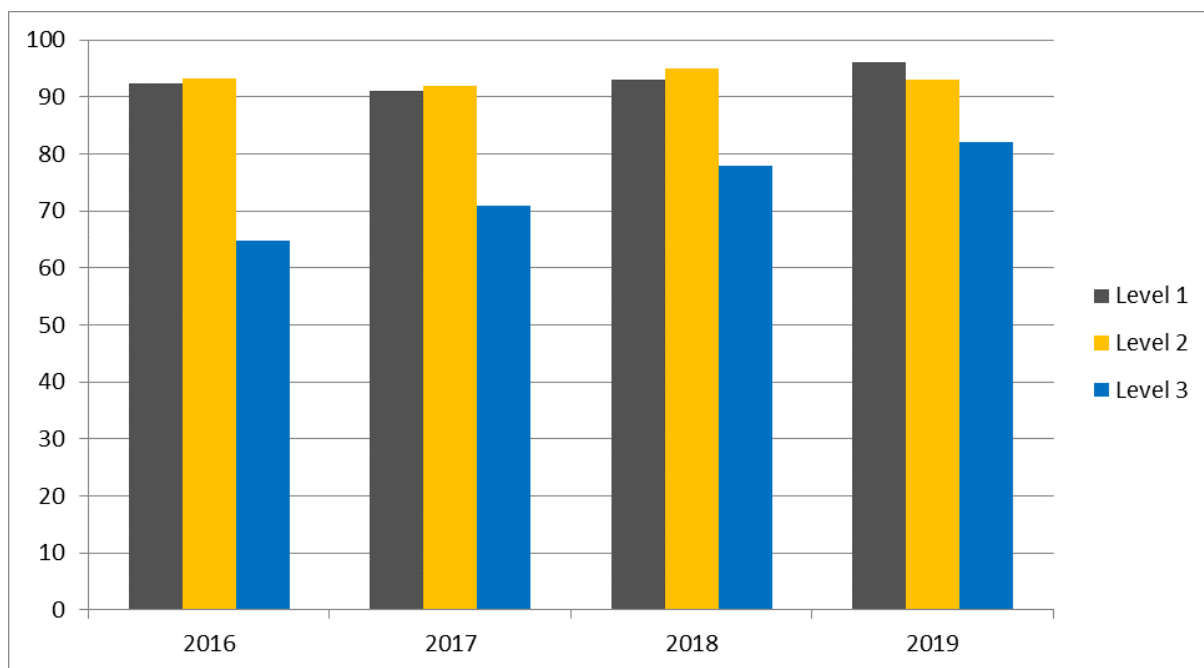
Evaluation

The College has again achieved all three targets in relation to achievement in NCEA. The achievement of UE while pleasing each year represents a figure which incorporates those students focus on Level 3 courses leading to employment or other careers training where UE is not a requirement for their successful career pathway. We are very proud to have achieved these aspirational goals which put our achievement for all levels of NCEA amongst the highest in Otago and Southland. The level of achievement in relation to national averages and school on the decile 8-10 bracket in 2019 is extremely positive with significant improvement at Year 13. Our focus is on ensuring students in Year 13 are at College to focus on achievement of Level 3 and UE and engaged fully in an academic programme.

Verdon College Historical Comparison (Roll Based)

	2016	2017	2018	2019
Level 1	92.4	91.1	92.8	95.7
Level 2	93.2	91.1	95.1	92.7
Level 3	64.7	71.2	78.2	81.8

Student Achievement Percentage Pass Rate of NCEA



Evaluation

The historical comparison of roll based statistics for the achievement of NCEA qualifications by students at Verdon College clearly shows ongoing high levels of achievement and success for our students. The results for 2019 once again show particularly high levels of achievement for students at Level 1, 2 and Level 3. There has been some improvement at the Year 13 level and achievement of NCEA level 3. This is a positive endorsement of planning and mentoring of students at the end of Year 12 and beginning of Year 13 around course selection and goals. We have been particularly pleased with continuing improvement of results at Year 13 which is a positive endorsement of our recent changes to processes and systems to support students' pathways throughout the senior school of the College.

Student Achievement Goal 2

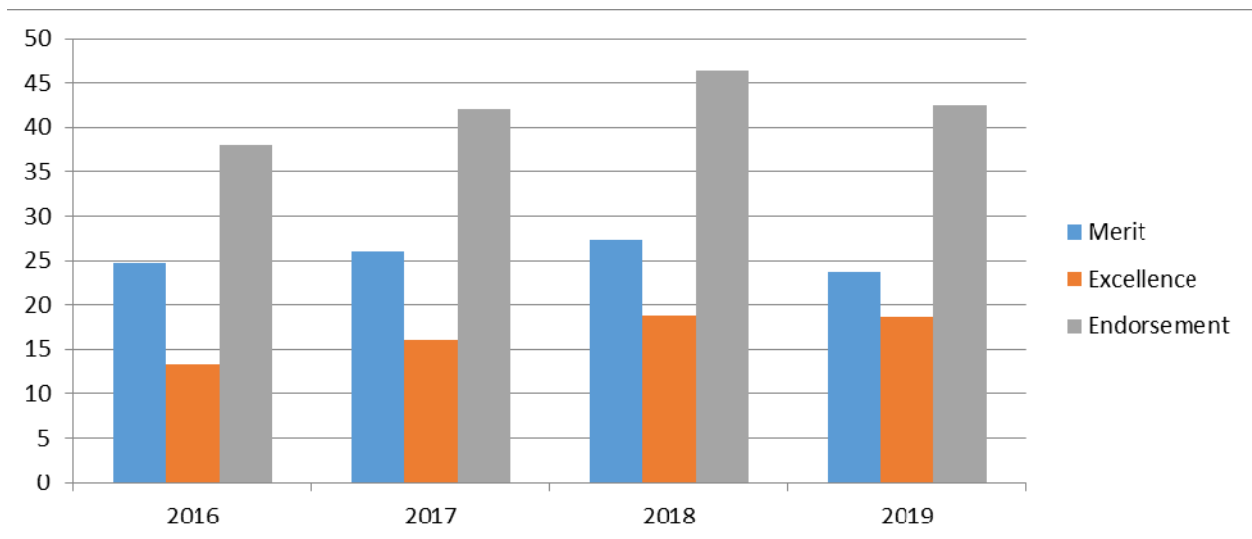
Achieve the following levels of certificate Endorsement in NCEA Level 1 50% - 30% Merit, 20% Excellence
 Level 2 45% - 30% Merit, 15 % Excellence Level 3 40% - 25% Merit, 15% Excellence

Strategies

- Support student success through mentoring programmes for year 11 to 13 students.
- Identifying and mentoring students of talent and ability in specific subject areas for each student.
- Classroom teachers focussing on conveying criteria for endorsement grades.
- A focus on preparation for external assessment towards supporting further success in examinations.

