

LISTON COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number: 46

Principal: Stephen Dooley

School Address: 69 Rathgar Road, Henderson, Auckland

School Postal Address: 69 Rathgar Road, Henderson, Auckland

School Phone: 09 838 9350

School Email: stephen.dooley@liston.school.nz

Members of the Board

| Name | Position | How Position Gained | Term Expired/ Expires |
|------------------|-------------------------|---------------------|--------------------------|
| Jonathan Sim | Presiding Member | Elected | Jun-25 |
| Stephen Dooley | Principal | Appointed | Current |
| Natalie Dillon | Parent Representative | Elected | Jun-25 |
| Rachel Enderby | Parent Representative | Elected | Jun-25 |
| Rebecca Marshall | Parent Representative | Elected | Jun-25 |
| Richard White | Parent Representative | Elected | Jun-25 |
| Charlie Tevega | Bishop's Representative | Appointed | Jun-25 |
| Donald Holder | Bishop's Representative | Appointed | Jun-25 |
| Duane Smith | Bishop's Representative | Appointed | Jun-25 |
| Ryoo Ochi | Bishop's Representative | Appointed | Jun-25 |
| Willie Swann | Staff Representative | Elected | Jun-25 |
| Justin Romero | Student Representative | Elected | Dec-23 |

Accountant / Service Provider: S.A.J. Services Ltd

LISTON COLLEGE

Annual Report - For the year ended 31 December 2022

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Liston 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.

JONATHAN SIM

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

25 May 2023

Date:

Stephen Dosley

Full Name of Principal

[Signature]

Signature of Principal

25 May 2023

Date:

Liston College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 7,070,141 | 1,706,972 | 6,910,346 |
| Locally Raised Funds | 3 | 917,945 | 813,809 | 767,136 |
| Use of Proprietor's Land and Buildings | | 1,831,250 | - | 1,269,000 |
| Interest Income | | 3,369 | 1,000 | 634 |
| Total Revenue | | 9,822,705 | 2,521,781 | 8,947,116 |
| Expenses | | | | |
| Locally Raised Funds | 3 | 619,191 | 435,598 | 457,206 |
| Learning Resources | 4 | 6,152,629 | 881,662 | 6,344,920 |
| Administration | 5 | 816,310 | 599,199 | 451,379 |
| Finance | | 6,730 | 77,000 | 12,460 |
| Property | 6 | 2,297,713 | 472,505 | 1,723,813 |
| Other Expenses | 7 | 14,646 | 24,000 | (4,483) |
| Loss on Disposal of Property, Plant and Equipment | | 3,440 | - | 2,403 |
| | | 9,910,659 | 2,489,964 | 8,987,698 |
| Net Surplus / (Deficit) for the year | | (87,954) | 31,817 | (40,582) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | (87,954) | 31,817 | (40,582) |

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

Liston 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 | | 596,432 | 596,432 | 605,494 |
| Total comprehensive revenue and expense for the year | | (87,954) | 31,817 | (40,582) |
| Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | 38,426 | - | 31,520 |
| Equity at 31 December | | 546,904 | 628,249 | 596,432 |
| Accumulated comprehensive revenue and expense | | 546,904 | 628,249 | 596,432 |
| Equity at 31 December | | 546,904 | 628,249 | 596,432 |

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.

Liston College

Statement of Financial Position

As at 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 234,395 | 164,463 | 32,645 |
| Accounts Receivable | 9 | 537,854 | 105,544 | 497,970 |
| GST Receivable | | 14,074 | - | - |
| Prepayments | | 47,287 | 18,670 | 18,670 |
| Inventories | 10 | 569 | 14,490 | 14,490 |
| | | 834,179 | 303,167 | 563,775 |
| Current Liabilities | | | | |
| GST Payable | | - | 17,740 | 17,740 |
| Accounts Payable | 13 | 548,071 | 153,932 | 546,358 |
| Revenue Received in Advance | 14 | 261,944 | 136,434 | 136,434 |
| Provision for Cyclical Maintenance | 15 | - | 13,457 | 13,457 |
| Painting Contract Liability | 16 | 46,967 | 46,967 | 46,967 |
| Finance Lease Liability | 17 | 53,852 | 49,912 | 49,912 |
| Funds held in Trust | 18 | 78,476 | 30,569 | 30,569 |
| | | 989,310 | 449,011 | 841,437 |
| Working Capital Surplus/(Deficit) | | (155,131) | (145,844) | (277,662) |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 11 | 582,916 | 679,223 | 779,224 |
| Equitable Leasehold Interest | 12 | 196,408 | 211,054 | 211,054 |
| | | 779,324 | 890,277 | 990,278 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 25,943 | 7,544 | 7,544 |
| Painting Contract Liability | 16 | 29,120 | 43,221 | 43,221 |
| Finance Lease Liability | 17 | 22,226 | 65,419 | 65,419 |
| | | 77,289 | 116,184 | 116,184 |
| Net Assets | | 546,904 | 628,249 | 596,432 |
| Equity | | 546,904 | 628,249 | 596,432 |