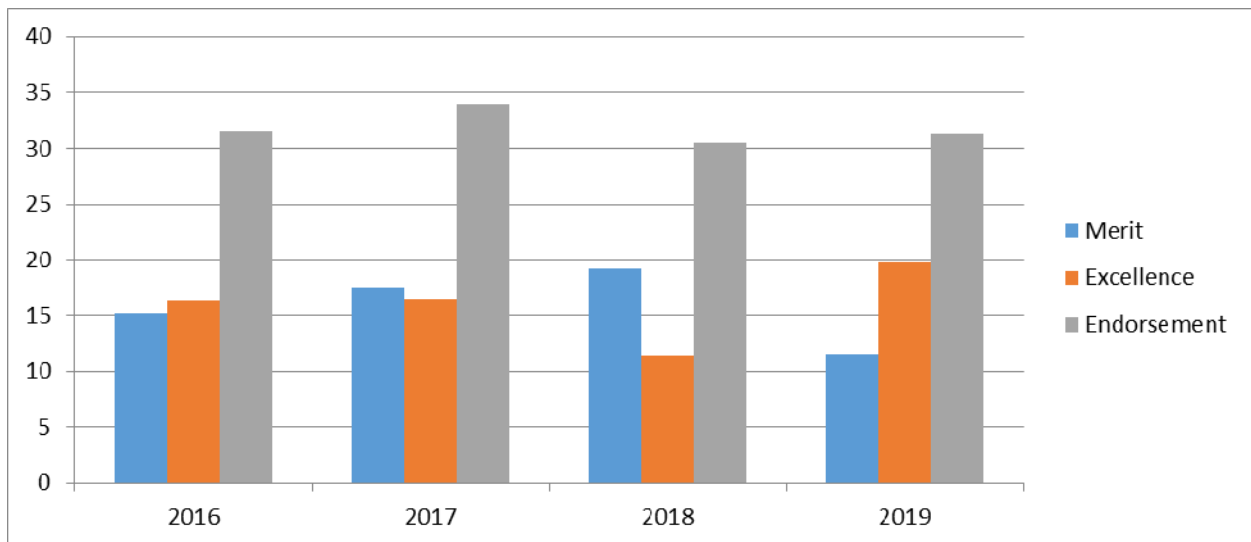
Year 11 Endorsement Historical Comparison (Roll based)

	2016	2017	2018	2019
Merit	24.8	26	27.4	23.7
Excellence	13.3	16	18.9	18.7
Endorsement	38.1	42	46.3	42.4



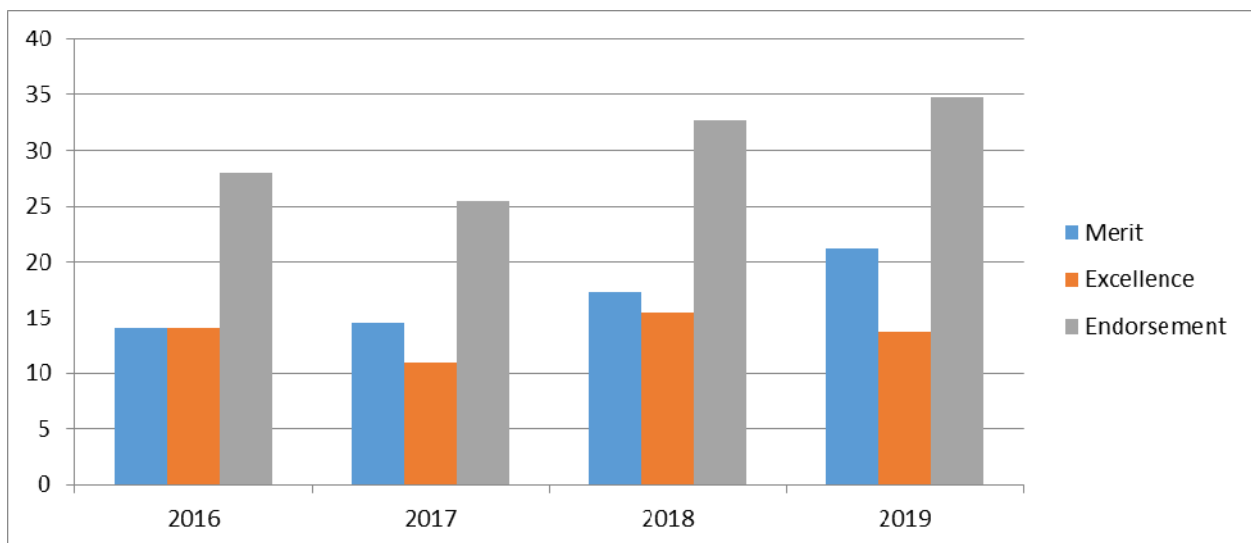
Year 12 Endorsement Historical Comparison (Roll based)

	2016	2017	2018	2019
Merit	15.1	17.5	19.2	11.5
Excellence	16.4	16.5	11.3	19.8
Endorsement	31.5	34	30.5	31.3



Year 13 Endorsement Historical Comparison (Roll based)

	2016	2017	2018	2019
Merit	14	14.5	17.3	21.2
Excellence	14	11	15.5	13.7
Endorsement	28	25.5	32.7	34.8



Evaluation

In 2019 the College has not achieved its aspirational targets for the achievement of NCEA certificate endorsement at NCEA Level 1 and 2, however, we have nonetheless achieved positive levels of endorsement NCEA some positive were the increase in excellence endorsement at NCEA Level 2 achieving this Target for Excellence of 15% at this level. Also positive was the progress towards achieving both Merit and Excellence achievement goals at level 3. The College continues to focus on providing students with the opportunity to undertake challenging courses targeted at progression to higher level courses and tertiary studies and while valuable does mean that their success within these courses might not rise to the excellence or merits level where they have chosen to take on these challenging subjects. Additionally, at Level 2 a number of students focus on courses that prepare them for trades and further employment often in some cases these courses do not have the ability to achieve merits or excellence grades and therefore lower the overall endorsement of NCEA at this level

Student Achievement Goal 3

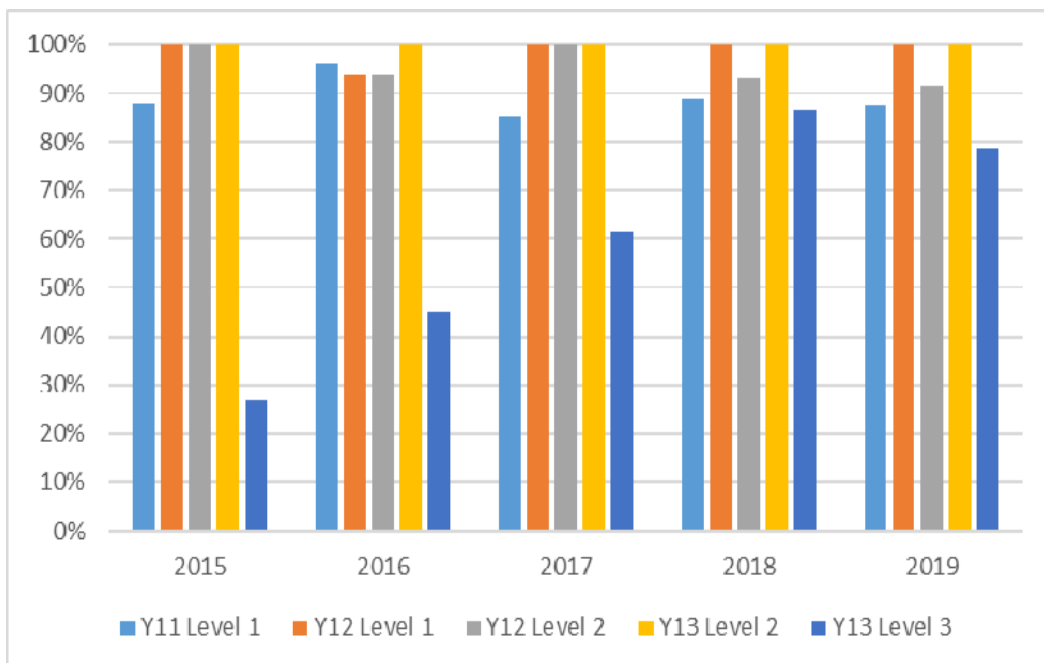
To maintain and further develop a school environment that supports and maximizes the achievement of Maori students. Maori students' achievement in NCEA Level 1 will be 90% achievement; NCEA Level 2 90% achievement; NCEA Level 3 80% achievement.

Strategies

- Developing a College culture and environment that maximises Maori students' achievement and success.
- A focus on the implementation of the Effective Teacher Profile in classrooms.
- Developing a focus on achieving success for Maori as Maori.
- Support student success through mentoring programmes for year 11 to 13 students.
- Identifying and mentoring students of talent and ability in specific areas of talent.
- Maintaining high expectations for success by Maori students across all areas of the College.
- Effective tracking of students' progress and engagement throughout the year.
- Develop staff capabilities through effective professional learning from He Kakano.

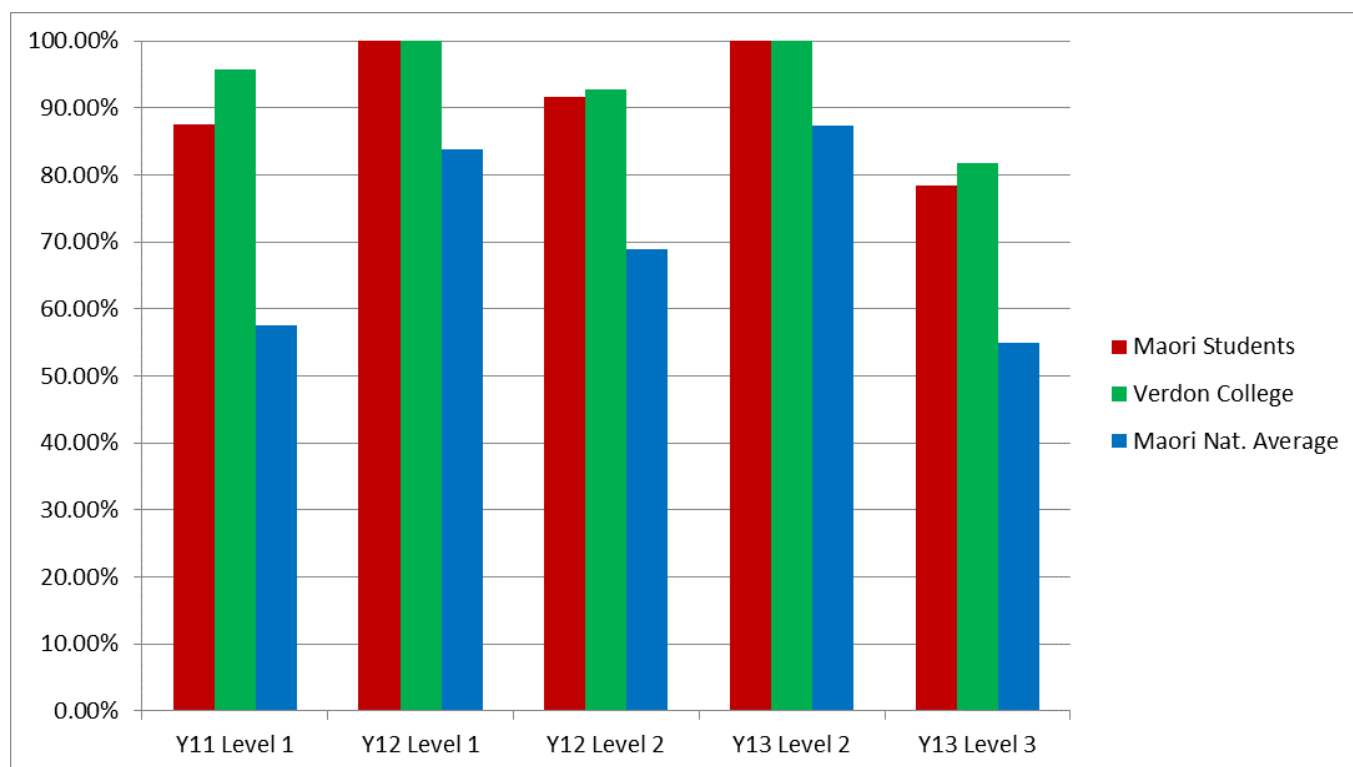
Achievement of NCEA Qualifications by Maori Students (Roll based)

	Y11 Level 1	Y12 Level 1	Y12 Level 2	Y13 Level 2	Y13 Level 3
2015	88%	100%	100%	100%	27%
2016	96%	94%	94.00%	100%	45%
2017	85.20%	100%	100%	100%	61.50%
2018	88.90%	100%	92.90%	100.00%	86.70%
2019	87.50%	100%	91.60%	100.00%	78.50%



Achievement of NCEA Qualifications by Maori Students (Roll based)

	Y11 Level 1	Y12 Level 1	Y12 Level 2	Y13 Level 2	Y13 Level 3
Maori Students	87.50%	100%	91.60%	100.00%	78.50%
Verdon College	95.70%	100%	92.70%	100.00%	81.80%
Maori Nat. Average	57.60%	83.90%	68.90%	87.40%	55.00%



Evaluation

Once again were very proud as a community to be able report that we have outstanding levels of achievement for Maori students exceeding the national average for Maori students at all other schools and very close to or at the same level of achievement as all other students of the college. This has been a continued major focus and progress has been made in relation to goals for Maori students' achievement. At NCEA Level 1, 2 and 3, achievement of Maori students at Verdon College is significantly higher than national averages.

At Year 11 87.5% of Maori students have achieved NCEA Level 1 at the College, close to the target of 90% achievement of NCEA Level 1. At Year 12 100% of Maori students have achieved NCEA Level 1, and 91.6% of Maori students have achieved NCEA Level 2. This achievement met the target of 90% achievement of NCEA Level 2 and essentially parity with achievement of NCEA Level 2 by all students 92.7%.

At Year 13 100% of Maori students have achieved NCEA Level 2, and 78.5% of students have achieved NCEA Level 3 very close to the target for all student of 80% and also almost parity with all other students achieving 81.8% achievement of NCEA level 3. These results represent some very positive progress in our goals to increase the percentage of Maori students' achievement at Level 3 preparing them for potential tertiary educational opportunities.