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

Liston College

Statement of Cash Flows

For the year ended 31 December 2022

| | Note | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------|----------------------|-------------------------------------|----------------------|
| Cash flows from Operating Activities | | | | |
| Government Grants | | 1,825,149 | 1,697,910 | 1,604,807 |
| Locally Raised Funds | | 913,306 | 850,530 | 868,750 |
| International Students | | 146,660 | 20,869 | 31,056 |
| Goods and Services Tax (net) | | (31,814) | 57,740 | 64,792 |
| Payments to Employees | | (1,016,489) | (937,754) | (965,600) |
| Payments to Suppliers | | (1,623,893) | (1,382,683) | (1,217,308) |
| Interest Paid | | (6,730) | (77,000) | (12,460) |
| Interest Received | | 3,030 | 1,000 | 634 |
| Net cash from Operating Activities | | 209,219 | 230,612 | 374,671 |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of Property Plant & Equipment | | - | 14,325 | - |
| Purchase of Property Plant & Equipment | | (24,854) | (97,214) | (279,760) |
| Net cash (to) Investing Activities | | (24,854) | (82,889) | (279,760) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 38,426 | - | 31,520 |
| Finance Lease Payments | | (54,847) | (40,017) | (50,429) |
| Painting contract payments | | (14,101) | 50,188 | (46,967) |
| Funds Administered on Behalf of Third Parties | | 47,907 | (19,431) | (48,437) |
| Net cash from/(to) Financing Activities | | 17,385 | (9,260) | (114,313) |
| Net increase/(decrease) in cash and cash equivalents | | 201,750 | 138,463 | (19,402) |
| Cash and cash equivalents at the beginning of the year | 8 | 32,645 | 26,000 | 52,047 |
| Cash and cash equivalents at the end of the year | 8 | 234,395 | 164,463 | 32,645 |

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.

Liston College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Liston 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.

b) Basis of Preparation

Reporting Period

The financial statements 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 expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A School recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16.

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

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

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

Other Grants where conditions exist

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

d) 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.

e) 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.

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and comprised of canteen supplies 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.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|--|-------------------------|
| Board Owned Buildings | 20 years |
| Furniture and equipment | 5-10 years |
| Information and communication technology | 3-5 years |
| Motor vehicles | 3 years |
| Textbooks | 3 years |
| Leased assets held under a Finance Lease | Term of Lease |
| Library resources | 12.5% Diminishing value |

i) Impairment of property, plant, and equipments

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

Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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. 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.

j) 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.

k) 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, to but not yet taken at balance date.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

m) 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 Revenue and Expense.

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

n) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

o) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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 surplus or deficit.

p) 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.

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.

2. Government Grants

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 1,826,742 | 1,671,690 | 1,678,596 |
| Teachers' Salaries Grants | 5,217,644 | - | 5,204,471 |
| Other Government Grants | 25,755 | 35,282 | 27,279 |
| | <u>7,070,141</u> | <u>1,706,972</u> | <u>6,910,346</u> |

The school has not opted in to the donations scheme for this year.

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 | 381,380 | 357,728 | 335,187 |
| Curriculum related Activities | 44,317 | 68,300 | 55,915 |
| Fees for Extra Curricular Activities | 205,036 | 143,460 | 145,867 |
| Trading | 191,866 | 197,400 | 119,690 |
| Fundraising & Community Grants | 11,141 | 2,700 | - |
| Other Revenue | 9,436 | 7,700 | 37,240 |
| International Student Fees | 74,769 | 36,521 | 73,237 |
| | <u>917,945</u> | <u>813,809</u> | <u>767,136</u> |
| Expenses | | | |
| Extra Curricular Activities Costs | 337,544 | 236,792 | 278,484 |
| Trading | 177,050 | 182,507 | 123,662 |
| Fundraising and Community Grant Costs | 3,545 | 400 | - |
| International Student - Student Recruitment | 29,422 | 9,250 | 2,946 |
| International Student - Employee Benefit - Salaries | 50,000 | - | 34,346 |
| International Student - Other Expenses | 21,630 | 6,649 | 17,768 |
| | <u>619,191</u> | <u>435,598</u> | <u>457,206</u> |
| <i>Surplus for the year Locally raised funds</i> | <u>298,754</u> | <u>378,211</u> | <u>309,930</u> |

During the year the School hosted 7 International students (2021:7)

During the year ended December 2022 the director of International Students and the Deputy Principal travelled to Asia at a cost of \$15,189 for the purpose of recruiting new students for the school. The travel was funded from general school funds.

4. Learning Resources

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|--|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Curricular | 192,704 | 181,120 | 241,472 |
| Equipment Repairs | 1,282 | 3,200 | - |
| Information and Communication Technology | 166,781 | 158,100 | 146,380 |
| Library Resources | 286 | 2,600 | - |
| Employee Benefits - Salaries | 5,529,288 | 419,542 | 5,697,279 |
| Staff Development | 28,973 | 17,100 | 12,839 |
| Depreciation | 233,315 | 100,000 | 246,950 |
| | <u>6,152,629</u> | <u>881,662</u> | <u>6,344,920</u> |

5. Administration

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Audit Fee | 19,210 | 12,000 | 13,270 |
| Board Fees | 6,085 | 5,000 | 5,350 |
| Board Expenses | 31,864 | 10,300 | 23,219 |
| Communication | 6,674 | 7,000 | 6,778 |
| Consumables | 9,444 | (27,900) | 4,058 |
| Other | 135,717 | 138,596 | 45,816 |
| Employee Benefits - Salaries | 557,366 | 415,603 | 334,650 |
| Insurance | 10,768 | 12,000 | 11,770 |
| Service Providers, Contractors and Consultancy | 39,182 | 26,600 | 6,468 |
| | <u>816,310</u> | <u>599,199</u> | <u>451,379</u> |

6. Property

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|-------------------------------------|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Caretaking and Cleaning Consumables | 15,503 | 12,500 | 11,648 |
| Consultancy and Contract Services | 88,822 | 80,000 | 80,795 |
| Cyclical Maintenance Provision | 20,642 | 24,000 | 38,052 |
| Grounds | 65,596 | 69,000 | 69,865 |
| Heat, Light and Water | 61,670 | 59,800 | 57,039 |
| Rates | 122 | - | - |
| Repairs and Maintenance | 75,320 | 111,100 | 76,786 |
| Use of Land and Buildings | 1,831,250 | - | 1,269,000 |
| Security | 22,532 | 16,000 | 19,780 |
| Employee Benefits - Salaries | 116,256 | 100,105 | 100,848 |
| | <u>2,297,713</u> | <u>472,505</u> | <u>1,723,813</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.