Student Achievement Goal 4

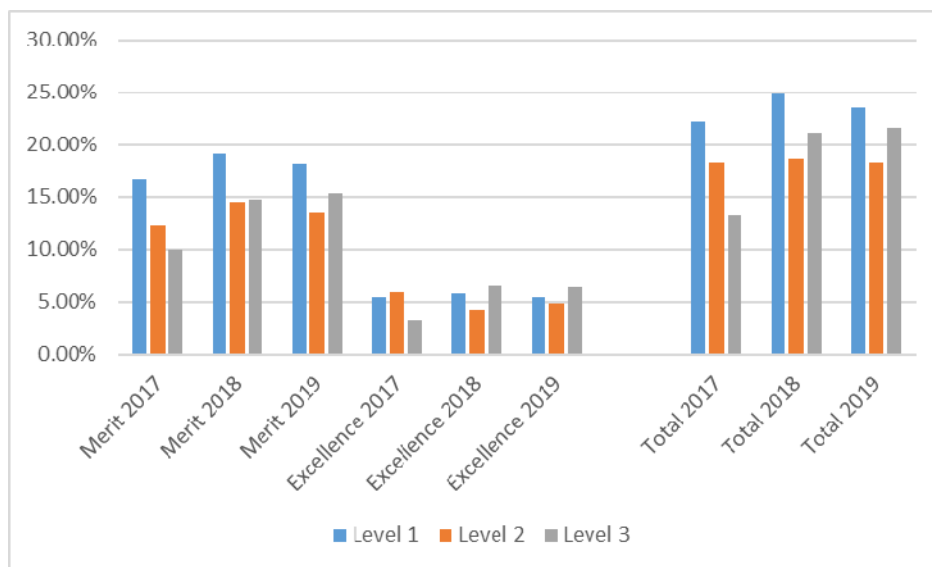
Improve the level of course endorsement, in courses that are available for students to achieve course endorsement, at the following levels in: NCEA Level 1 - 25% Merit -15% Excellence, NCEA Level 2 - 20% Merit -10% Excellence and NCEA Level 3 - 15% Merit - 5% Excellence.

Strategies

- Developing a focus on formative assessment and feedback to support students learning.
- Work towards explicitly outlining achievement criteria to students as part of the ongoing learning process and well prior to assessment tasks.
- Identification and mentoring of students with potential encouraging them, and assisting them to identify areas for improvement towards achieving.
- A focus on earlier teaching and revision of externally assessed topic areas towards improving external participation and achievement.

Average Percentage Achievement of Subject Endorsement

	Merit 2017	Merit 2018	Merit 2019	Excellence 2017	Excellence 2018	Excellence 2019		Total 2017	Total 2018	Total 2019
Level 1	16.80%	19.10%	18.20%	5.40%	5.80%	5.40%		22.20%	24.90%	23.60%
Level 2	12.40%	14.50%	13.50%	5.90%	4.20%	4.80%		18.30%	18.70%	18.30%
Level 3	10.00%	14.70%	15.30%	3.30%	6.50%	6.40%		13.30%	21.20%	21.70%



Evaluation

This is the third year of implementing this measure in the College and there is some way to go to develop strategies in order to achieve these targets and to develop strategies that are consistent across all subject areas. There continues to be similar pattern of achievement in the number of students gaining subject endorsement at Level 1 and Level 2 of NCEA. There however, has been some positive progress in subject endorsement at NCEA Level 3. There continues to be some significant variation in achievement of subject endorsement between subjects at all levels. Similar to last year at Year 11 only 2/16 met the 40% endorsement target, 3/16 met the 25% Merit target and 1/16 met the 15% Excellence endorsement target. At Year 12 2/16 subjects achieved 30% endorsement, 3/16 met Merit target of 20% and 2/16 met Excellence target of 10% endorsement. These targets contribute greatly to the overall endorsement so we will continue with these targets for the future. At Year 13 6/14 met the overall 20% endorsement target, 5/14 met the Merit target of 15% and 6/14 met the assigned Excellence target of 5%.

Student Achievement Goal 5

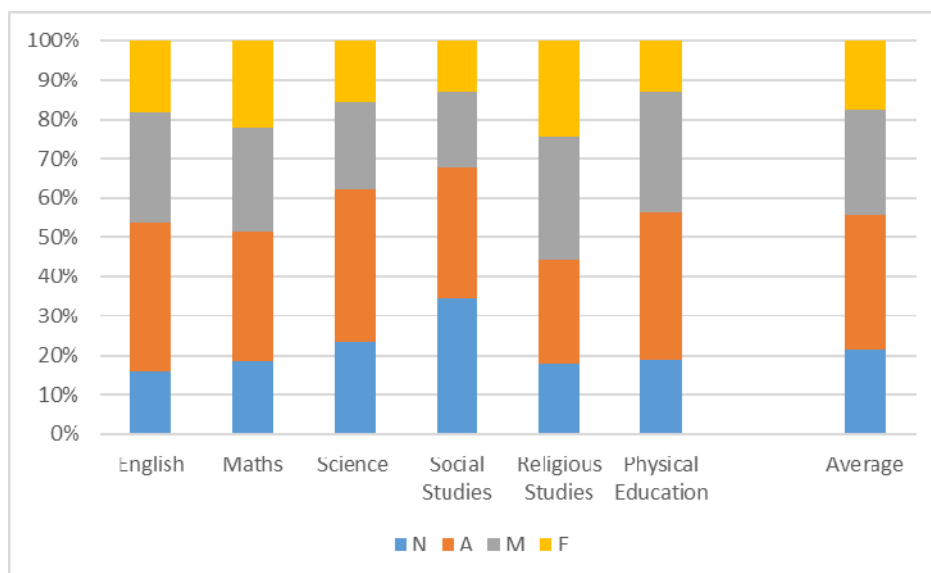
An average of 85% of students will achieve to a satisfactory curriculum level, for each assessed topic, as measured by reported grades in Year 9 and 10. An average of 30% of 9 and 10 students will achieve to a Merit level in each subject as measured by reported grades. An average of 20% of 9 and 10 students will achieve to an Excellence level in each subject as measured by reported grades.

Strategies

- Developing a focus on formative assessment and feedback to support students learning.
- Review and evaluate assessment criteria to supporting student success in assessments.
- Work towards explicitly outlining achievement criteria to students as part of the ongoing learning process and well prior to assessment tasks.
- Ongoing review of levels of achievement throughout the year and modification of teaching and learning strategies to support progress in student learning.
- Identifying students requiring support and implementing individuals' classroom strategies to support their success.
- Implementing Effective Teacher Profiles strategies in classrooms to support all learners.

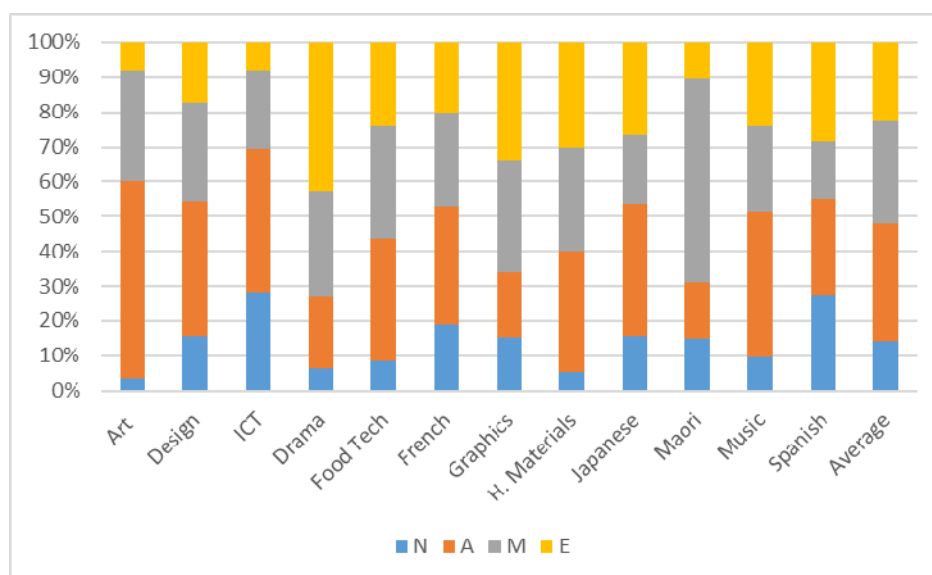
Percentage of Achievement Year Nine Core Subjects 2019