7. Other Expenses

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|--|----------------|-------------------------------|----------------|
| Amortisation of equitable leasehold interest | 14,646 | 24,000 | (4,483) |
| | <u>14,646</u> | <u>24,000</u> | <u>(4,483)</u> |

8. Cash and Cash Equivalents

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|---|----------------|-------------------------------|----------------|
| Bank Accounts | \$ 234,395 | \$ 164,463 | \$ 32,645 |
| Cash and cash equivalents for Statement of Cash Flows | <u>234,395</u> | <u>164,463</u> | <u>32,645</u> |

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

Of the \$234,395 Cash and Cash Equivalents, \$78,476 is held in trust on behalf of others. \$71,781 of these funds are Homestay funds held on behalf of the students, \$4,410 is Proprietors and Special Character contribution held of behalf of the Proprietor, \$2,243 is held on behalf of the Old Boys Association and \$41 is held on behalf of the Social Club. See note 17 for details.

9. Accounts Receivable

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Receivables | 2,332 | 18,844 | 18,844 |
| Interest Receivable | 339 | - | - |
| Banking Staffing Underuse | 114,048 | 86,700 | 86,700 |
| Teacher Salaries Grant Receivable | 421,135 | - | 392,426 |
| | <u>537,854</u> | <u>105,544</u> | <u>497,970</u> |
| Receivables from Exchange Transactions | 2,671 | 18,844 | 18,844 |
| Receivables from Non-Exchange Transactions | 535,183 | 86,700 | 479,126 |
| | <u>537,854</u> | <u>105,544</u> | <u>497,970</u> |

10. Inventories

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|-----------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| School Uniforms | - | 12,565 | 12,565 |
| Canteen | 569 | 1,925 | 1,925 |
| | <u>569</u> | <u>14,490</u> | <u>14,490</u> |

11. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|--------------------------|---------------|----------------|------------|------------------|----------------|
| 2022 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 38,520 | - | - | - | (3,263) | 35,257 |
| Furniture and Equipment | 459,004 | 7,825 | - | - | (70,929) | 395,900 |
| Information and Communication Technology | 114,571 | 9,935 | - | - | (84,326) | 40,180 |
| Motor Vehicles | 22,261 | - | - | - | (14,342) | 7,919 |
| Textbooks | 1,699 | 2,020 | - | - | (2,427) | 1,292 |
| Leased Assets | 107,790 | 15,594 | (1) | - | (53,401) | 69,982 |
| Library Resources | 35,379 | 5,074 | (3,439) | - | (4,627) | 32,387 |
| Balance at 31 December 2022 | 779,224 | 40,448 | (3,440) | - | (233,315) | 582,917 |

The net carrying value of furniture and equipment held under a finance lease is \$69,982 (2021: \$107,790)

There are no 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 | 2022 | 2022 | 2021 | 2021 | 2021 |
|---|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 65,259 | (30,002) | 35,257 | 65,259 | (26,739) | 38,520 |
| Furniture and Equipment | 1,438,804 | (1,042,905) | 395,899 | 1,430,979 | (971,975) | 459,004 |
| Information and Communication Technology | 1,419,601 | (1,379,421) | 40,180 | 1,409,666 | (1,295,095) | 114,571 |
| Motor Vehicles | 44,459 | (36,540) | 7,919 | 44,459 | (22,198) | 22,261 |
| Textbooks | 441,888 | (440,597) | 1,291 | 439,868 | (438,169) | 1,699 |
| Leased Assets | 194,095 | (124,112) | 69,983 | 407,455 | (299,665) | 107,790 |
| Library Resources | 106,036 | (73,649) | 32,387 | 111,834 | (76,455) | 35,379 |
| Balance at 31 December | 3,710,142 | (3,127,226) | 582,916 | 3,909,520 | (3,130,296) | 779,224 |

12. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the Boards' interest in capital works assets owned by the Proprietor but paid for in whole or part by the Board of Trustees, either from Government funding or community raised funds.

A lease between the Board and the Proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over the economic life of the capital works assets involved. The interest may be realised on the sale of the capital works by the proprietor or the closure of the school.

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Pavilion | 49,138 | 56,158 | 56,158 |
| Science Lab Upgrade | 16,814 | 18,215 | 18,215 |
| Tech Block | 19,299 | 20,586 | 20,586 |
| Relocatable Classrooms | 38,951 | 41,001 | 41,001 |
| Prefab Upgrade | 45,686 | 47,514 | 47,514 |
| Cabling Work | 13,244 | 13,773 | 13,773 |
| Fencing | 13,276 | 13,807 | 13,807 |
| | <u>196,408</u> | <u>211,054</u> | <u>211,054</u> |

The amortisation charge in relation to the equitable leasehold interest during the year was \$14,646 (2021: \$4,483)

13. Accounts Payable

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|---------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Creditors | 71,149 | 115,248 | 115,248 |
| Accruals | 11,146 | 16,188 | 12,820 |
| Employee Entitlements - Salaries | 450,529 | - | 395,794 |
| Employee Entitlements - Leave Accrual | 15,247 | 22,496 | 22,496 |
| | <u>548,071</u> | <u>153,932</u> | <u>546,358</u> |
| Payables for Exchange Transactions | 548,071 | 153,932 | 546,358 |
| | <u>548,071</u> | <u>153,932</u> | <u>546,358</u> |

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|---------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| International Student Fees in Advance | 96,239 | 24,348 | 24,348 |
| Other revenue in Advance | 165,705 | 112,086 | 112,086 |
| | <u>261,944</u> | <u>136,434</u> | <u>136,434</u> |

15. Provision for Cyclical Maintenance

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 21,001 | 21,001 | 76,357 |
| Increase to the Provision During the Year | 20,642 | - | 38,052 |
| Use of the Provision During the Year | (15,700) | - | (93,408) |
| Provision at the End of the Year | 25,943 | 21,001 | 21,001 |
| Cyclical Maintenance - Current | - | 13,457 | 13,457 |
| Cyclical Maintenance - Non current | 25,943 | 7,544 | 7,544 |
| | 25,943 | 21,001 | 21,001 |

The Schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

16. Painting Contract Liability

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|---------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Due within one year | 46,967 | 46,967 | 46,967 |
| Due after one year | 29,120 | 43,221 | 43,221 |
| | 76,087 | 90,188 | 90,188 |

In 2020 the Board signed an agreement with Carus Group (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an exterior repaint of the Proprietor owned buildings, with regular maintenance in subsequent years. The agreement has an annual commitment of \$46,967. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. 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 | 59,659 | 49,301 | 57,873 |
| Later than One Year and no Later than Five Years | 23,096 | 65,258 | 69,586 |
| Future Finance Charges | (6,677) | - | (12,900) |
| | 76,078 | 114,559 | 114,559 |
| Represented by | | | |
| Finance lease liability - Current | 53,852 | 49,301 | 49,301 |
| Finance lease liability - Non current | 22,226 | 65,258 | 65,258 |
| | 76,078 | 114,559 | 114,559 |

18. Funds held in Trust

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Funds Held in Trust on Behalf of Third Parties - Current | 78,476 | 30,569 | 30,569 |
| | 78,476 | 30,569 | 30,569 |

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

19. Related Party Transactions

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

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

The Proprietor of the School (The Catholic Diocese of Auckland) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School 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 School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$568,185 (2021: \$719,550). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the Proprietor are \$4,410. (2021: \$0).

20. Remuneration

Key management personnel compensation

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

| | 2022 Actual \$ | 2021 Actual \$ |
|--|----------------------|----------------------|
| <i>Board Members</i> Remuneration | 6,085 | 5,350 |
| <i>Leadership Team</i> Remuneration Full-time equivalent members | 898,485 7 | 832,219 7 |
| Total key management personnel remuneration | 904,570 | 837,569 |

There are 11 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (3 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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 | 190 - 200 | 150 - 160 |
| Benefits and Other Emoluments | 5 - 10 | 0 - 5 |
| Termination Benefits | - | - |

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 | 15.00 | 13.00 |
| 110 - 120 | 4.00 | 4.00 |
| 120 - 130 | 1.00 | 1.00 |
| | 20.00 | 18.00 |

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

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, 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 | \$100,036 | - |
| Number of People | 3 | - |

22. 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.

Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement

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.

(a) Capital Commitments

As at 31 December 2022 the Board has entered into no contract agreements for capital works.
(Capital commitments at 31 December 2021: nil)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) The School entered into a painting contract as noted in Note 16. The commitment below represents future payments due under the contract where the work is yet to be performed.

| | 2022 Actual \$ | 2021 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | - | - |
| Later than One Year and No Later than Five Years | 111,782 | 144,647 |
| Later than Five Years | - | - |
| | <u>111,782</u> | <u>144,647</u> |

24. Financial Instruments

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

Financial assets measured at amortised cost

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 234,395 | 164,463 | 32,645 |
| Receivables | 537,854 | 105,544 | 497,970 |
| Total Financial assets measured at amortised cost | <u>772,249</u> | <u>270,007</u> | <u>530,615</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|----------------|----------------|----------------|
| Payables | 548,071 | 153,932 | 546,358 |
| Finance Leases | 76,078 | 115,331 | 115,331 |
| Painting Contract Liability | 76,087 | 90,188 | 90,188 |
| Total Financial Liabilities Measured at Amortised Cost | <u>700,236</u> | <u>359,451</u> | <u>751,877</u> |

25. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

The damage caused by extreme weather events in the Auckland region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

2022 (completed 2023)



Liston College | 69 Rathgar Road | Henderson | Auckland 0610

Strategic Aim: To create a learning environment that embraces the diversity of all our learners and challenges them to realise their full potential, while instilling in them an appreciation of lifelong learning and development

Annual Objective:

To promote and uphold the school's Special Catholic Character.

To promote effective learning and enhance student learning and achievement.

To develop and maintain a quality learning environment.

To have Māori and Pasifika achievement at or above the national average.

Target: Level 1 NCEA – 92% overall pass rate, with N/A in externals – 20% or less.

Level 2 NCEA – 94% overall pass rate, with N/A in externals – 20% or less.

Level 3 NCEA – 96% overall pass rate, with N/A in externals – 20% or less.