	N	A	M	E
English	15.6	37.9	28.4	18.0
Mathematics	18.7	32.8	26.7	21.8
Science	23.4	38.6	22.5	15.5
Social Studies	34.6	33.5	19.1	13.0
Religious Studies	17.6	26.7	31.1	24.6
Physical Education	18.8	37.6	30.5	13.1
Achievement Average	21.5	34.5	26.4	17.7



Percentage of Achievement Year Nine Option Subjects 2019

	N	A	M	E
Art	3.4%	56.9%	31.7%	8.0%
Design	15.2%	38.6%	28.5%	17.2%
ICT	28.1%	41.2%	22.5%	8.2%
Drama	6.3%	20.7%	30.4%	42.6%
Foods Technology	8.4%	35.4%	32.2%	24.0%
French	18.9%	34.2%	26.8%	20.2%
Graphics	15.2%	18.8%	32.4%	33.6%
Hard Materials	5.4%	37.8%	29.7%	30.3%
Japanese	15.8%	16.3%	19.7%	16.7%
Maori	14.8%	42.3%	58.5%	26.7%
Music	9.4%	27.7%	24.2%	24.1%
Spanish	27.1%	34.6%	16.6%	28.4%
Achievement Average	14.1%	33.7%	29.4%	22.8%

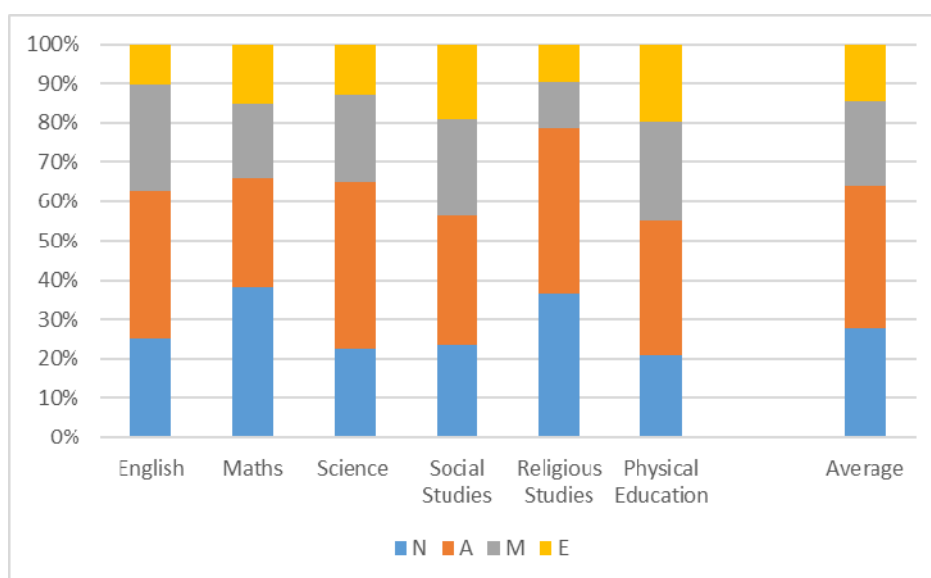


Evaluation

Some good progress has been made toward these goals particularly noting position progression in Year 9 English and Physical Education. Overall average achievement of 5 out of 6 core subjects meeting the targets with an average achievement rate of 88.5% across all core subjects. There is some difference in relation to the level of achievement in core subjects in comparison to that in option subjects with, 5 out of 12 option subjects reaching 50% at Merit level or above, 5/12 subjects reached Merit achievement target of 30% or more, and 8/12 subjects achieved the Excellence targets of 20% or higher. Overall this reflects positive levels of achievement across most learning areas with average across all subject Merit 29.4% and Excellence 22.8%

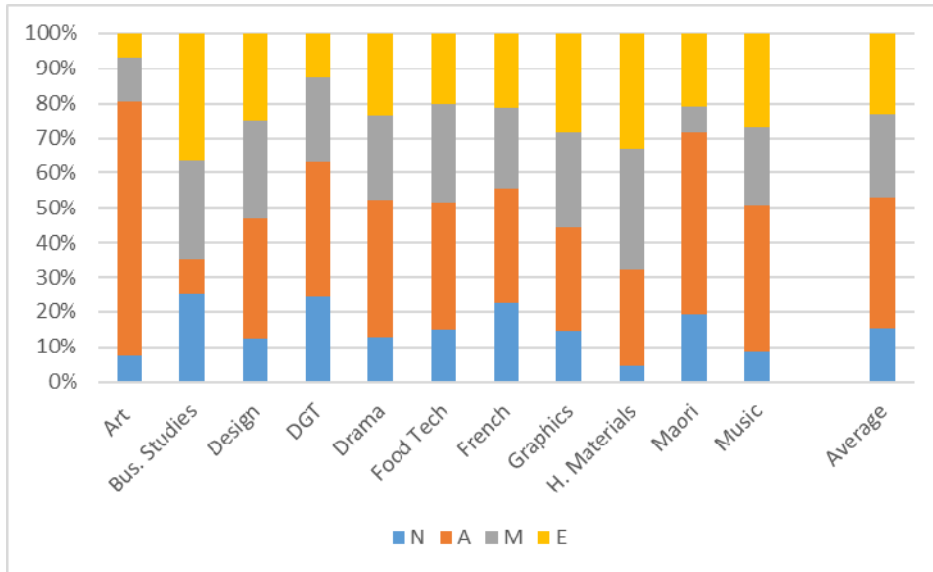
Percentage of Achievement Year Ten Core Subjects 2019

	N	A	M	E
English	25.3	37.5	27	10.2
Mathematics	38.3	27.7	19.1	14.9
Science	22.4	42.7	22.1	12.8
Social Studies	23.5	32.9	24.5	19.1
Religious Studies	36.8	41.9	11.7	9.6
Physical Education	21.0	34.1	25.1	19.8
Achievement average	27.9	36.1	21.6	14.4



Percentage of Achievement Year Ten Option Subjects 2019

	N	A	M	E
Art	7.4%	73.3%	12.4%	6.9%
Business Studies	25.2%	10.0%	28.4%	36.4%
Fabric Design	12.4%	34.6%	27.8%	25.2%
ICT	24.6%	38.6%	24.3%	12.5%
Drama	12.9%	39.2%	24.5%	23.4%
Foods Technology	14.8%	36.7%	28.5%	20.0%
French	27.9%	32.4%	23.4%	21.3%
Graphics	14.6%	29.8%	27.3%	28.3%
Hard Materials	4.7%	27.5%	34.7%	33.1%
Maori	19.4%	53.3%	7.5%	20.8%
Music	8.6%	42.3%	22.2%	26.9%
Achievement Average	15.2%	37.9%	23.7%	23.2%



Evaluation

Some positive progress towards the targets across most subject areas, however, no core subject area met the 85% achievement target and overall core average was 72.1%. There is some significant variation from the average achievement in Religious Studies and Mathematics which continues to reflect changes in assessment practices that may have shifted boundaries in assessment of students' progress affecting the reported results. None of the six core subjects met the 50% Merit or better, Merit targets or the Excellence target. This provides a clear point of review at this Level.