Endorsements equal or better than those nationally.

University Entrance 75%.

Māori achievement is above the national average for all students.

Pasifika achievement is at or above the national average for all students.

Baseline data:

Level 1 94.2%

Level 2 89.0%

Level 3 91.5%

U.E. 79.2%

| Actions (What we did) | Outcomes (What happened) | Reasons for the variance (why did it happen?) | Evaluation (Where to next?) |
|---|---|---|--|
| <p>What was new in 2022 is students are closely tracked by a dedicated academic tracker. This has enabled successful interventions to be put in place to assist achievement. It also provides opportunities to identify individual students who require additional support. Increased personalisation of student programmes has also helped. Improved communication between the school and the home has also been successful – especially with early intervention and this was significantly improved with two Academic Tracking Evenings. This year there were increased catch-up opportunities particularly at Level 3 and then Level 2 in the form of Wednesday afternoon tutorials and the suspension of exam study leave for Years 11-13 students who were danger of not meeting their qualification. The NZQA external exams were used by students as a further opportunity to improve their grades.</p> <p>Every learner's subject selection was scrutinised by the Dean and Academic Tracker to ensure that U.E. was available to them. Regular monitoring of individual learner's progress was</p> | <p>Level 1 – 94.2% means the Board target was just met. In terms of Not Achieved in the Level 1 Externals, Liston sits at 19%. However, 11.7% either did not attempt or were absent from their Level 1 external examination.</p> <p>Liston College had 19.5% endorsement for Excellence compared with 19.4% nationally. For Merit endorsement at Level 1, Liston College had 30.1% compared with 31.4%. The College achieved the Board target.</p> <p>Level 2 – The 94.0% Board target was not met as our figure is 89%. Excellence endorsement 25.8% compared to 16.5% nationally. Merit endorsement Liston College 27.0% compared to 24.0% Board target met.</p> <p>For the externals 7.5% of the results were Not Achieved for the externals. This does not include the 4.6% of Absent and Not Attempted.</p> <p>Level 3 – 96.0% Board target was not met. In 2022 we gained 91.5%. N/As for Level 3 sat at 12% with a further 8.5% as Not Attempted or Absent. Usually this figure, when taking into account the number of not attempted, is much higher especially for Level 3. This occurs when a number of students stop studying for particular subjects when they reach the critical number of credits to achieve Level 3. This is a challenge we are addressing in 2023 by cultivating a culture where there is greater</p> | <p>The Level 1 result has met the board target, but the trend for students to avoid, not attempt or not prepare properly for their external examinations is a trend we must reverse before they reach Year 11.</p> <p>The 94% target is a challenging one. We had a significant drop in Level 2 due to the fact that we are drastically reducing the number of credits offered through 'external providers.' Restricting access to these 'soft' credits and unit standards is part of our strategy of changing the academic culture of our school.</p> <p>Liston should be proud of its Level 3 and University Entrance results. Although they are down from 2021 and 2020, there were no UEGs and significantly less Learning Recognition Credits. If we compare Level 3 and UE to 2019, we see a near 6% increase for L3 and over 20% increase for UE. This is a significant achievement especially given our significantly reduced reliance on the 'soft' credit factor mentioned above.</p> | <p>Because of this growing reticence towards NCEA external exams, we have begun to hold NCEA style exams in Year 10 and similar exam conditions in Year 9 for 2023. The intention is normalise the exam experience and let our students see the benefits of studying to perform at an exam.</p> <p>In 2022, Academic tracking is a significant change in terms of how we approach achievement at Liston College. A dedicated staff member on a significantly reduced timetable had an undeniable impact on our results and it is the strong Level 3 and UE results that reflect this. To build upon this, we have appointed another person to this role to not only increase its statistical and pastoral capacity of the tracking but also to continue to build upon the academic culture that has accelerated thanks to the introduction of this role in 2022.</p> <p>Another major step required is to move the "achieving middle" onto the Merit endorsement level. Depth, detail and other hallmarks for Merit-level NCEA achievement need to be more explicit in the internal assessment</p> |

2022 (completed 2023)

| | | | |
|---|---|--|---|
| <p>implemented with regular reporting to SLT.</p> | <p>commitment to completing the course enrolled for rather than the strategic exam sitting that is currently being practiced by many students. Liston College Excellence endorsement is 21.6% compared to 15.3% nationally. Merit endorsement Liston College 20.6% compared to 25.5%. Overall Board target exceeded however, I believe the Merit endorsement comparison was at the expense of the Excellence endorsement. Nevertheless, this does not excuse or account for why more students did not rise from Achievement only to Merit endorsement.</p> <p>U.E 79.2% - Board target of 70% exceeded.</p> <p>Māori achievement is well above the national average for all students for Levels 2, 3 and UE. It was close to double the national average for Level 1.</p> <p>Pasifika achievement is well above the national average for all students. This was achieved at all three levels. 100% of our large Pasifika Year 12 cohort received their Level 2 in 2022.</p> | | <p>checkpoint/feedback and the prep for external examination.</p> |
|---|---|--|---|



Liston College | 69 Rathgar Road | Henderson | Auckland 0610

Strategic Aim: To create a learning environment that embraces the diversity of all our learners and challenges them to realise their full potential, while instilling in them an appreciation of lifelong learning and development.

Annual Objective:

To promote and uphold the school's Special Catholic Character.
To develop the 'Liston Man'
To ensure all teaching staff are Transformative Teachers and actively broaden their teaching techniques.
To have Māori and Pasifika achievement at or above the national average.
To encourage a culture of learning that embraces the use of traditional pedagogy and new techniques for learning.
To empower learners to understand and appreciate the core values of Liston College in and out of school.
To ensure that the safety and wellbeing of each individual learner is paramount.
To continue an environmentally friendly and sustainable process and system throughout all school operations.

75% of Year 7 students at or above mean scale for Reading and Mathematics using PAT data and 80% for Writing.

77% of Year 8 students at or above the mean scale for Reading and Mathematics using PAT data and 85% for Writing.

80% of Year 9 students at or above the mean scale for Reading and Mathematics using PAT data 90% for Writing.

85% of Year 10 students at or above the mean scale for Reading and Mathematics using PAT and 95% for Writing.

PAT data will be used for Reading and Mathematics.

The CoL Writing tool will be used for measuring progress in Writing. This is based Overall Teacher Judgement (OTJs) Year and the percentage of each year level will be at or above the expected curriculum level. Year 7 level will be 80%, Year 8 will be 85%, Year 9—90% and Year 10 95%.

2022 (completed 2023)

| Baseline data: Mean Scale Score SOY | Overall Liston PAT Scale Score EOY Mean Scale Score Average (national) | % of students at or above national average |
|--|---|---|
| Year 7 Reading 57.3 | (60.4) 61.9 | 53.8% |
| Year 7 Vocabulary | (60.1) 64.8 | 71.8% |
| Year 7 Mathematics 54 | (55) 59.4 | 63.3% |
| Year 8 Reading 58.15 | (67) 62.5 | 37.5% |
| Year 8 Vocabulary | (65.7) 70.0 | 62.5% |
| Year 8 Mathematics 56.2 | (60.6) 61.5 | 57.3% |
| Year 9 Reading 68 | (76.5) 72.0 | 32.3% |
| Year 9 Mathematics 60 | (65.4) 61.9 | 41% |
| Year 10 Reading 75.6 | (76.5) 80.1 | 61.2% |
| Year 10 Vocabulary | (70.5) 81.1 | 80.4% |
| Year 10 Mathematics 64 | (66.6) 66.8 | 52.8% |

| Actions | Outcome | Reasons for the variance | Evaluation |
|---|--|--|---|
| <p>Reading</p> <p>Departments are encouraged to display the subject vocabulary in classrooms. The HoD and Assistant HoD have regular meetings with the relevant teachers to track progress.</p> <p>The English Department continues to give students greater choice over their reading for novel and poetry study. While school-wide SSR has been adapted again in some afternoon form times and with the Year 7 form times. The English Department has also incorporated the practice into their programme. Those learners who are below the expected level are given additional support from the ESOL and Learning Support staff. They are closely monitored and reading strategies are shared with other departments. In 2023, there have been dedicated Numeracy and Literacy programmes inserted into the timetabled curriculum for Years 7-9 for those who have been identified as falling significantly below their expected curriculum level. The number of learners using the Lexia Programme has been devoted largely at Year 10 to help bridge the transition into Year 11. Senior students are continuing to provide support to the Lexia learners by way of Reading Mentoring in form time one day a week. There is no doubt that the Lexia programme has a positive impact on the learners with the greatest reading difficulties.</p> | <p>Year 7 – 57.3 at the SOY moved to 61.9 by EOY for the increase in overall mean scale score for Year 7. 53.8% of students were at or above the expected curriculum level for Reading. This indicates that there are a relatively high proportion of students in stanines 1 – 4. 55 learners were below the expected level. Of the priority learners, 4 Māori (40%) and 13 Pasifika (62%) learners were below the expected level.</p> <p>Year 8 – Moved from a mean scale score of 58.15 (national 67) to a mean scale score of 62.5 (national 67.0). So only 37.5% of students were at or above the expected curriculum level. This shows that the Board target of 87% was not achieved.</p> <p>Year 9 - Moved from a mean scale score of 68.0 to a mean scale score of 72 (national 76.5). 32.3% of learners were at or above the mean scale score by the end of the year This is below the Board target of 95%.</p> <p>Year 10 – Baseline data at 75.6 was the overall mean score at the start of the year (SOY) to an 80.1 score at the end. Year 10 had 61.2% of</p> | <p>The target of 85% was set in 2022. The impact of the Covid 19 lockdowns continues to have an impact on the progress of these cohorts. There is also a large variation in results between the top and bottom students. It is clear that our targets in 2022 need to be more realistic.</p> <p>At Year 8 and 9 the targets were significantly lower than expected A more realistic target and close examination of why our literacy is struggling to be consistently at or above the national average.</p> <p>Closer attention to the performance of individual teachers will help to identify possible reasons for the uneven performance of the cohort.</p> | <p>The overall objective is for the majority of students (85%+) to begin Year 11 with Reading at a scale score in advance of 80. Traditionally we are able to expect students to be ready for the literacy demands of NCEA at Level 1. The progress over the 4 years is the basis of this confidence. We again acknowledge that there is a need to accelerate the gains made in Reading in Years 7 – 10—and especially at Years 8 and 9. There is an inconsistency of improvement across Years 7 – 10. This will form the focus of a review into the effectiveness of our current practices. Greater emphasis is placed on whole school responsibility for improving literacy. While every department is responsible for helping to make the literacy gains there is an inconsistency of practice both within and between Departments.</p> <p>The support from senior students as Reading Mentors has been a real success story. Clearly the relationship building between junior and senior students has given struggling readers the confidence to improve their reading. In 2023, the addition of the Literacy and Numeracy timetabled classes will hopefully see a decrease in the tail of the PATs for reading, writing and maths results.</p> |