Again there is some significant reported variation in achievement between option subjects and core subjects this is in part a reflection of curriculum guidelines in each national documents and the choice of student beginning to engage in passion subject within option lines for a full year course. There has been some very positive progress towards student achievement of Merit and Excellence grades in some areas. 7/11 subject achieved the 85% achievement target, 4/11 achieved the Merit targets (including above target Excellence grades) 5/11 met Excellence targets and 9/11 had 50% Merit or better. There is improving consistency around average assessment rates 84.8% which is in at the target of 85% which is pleasing but allows room for improvement,

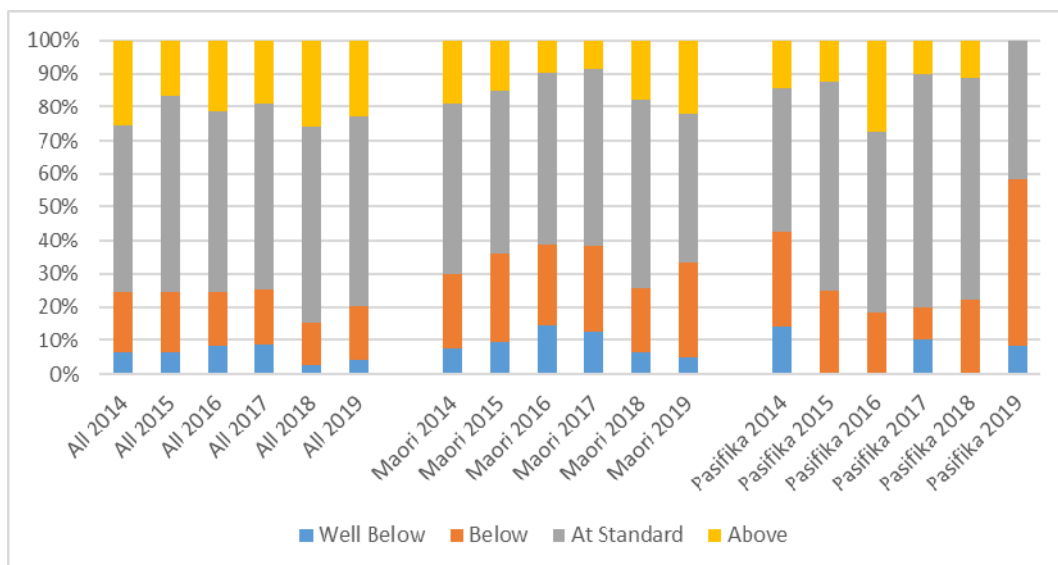
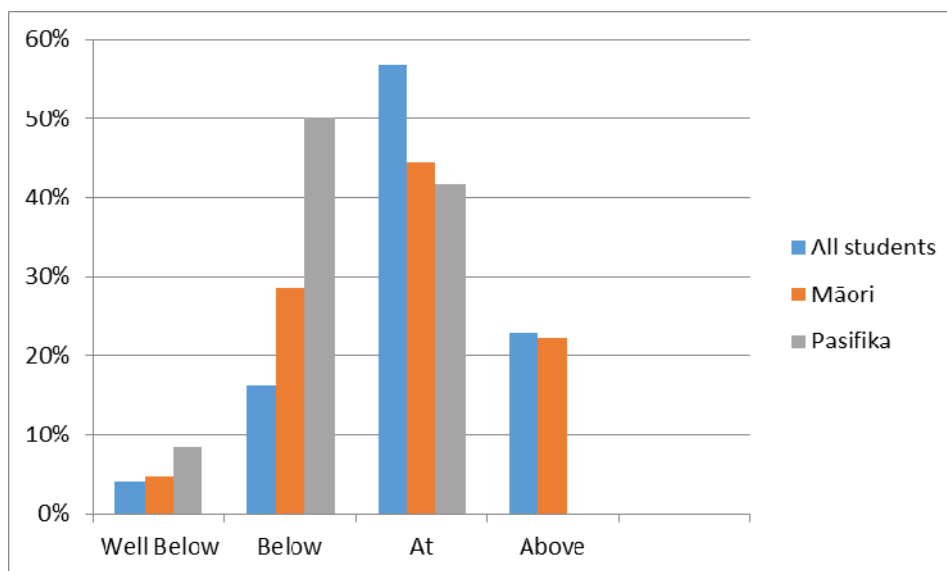
Curriculum Achievement Report - Reading

Specific Goal

By the end of Year 8 85% of students will have achieved the expected curriculum achievement level for Reading by the end of 2018. 80% of students in year 7 will have reached the expected curriculum achievement level for Reading by the end of year 7 in 2018. Maori student achievement shows parity with that of all other students.

Ethnicity Analysis

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	9	4.05%	36	16.22%	126	56.76%	51	22.97%	222
Māori	3	4.76%	18	28.57%	28	44.44%	14	22.22%	63
Pasifika	1	8.33%	6	50.00%	5	41.67%	0	0.00%	12



Key progress towards goals

Curriculum Achievement Area: Reading

74% of all students at Year 7 achieved the expected curriculum achievement level against a target of 80% with achievement of Maori students 56.7 and Pasifika students 33.3%

84.7% of students at Year 8 achieved the expected curriculum achievement level against a target of 85% with Maori achieving at 75% Level indicating positive progress towards parity of achievement goal and 50% for Pasifika students achieving the standard

Only 4.0% of students were “well below” the expected curriculum achievement level in 2019. 4.7% Maori and 8.3% of Pacifica students “well below” the expected curriculum achievement level.

Comments on progress data

There continues to be lower than expected achievement of students upon entry to the college. Focus on supporting students towards the standard particularly this well below the standard is progressing students towards the standard. There is a cohort of Pasifika students that are recent arrivals to the New Zealand educational system and significant support is being provided to bring them up to speed with reading and writing a process that is ongoing and is showing some gains in the data for year 8 students compared to year 7 entry to the College. Positive progress is being made of all students and Maori students in relation to students achievement of Reading standards by Year 8 in relation to the overall target of 85% achievement of the standard and equity of for Maori students at 75% achieving the standard with some work to bridge the final part of that achievement gap for Maori students in comparison to all students.

Learnings for future strategy implementation

There continues to be a focus on identifying these students that are at risk of falling well below the standard in the initial years of schooling. The key strategy to effect positive change for these students is early identification and small group assistance and reciprocal Reading strategies that allow these students that are struggling with Reading to address any deficits in their personal reading ability strategies and vocabulary. Staff are continuing to develop relationships with students and families towards implementing culturally appropriate practice in the classroom to assist both Maori and Pasifika student progress towards equity of achievement with all other students.

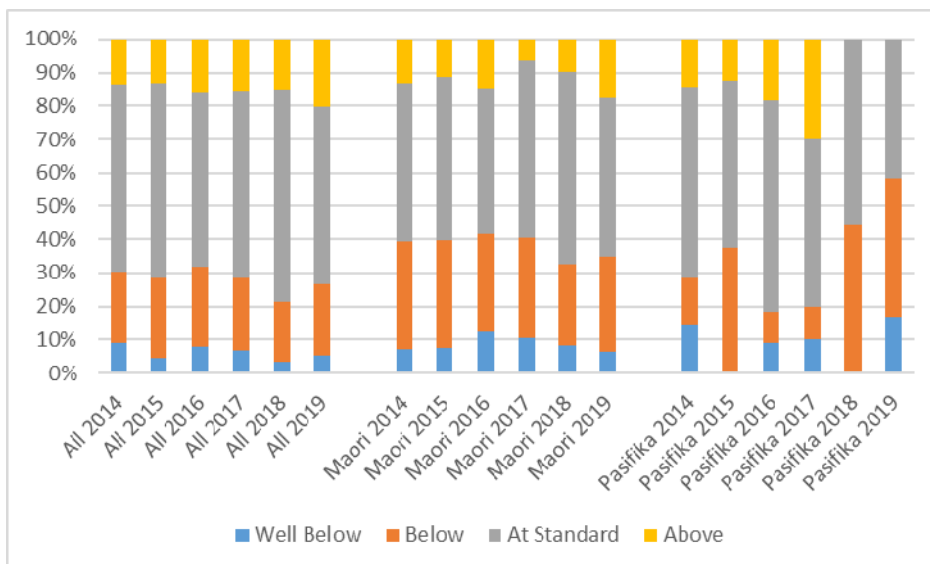
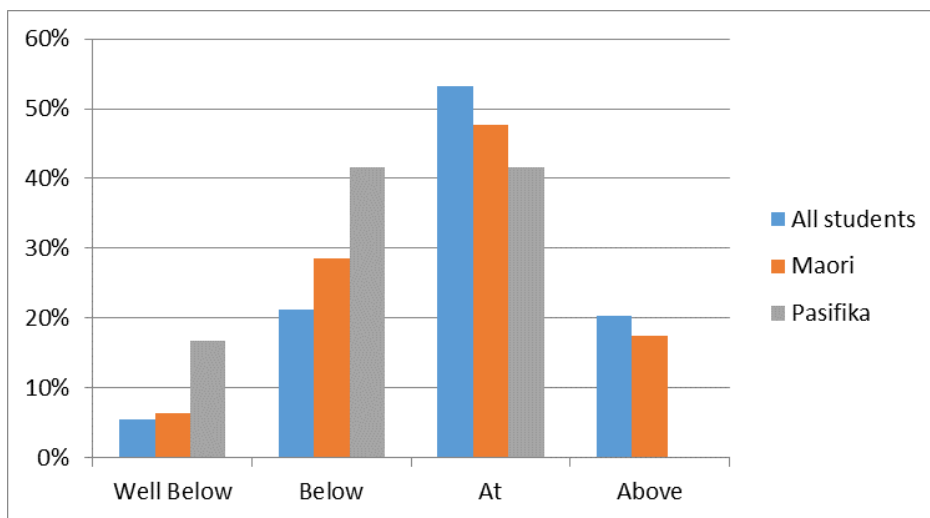
Curriculum Achievement Report - Writing

Specific Goal

By the end of Year 8 80% of students will have achieved the expected curriculum achievement level for Writing by the end of 2018. 75% of students in year 7 will have reached the expected curriculum achievement level for Writing by the end of Year 7 in 2018. Maori student achievement shows parity with that of all other students.

Ethnicity Analysis

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	12	5.41%	47	21.17%	118	53.15%	45	20.27%	222
Maori	4	6.35%	18	28.57%	30	47.62%	11	17.46%	63
Pasifika	2	16.67%	5	41.67%	5	41.67%	0	0.00%	12



Curriculum Achievement Area: Writing

74% of all students at Year 7 achieved the expected curriculum achievement level against a target of 75% with achievement of Maori students 56.7% and Pasifika students 33.3%

72.8% of students at Year 8 achieved the expected curriculum achievement level against a target of 80% with Maori achieving at 72.7% Level indicating positive progress towards parity of achievement goal and 50% for Pasifika students achieving the standard

Only 5.1% of students were "well below" the expected curriculum achievement level in 2019. 6.4% Maori and 16.7% of Pacifica students "well below" the expected curriculum achievement level.

Comments on progress data

As with Reading in relation to the Writing standard there continues to be lower than expected achievement of students upon entry to the college. Focus on supporting students towards the standard particularly this well below the standard is progressing students towards the standard for writing. There is a cohort of Pasifika students that are recent arrivals to the New Zealand educational system and significant support is being provided to bring them up to speed with reading and writing, a process that is ongoing and is showing some gains in the data for year 8 students compared to year 7 entry to the College. Positive progress is being made for parity for achievement of students and Maori students in relation to students achievement of Writing standards by Year 8 although there remains some progress to be made towards the overall target of 80% achievement of writing standards for all students in relation to the 80% achievement target at that level.

Learnings for future strategy implementation

There continues to be a focus on identifying these students that are at risk of falling well below the standard in the initial years of schooling. The key strategy to effect positive change for these students, is early identification and small group assistance with individualized support for writing strategies through our learning support staff and classroom teachers. The development of strategies that allow these students that are struggling with Writing to address and deficits in their personal reading ability strategies and vocabulary allows confidence building and further progress. Staff are continuing to develop relationships with students and families towards implementing culturally appropriate practice in the classroom to assist both Maori and Pasifika student progress towards equity of achievement with all other students.

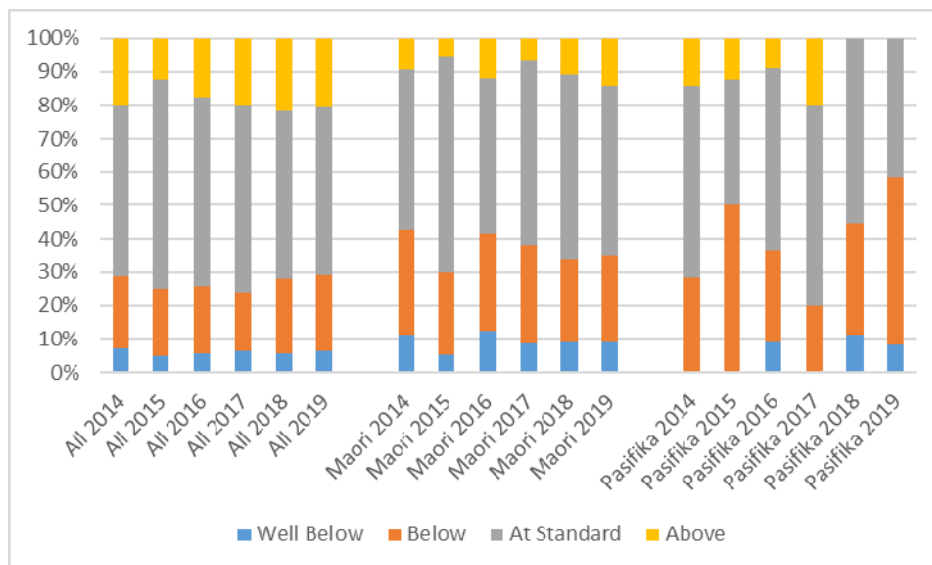
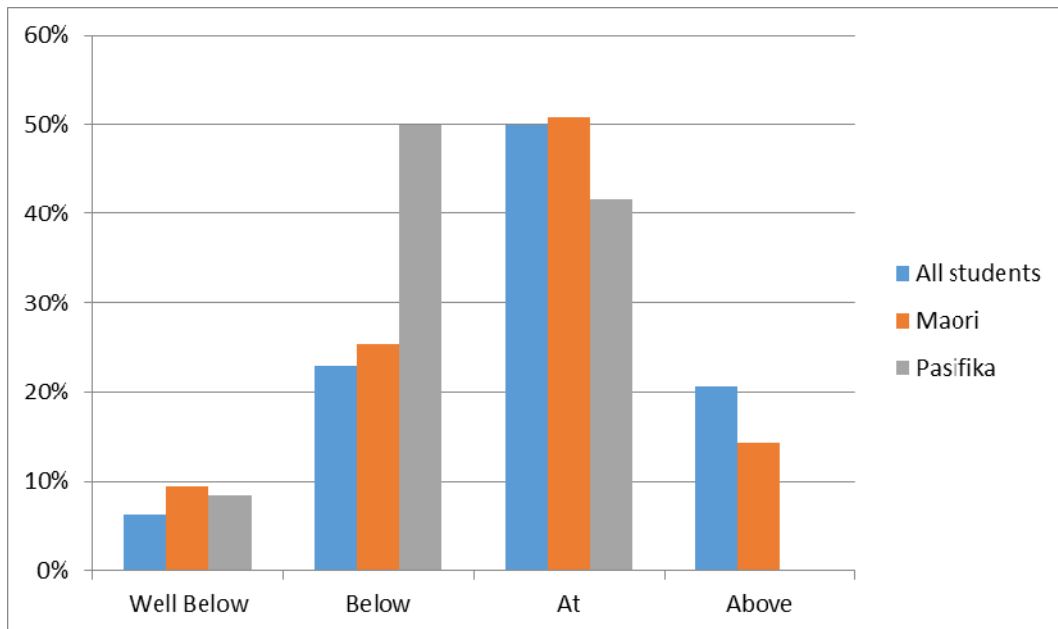
Curriculum Achievement Report – Mathematics

Specific Goal

By the end of Year 8 80% of students will have achieved the expected curriculum achievement level for Mathematics by the end of 2018. 75% of students in year 7 will have reached the expected curriculum achievement level for Mathematics by the end of Year 7 in 2018. Maori student achievement shows parity with that of all other students.

Ethnicity Analysis

	Well Below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	All students	14	6.31%	51	22.97%	111	50.00%	46	20.72%
Māori	Māori	6	9.52%	16	25.40%	32	50.79%	9	14.29%
Pasifika	Pasifika	1	8.33%	6	50.00%	5	41.67%	0	0.00%



Curriculum Achievement Area: Mathematics

67.7% of all students at Year 7 achieved the expected curriculum achievement level against a target of 80% with achievement of Maori students 67.3% and Pasifika students 33.3%

73.7% of students at Year 8 achieved the expected curriculum achievement level against a target of 85% with Maori achieving at 66.7% Level indicating some progress towards parity of achievement goal but with more work to do to address equity of achievement at this level for Maori students and with 50% for Pasifika students achieving the standard. Only 6.3% of students were “well below” the expected curriculum achievement level in 2019. 9.5% Maori and 8.3% of Pacifica students “well below” the expected curriculum achievement level.

Comments on progress data

There continues to be lower than expected achievement of students upon entry to the College in relation to mathematics standards perhaps due to the variety of individual progress through numeracy programmes. Focus on supporting students towards the standard particularly this well below the standard is progressing students towards the standard for Mathematics. Again the cohort of Pasifika students that are reflected also in the Reading and Writing standard achievement data are reflected again in this data for Mathematics. The challenge is assisting these students with their reading and writing so that they are better able to access learning in mathematics. Positive progress is being made for parity for achievement of students and Maori students in relation to students achievement of Mathematics with over all achievement rates 70.7 for all students and 65% for Maori students acknowledging that there is work to be done for all students to meet target expectations for mathematics.

Learnings for future strategy implementation

There continues to be a focus on identifying these students that are at risk of falling well below the standard in the initial years of schooling. The key strategy to effect positive change for these students, is early identification and small group assistance with individualized support for Mathematics strategies through our learning support staff and classroom teachers. Additionally, there appears to be a need for a discussion with staff around consistency of assessment of students' progress and that both staff and students better understand the expected levels of achievement and the strategies required to meet these standards. Staff are continuing to develop relationships with students and families towards implementing culturally appropriate practice in the classroom to assist both Maori and Pasifika student progress towards equity of achievement with all other students.

KIWI SPORT FUNDING STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2019

For 2019 the College set the goal to raise the achievement of students' participation in college sport to 80% and to raise the level of staff participation in sports coaching and management to 50% of staff involvement. The Kiwi Sport funding of \$15,926 was used alongside other College funds to support the employment of two sports co-ordinators at the College to assist in the support of students, teachers and outside coaches in the delivery of sport for the College. Specifically, the sports co-ordinators continued to develop improved systems for sports administration, communication with students regarding entries and provided support for student and parent coaches. One important goal of these two sports coordinators is to remove as much admin from teachers and parents that want to be involved in sport so that we can increase their involvement in running sport at the college without pushing them away with additional administration tasks and workload. The College has achieved 78% of students involved in College sporting activities in 2019 compared to 76% involved in 2018 and against our target of 85% student participation in sport. While there is a small increase in the overall participation in sport again the College has fielded more teams in more sports at more events. Our increased efforts have rather than increasing formal participation, has had a positive effect in that we have had more students progressing through to higher levels of sport with a significant number of students competing successfully at a regional and National level in a number of sports. The barriers to students playing sport continue to limit our effectiveness such as cost, transport and the need to work weekends and practice nights. College participation rates remain significantly higher than national and regional averages. 80% of girls play sport at Verdon College compared with 56% for girls in Southland and 49% of girls nationally. 74% of boys play sport for Verdon compared with 62% of boys in Southland and 56% of boys nationally. We still have work to do to achieve our goal of having as many staff as possible involved in the delivery of sport in the College, however, we have had a slight improvement to 32% of teaching staff involved in delivering sport in 2019. There continues to be a challenge in achieving a goal of having 50% of staff involved in the delivery of sport due to staff change, workload and family commitments. Again we have been well supported in our delivery of sport through parental involvement as coaches and managers of teams and student involvement in sport leadership as coaches or managers with over 90 students assisting in the delivery of sport. Our continued high level of student participation in sport has been underpinned and supported by the ongoing work of the Sports Co-ordinators not only playing a crucial role in our College but maintaining relationships and communication with partnership schools Te Wharekura Arowhenua and Aurora College with students playing for Verdon teams where there is no team available for them at their own school. We are very pleased with the number of students involved in sport and the range and quality of opportunities that are provided for them through the College.

Jarlath Kelly

Principal