2022 (completed 2023)

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| <p>The appointment of a Learning Support Co-ordinator (LSC) for Years 7 – 9 is an additional resource to support teachers to improve strategies to assist those learners below the national curriculum level. We have also incorporated Literacy strategies into the PLD programme.</p> <p>The school librarian, Leigh, is another good resource for learners who are struggling with reading. She continues to seek books to match the interests of these learners. Useful feedback from the Reading Mentors has helped Leigh to target her book selection.</p> <p>In Yrs 7 – 10 English Dept tailored all the assessments to becoming slightly more complex from yrs 7-10. We focused heavily on sentence accuracy at each level and encouraged teachers to mark students work with great frequency.</p> | <p>students at or above the expected curriculum level which falls significantly below the target of 95%</p> | | <p>In 2023 there was a decision to move all English and Maths for years 7-10 away from Modern Learning Environments.</p> |
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| <p>Writing</p> <p>In 2022 we continued the co-ordinated approach across the English, Science, Religious Studies, Humanities and Mathematics Departments for all classes in Years 7 – 10. The English department used the CoL writing tool to determine their OTJ at where students were at the end of the year for their expected curriculum level. There is concern of the growing ‘tail’ among Māori and Pasifika learners as they progress through to Year 10 and fall behind their NZ European, Indian and Asian peers.</p> | <p>Year 7 - Writing levels OTJ data puts 95% at or above the expected curriculum level of 3A thereby exceeding the target.</p> <p>Of the priority learners, 1x Māori and 2x Pasifika students were below the standard at Year 7. This put both groups at under 2% of the entire cohort and 9% of Māori learners 7% of Pasifika learners. This is calculating Year 7s at the expected level 3 of the NZ curriculum.</p> | <p>The variance between the Writing, the Reading and Vocab is hard to ignore. The OTJs and the use of the CoL writing tool cannot really be compared with the PATs however the differences are striking. Across school moderation for writing tool needs to occur if we are going to continue to use the OTJs in a meaningful manner to determine curriculum writing levels.</p> | <p>The objective for all students is to start Year 11 with Writing at least at curriculum level 5W. Closer monitoring of individual progress by the Class Teacher and the HoD will better track the impact of changes such as scaffolding.</p> |
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2022 (completed 2023)

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| <p>In response to this concern, and as mentioned above, in 2023, we have created dedicated Numeracy and Literacy programmes inserted into the timetabled curriculum for Years 7-9. These are high teacher: student ratio classes that do not impact the students core' curriculum area. They are designed for those who have been identified as falling significantly below their expected curriculum level.</p> | <p>Year 8 – OTJ put 78% having a writing level at or above the expected curriculum Which did not reach the Board target of 85%. 5x Māori learners (equates to 45% of Māori learners) and 8x Pasifika learners are below the standard (equates to 31% of learners). This is calculating Year 8s at the expected level 4 of the NZ Curriculum.</p> <p>Year 9 – OTJ puts 70% having a writing level at or above the expected curriculum level of 4W. This is below the Board target of 90%. Of the priority learners, 3 Māori (50%) and 10 (38%) Pasifika student were below the expected level of 4W.</p> <p>The non-alignment of curriculum levels to year levels means that the comparison between years 8 and 9 move from those 4E (early) and 4 (working) is considered the baseline for improvement.</p> <p>Year 10 – OTJ 60% of learners were at or above the expected curriculum level (5). This was well below the Board target of 95%. Of the priority learners, 10x Māori (77%) and 16x Pasifika learners (61%) were below the expected level.</p> | | |
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| <p>Numeracy The Mathematics and Statistics Department continues to group the classes by Maths ability. The rationale was that the learning needs of the students would be better met with this grouping. The learners with the greatest needs have access to teacher aide assistance as well as the teacher expertise.</p> <p>A significant barrier is that many learners can make Mathematical computations but are unable to explain the application. This is particularly true in Years 9 and 10 when it becomes more apparent when preparing for NCEA type assessment. This has been identified previously and remains an issue which continues to present challenges for learners. A change in the way Mathematics problems are presented will be a focus for 2023.</p> <p>The appointment of the 2 Learning Support co-ordinators has enabled better PLD opportunities for individual teachers to better target individual learners. This has been helpful for the students at risk of not achieving.</p> <p>More careful analysis of performance by individual teacher has been carried out. This will be part of the Annual Plan for the Department.</p> | <p>Year 7 – The overall mean scale score was 54.0 and moved to 59.4 which is slightly above the national mean of 55. 63.3% of the students were above the national mean but still well below the target of 80%.</p> <p>Year 8 – The overall mean scale score was 56.2 moving to 61.5 which is slightly higher than the national mean of 60.6. 57.3% of the students were above the national mean compared to the target of 85%.</p> <p>Year 9 – The overall mean scale score moved from 60.0 to 61.9 which is below the 65.9 national mean scale score. lightly below the national mean of 65.4, 41.0% of our students are working at or above the national average level. This is well below a target of 90% of students working above the national mean.</p> <p>Year 10 – The overall mean scale score moved from 64.0 to 66.8 which is just slightly above the 66.6 national mean scale score. 52.8% of our students are working at or above the national average level. This is well below a target of 95% of students working above the national mean.</p> | <p>There has been an improvement to a mean scale score from the start to the end of the year for 7-10. However, more than 50% of our Year 9 students did were not at or above the national average and this is a major concern.</p> <p>The main reason why the target wasn't reached is because the application of mathematical learning is limited. At Years 7 and 8 the students can demonstrate the mathematical skills. By Year 9 – and 10 many learners are unable to apply the skills to practical problems. This is accentuated by literacy limitations. This is another factor that led us to devout a significant amount of staffing towards the Numeracy and Literacy timetabled classes at Years 7-9</p> | <p>The initiative of having a mentor for Māori learners and one for Pasifika has continued to have a positive impact. This one-on-one intensive coaching has helped to provide feedback to the learners' teachers to target specific learning areas. The importance of addressing literacy barriers for some learners has also had a positive impact.</p> <p>The support programme Tuakana Teina will move to focus on Year 10 and students are mentored by fellow students is having a positive impact on student performance and is a contributing factor towards the improvements observed.</p> <p>In 2023, we have created dedicated Numeracy programmes inserted into the timetabled curriculum for Years 7-9. These are high teacher: student ratio classes that do not impact the students' core curriculum area. They are designed for those who have been identified as falling significantly below their expected curriculum level.</p> |
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GOALS - 2022



GOALS:

- **Goal 1:** To continue to see evidence of the 'Liston Man' being developed
 - The values of Edmund Rice are introduced to and evident in all learners and staff
 - Learners understand and appreciate the College's history and traditions
 - Our learners will leave the College as young men of Catholic character who will influence and contribute positively to their families, communities and their nation
 - Strategic Plan reference:
 - Pillar 1 – Key objective # 3
 - Pillar 1 – Key objective # 4
- **Goal 2:** To ensure all teaching staff are transformative Teachers and actively broaden their teaching strategies
 - The Board of Trustees will ensure staff are provided with appropriate resources and professional learning opportunities
 - Enabling staff to demonstrate evidence-based pedagogies and reflective practices that are proven to improve boys outcomes.
 - Enabling staff to demonstrate collaborative and cross-curricular planning, and to ensure this is part of the Liston culture
 - Review assessment practices in light of the impending NCEA changes
 - Strategic Plan reference:
 - Pillar 2 – Key objective # 4
- **Goal 3:** To encourage a culture of learning that embraces the use of both traditional pedagogy and new technologies for learning and to ensure we have universal access of learning technology for all learners at the school. To increase collaboration in planning and delivery of the curriculum.
 - Promote the use of educational software at school and in the home
 - Collaborate with organisations and programmes that encourage diversity of thought and innovation
 - Have subsidised equipment available for students that need the resources but may have financial limitations.

2022 (completed 2023)

- Have an effective and discreet short loan system for learners who do not have ready access to utilise digital technology.
- To ensure every student has the ability to have online learning made available. i.e Device, internet
- Strategic Plan reference:
 - Pillar 3 – Key objective # 2
 - Pillar 3 – Key objective #3
- **Goal 4:** To increase opportunities for parents and whanau to engage with the College
 - Liston Day celebrations are interactive and inclusive for staff, learners and the community
 - Have an effective communication strategy that ensures learners and the community are well informed of all events that we have at the school.
 - To foster relationships with all key stakeholders of Liston College
 - Raise funds to support the strategic priorities of the school including the multipurpose sports facility through the Advancement Office
 - Create awareness opportunities available to support unmet needs of Liston College
 - Improve the sporting profile of the College along with sports participation
 - Strategic Plan reference:
 - Pillar 4 – Key Objective # 1
 - Pillar 4 – Key Objective # 4
 - Pillar 4 – Key Objective # 5
 - Pillar 4 – Key Objective # 6
- **Goal 5:** To continue to ensure that the safety and wellbeing of each individual learner is paramount
 - Staff and student leaders that are first aid trained
 - Regular fire and emergency drills that are monitored and measured
 - Effective peer mentoring programme
 - Strong 'anti bullying' policy that is integrated into all peer support programmes
 - Health and counselling support services that are discreet and accessible
 - Strategic Plan reference:
 - Pillar 4 – Key objective # 1
- **Goal 6:** To continue to adopt and normalise environmentally friendly and sustainable processes and systems throughout all school operations
 - Strategic Plan reference:
 - Pillar 5 – All Key # 2

TARGETS - 2023



TARGETS:

- **Raising levels of achievement – NCEA**
 - Level 1 – 97% overall pass rate, with N/A in externals – 20% or less
 - Level 2 – 94% overall pass rate, with N/A in externals – 20% or less
 - Level 3 – 93% overall pass rate, with N/A in externals – 20% or less
- **Raising levels of achievement – University Entrance**
 - 75% overall pass rate

- **Using PATs**

| Targets | Yr7 | Yr8 | Yr9 | Yr10 |
|--|-----|-----|-----|------|
| Reading Comprehension | 75% | 77% | 80% | 85% |
| Reading Vocabulary | 75% | 77% | 80% | 85% |
| Writing | 70% | 75% | 80% | 85% |
| Mathematics | 70% | 75% | 80% | 85% |
| At or above mean scale of national average | | | | |

- **Māori achievement is above the national average for all students**
- **Pasifika achievement is at or above the national average for all students**

Liston College

For the year ended 31 December 2022

Kiwisport Note

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$17,971.17 (excluding GST). The funding was spent on sport equipment and sports coaching within the school.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Liston College (the School). The Auditor-General has appointed me, Matthew Coulter, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 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 as applicable to entities that qualify as Tier 2.

Our audit was completed on 25 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 information included on pages 21 to 33, 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.



Matthew Coulter
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand