

## CARMEL COLLEGE

### ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 000035

**Principal:** Christine Allen

**School Address:** 108 Shakespeare Road, Milford, Auckland 0620

**School Postal Address:** PO Box 31142, Milford, Auckland 0741

**School Phone:** 09 486 1132

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

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Julie Scott	Chair Person	Appointed	Nurse Practitioner	2022
Christine Allen	Principal	ex Officio Appointed	Principal	2022
Pravina Singh	Deputy Chair	Elected	Lawyer	2022
Valerie Bromfield	Parent Rep	Elected	Financial Controller	2022
Michael Chinnery	Parent Rep	Elected	Financial Controller	2022
Kerry Jones	Parent Rep	Elected	Construction Project Manager	2022
Catherine Mackisack	Staff Rep	Appointed	Teacher	2022
Shinjini Dutta-Choudhury	Student Rep	Elected	Student	T3 2020
Peter Beckett	Proprietors Rep	Appointed	Banker	2022
Sr Rosemary Revell	Proprietors Rep	Appointed		2022
Laura Mckenzie	Proprietors Rep	Appointed	Teacher	2022

# CARMEL COLLEGE

Annual Report - For the year ended 31 December 2019

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# Carmel 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.

June Scott

Full Name of Board Chairperson

JS

Signature of Board Chairperson

26/5/2020

Date:

Ms Christine Allen

Full Name of Principal

CfA

Signature of Principal

26/5/2020

Date:

# Carmel College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	11,777,472	11,419,727	11,886,554
Locally Raised Funds	3	1,468,119	914,949	1,297,133
Interest income		92,970	90,000	90,440
International Students	4	595,153	525,650	646,296
		<u>13,933,714</u>	<u>12,950,326</u>	<u>13,920,424</u>
<b>Expenses</b>				
Locally Raised Funds	3	672,241	71,000	520,557
Hostel	4	-	-	-
International Students	4	121,472	128,225	186,560
Learning Resources	5	6,927,717	6,611,654	6,894,344
Administration	6	737,183	1,071,962	815,951
Finance		12,731	1,000	16,448
Property	7	5,056,003	5,042,603	5,087,424
Depreciation	8	191,914	-	272,874
Loss on Disposal of Property, Plant and Equipment		37,911	-	-
Amortisation of Intangible Assets		-	-	853
		<u>13,757,171</u>	<u>12,926,444</u>	<u>13,795,011</u>
<b>Net Surplus / (Deficit) for the year</b>		176,543	23,882	125,412
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>176,543</u>	<u>23,882</u>	<u>125,412</u>

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

# Carmel College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		2,154,757	2,400,136	2,029,344
Total comprehensive revenue and expense for the year		176,543	23,882	125,412
<b>Equity at 31 December</b>	23	2,331,300	2,424,018	2,154,757
Retained Earnings		2,331,300	2,424,018	2,154,757
<b>Equity at 31 December</b>		2,331,300	2,424,018	2,154,757

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.

**Carmel College**  
**Statement of Financial Position**  
As at 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	442,512	440,215	459,024
Accounts Receivable	10	479,094	449,000	570,511
GST Receivable		17,818	18,000	7,639
Prepayments		103,741	100,000	58,937
Investments	11	2,953,431	2,900,000	2,577,181
		<u>3,996,596</u>	<u>3,907,215</u>	<u>3,673,292</u>
<b>Current Liabilities</b>				
Accounts Payable	13	619,228	612,000	710,424
Revenue Received in Advance	14	1,285,651	1,263,734	1,199,309
Provision for Cyclical Maintenance	15	81,439	81,000	66,933
Finance Lease Liability - Current Portion	16	27,545	400	74,837
Funds held in Trust	17	15,225	15,000	14,610
		<u>2,029,088</u>	<u>1,972,134</u>	<u>2,066,113</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>1,967,508</u>	<u>1,935,081</u>	<u>1,607,179</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	<u>695,975</u>	<u>688,727</u>	<u>795,957</u>
		695,975	688,727	795,957
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	188,875	146,000	194,586
Finance Lease Liability	16	143,309	53,790	53,793
		<u>332,184</u>	<u>199,790</u>	<u>248,379</u>
<b>Net Assets</b>		<u>2,331,300</u>	<u>2,424,018</u>	<u>2,154,757</u>
<b>Equity</b>	23	<u>2,331,300</u>	<u>2,424,018</u>	<u>2,154,757</u>

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



# Carmel College

## Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,754,979	1,747,072	1,755,822
Locally Raised Funds		1,548,092	961,392	1,277,664
International Students		689,766	543,178	617,761
Goods and Services Tax (net)		(10,179)	(18,000)	(16,402)
Payments to Employees		(1,473,621)	(1,538,695)	(1,612,737)
Payments to Suppliers		(1,961,178)	(1,788,239)	(1,617,621)
Cyclical Maintenance Payments in the year		(120,444)	(125,500)	(58,344)
Interest Paid		(11,981)	(1,000)	(16,448)
Interest Received		101,942	81,000	88,449
Net cash from Operating Activities		517,377	(138,792)	418,143
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(7,100)	-	4,147
Purchase of PPE (and Intangibles)		(74,770)	(117,105)	(151,833)
Purchase of Investments		(376,250)	459,774	(367,406)
Net cash from Investing Activities		(458,120)	342,669	(515,092)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(76,385)	(237,687)	(61,459)
Funds Administered on Behalf of Third Parties		615	15,000	(965)
Net cash from Financing Activities		(75,770)	(222,687)	(62,424)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(16,513)</b>	<b>(18,810)</b>	<b>(159,372)</b>
Cash and cash equivalents at the beginning of the year	9	459,025	459,025	618,396
<b>Cash and cash equivalents at the end of the year</b>	9	<b>442,512</b>	<b>440,215</b>	<b>459,024</b>

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

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

# **Carmel College**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

#### **1. Statement of Accounting Policies**

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

Carmel 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 12.

#### **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

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

#### **Other Grants**

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

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

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

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

#### **Interest Revenue**

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

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

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

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses. 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) 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.*

*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.*

#### **j) 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.

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

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



### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and equipment	5-10 years
Information and communication technology	4 years
Motor vehicles	10 years
Textbooks	3 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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

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

#### *Non cash generating assets*

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

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

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

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

### **l) 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.

### **m) 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.

**n) 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.

**o) 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.

**p) 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).

**q) Financial Assets and Liabilities**

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

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

**r) 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.

**s) Budget Figures**

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

**t) 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	1,583,946	1,589,534	1,607,436
Teachers' Salaries Grants	5,560,242	5,215,193	5,659,522
Use of Land and Buildings Grants	4,476,000	4,476,000	4,476,000
Resource Teachers Learning and Behaviour Grants	11,423	36,000	13,873
Other MoE Grants	94,281	76,000	67,146
Other Government Grants	51,580	27,000	62,578
	<b>11,777,472</b>	<b>11,419,727</b>	<b>11,886,554</b>

## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	72,149	44,000	8,305
Activities	661,044	140,000	447,531
Trading	84,754	87,000	180,248
Fundraising	506,528	510,449	514,985
Other Revenue	143,644	133,500	146,064
	<b>1,468,119</b>	<b>914,949</b>	<b>1,297,133</b>
<b>Expenses</b>			
Activities	672,241	71,000	391,505
Trading	-	-	129,052
	<b>672,241</b>	<b>71,000</b>	<b>520,557</b>
	<b>795,878</b>	<b>843,949</b>	<b>776,576</b>

*Surplus/ (Deficit) for the year Locally raised funds*

The comparative 2018 amounts for locally raised funds revenue and locally raised expense have each been increased by the amount of \$317,385 in order to gross up sports related income and expenditure.

## 4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	51	45	49
	<b>2019 Actual \$</b>	<b>2019 Budget (Unaudited) \$</b>	<b>2018 Actual \$</b>
<b>Revenue</b>			
International Student Fees	595,153	525,650	646,296
<b>Expenses</b>			
Advertising	13,247	20,000	15,288
Commissions	-	-	66,757
Employee Benefit - Salaries	108,225	108,225	104,515
	<b>121,472</b>	<b>128,225</b>	<b>186,560</b>
	<b>473,681</b>	<b>397,425</b>	<b>459,736</b>

*Surplus/ (Deficit) for the year International Students'*



## 5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	342,211	282,836	256,240
Information and Communication Technology	192,848	231,020	185,720
Extra-Curricular Activities	34,735	26,136	2,981
Employee Benefits - Salaries	6,318,398	6,014,662	6,406,382
Staff Development	39,525	57,000	43,021
	<u>6,927,717</u>	<u>6,611,654</u>	<u>6,894,344</u>

## 6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	15,906	14,500	8,249
Board of Trustees Fees	5,240	51,000	7,194
Board of Trustees Expenses	24,510	1,500	50,933
Communication	17,038	15,600	16,512
Other	71,653	356,851	65,726
Employee Benefits - Salaries	524,028	568,685	598,564
Insurance	13,601	6,900	12,585
Service Providers, Contractors and Consultancy	65,207	56,926	56,189
	<u>737,183</u>	<u>1,071,962</u>	<u>815,951</u>

## 7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,903	20,150	18,148
Consultancy and Contract Services	138,880	137,870	125,058
Cyclical Maintenance Provision	129,239	89,000	83,425
Grounds	13,704	20,350	19,064
Heat, Light and Water	95,535	112,000	102,911
Rates	5,080	500	5,498
Repairs and Maintenance	77,027	83,885	83,993
Use of Land and Buildings	4,476,000	4,476,000	4,476,000
Security	15,596	23,950	23,626
Employee Benefits - Salaries	90,039	78,898	149,701
	<u>5,056,003</u>	<u>5,042,603</u>	<u>5,087,424</u>

The use of land and buildings figure represents 8% of the school's total property value. 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Furniture and Equipment	93,775	-	101,382
Information and Communication Technology	44,015	-	81,952
Motor Vehicles	10,760	-	8,839
Textbooks	9,871	-	14,130
Leased Assets	26,843	-	60,099
Library Resources	6,650	-	6,471
	<u>191,914</u>	<u>-</u>	<u>272,874</u>

## 9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	215	215	215
Bank Current Account	442,297	440,000	47,173
Bank Call Account	-	-	411,636
Cash and cash equivalents for Cash Flow Statement	<u>442,512</u>	<u>440,215</u>	<u>459,024</u>

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

## 10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	40,130	40,000	137,763
Receivables from the Ministry of Education	-	-	4,358
Interest Receivable	9,129	9,000	18,101
Teacher Salaries Grant Receivable	429,835	400,000	410,290
	<u>479,094</u>	<u>449,000</u>	<u>570,511</u>
Receivables from Exchange Transactions	49,259	49,000	155,864
Receivables from Non-Exchange Transactions	429,835	400,000	414,647
	<u>479,094</u>	<u>449,000</u>	<u>570,511</u>

## 11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	2,953,431	2,900,000	2,577,181

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	404,612	56,351	-	-	(93,775)	367,188
Information and Communication	63,357	10,640	-	-	(44,015)	29,982
Motor Vehicles	69,609	1,564	-	-	(10,760)	60,413
Textbooks	16,123	5,412	-	-	(9,871)	11,663
Artwork	83,500	-	-	-	-	83,500
Leased Assets	113,458	71,335	(61,274)	-	(26,843)	96,677
Library Resources	45,298	10,901	(2,997)	-	(6,650)	46,552
<b>Balance at 31 December 2019</b>	<b>795,957</b>	<b>156,203</b>	<b>(64,271)</b>	<b>-</b>	<b>(191,914)</b>	<b>695,975</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	1,667,230	(1,300,042)	367,188
Information and Communication	941,216	(911,234)	29,982
Motor Vehicles	116,129	(55,716)	60,413
Textbooks	530,714	(519,051)	11,663
Artwork	83,500	-	83,500
Leased Assets	144,974	(48,297)	96,677
Library Resources	157,154	(110,602)	46,552
<b>Balance at 31 December 2019</b>	<b>3,640,917</b>	<b>(2,944,942)</b>	<b>695,975</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Furniture and Equipment	440,084	65,910	-	-	(101,382)	404,612
Information and Communication	135,624	9,685	-	-	(81,952)	63,357
Technology	30,569	47,880	-	-	(8,839)	69,609
Motor Vehicles	83,500	-	-	-	-	83,500
Artwork	15,848	14,405	-	-	(14,130)	16,123
Textbooks	114,569	58,988	-	-	(60,099)	113,458
Leased Assets	42,814	9,809	(853)	-	(6,471)	45,298
Library Resources						
<b>Balance at 31 December 2018</b>	<b>863,008</b>	<b>206,676</b>	<b>(853)</b>	<b>-</b>	<b>(272,874)</b>	<b>795,957</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Furniture and Equipment	1,610,879	(1,206,266)	404,613
Information and Communication Technology	930,576	(867,220)	63,356
Motor Vehicles	121,665	(52,056)	69,609
Textbooks	525,302	(509,180)	16,122
Artwork	83,500	-	83,500
Leased Assets	289,899	(176,441)	113,458
Library Resources	156,617	(111,318)	45,299
<b>Balance at 31 December 2018</b>	<b>3,718,439</b>	<b>(2,922,482)</b>	<b>795,957</b>



### 13. Accounts Payable

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	108,245	108,000	225,813
Banking Staffing Overuse	23,507	-	-
Employee Entitlements - Salaries	437,606	454,000	418,461
Employee Entitlements - Leave Accrual	49,870	50,000	66,150
	<u>619,228</u>	<u>612,000</u>	<u>710,424</u>

Payables for Exchange Transactions	619,228	612,000	710,424
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The carrying value of payables approximates their fair value.

	<u>619,228</u>	<u>612,000</u>	<u>710,424</u>
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	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	17,360	17,360	7,969
International Student Fees	1,021,917	1,000,000	927,306
Other	246,374	246,374	264,035
	<u>1,285,651</u>	<u>1,263,734</u>	<u>1,199,309</u>

### 15. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	261,519	261,519	236,438
Increase/ (decrease) to the Provision During the Year	135,074	89,000	83,425
Use of the Provision During the Year	(126,279)	-	(58,344)
Provision at the End of the Year	<u>270,314</u>	<u>350,519</u>	<u>261,519</u>
Cyclical Maintenance - Current	81,439	81,000	66,933
Cyclical Maintenance - Term	188,875	146,000	194,586
	<u>270,314</u>	<u>227,000</u>	<u>261,519</u>

### 16. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	27,545	(400)	(74,837)
Later than One Year and no Later than Five Years	143,309	(53,790)	(53,793)
	<u>170,854</u>	<u>(54,190)</u>	<u>(128,630)</u>

## 17. Funds held in Trust

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	15,225	15,000	14,610
	<u>15,225</u>	<u>15,000</u>	<u>14,610</u>

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

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

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues development contributions and proprietor contributions payable to the Proprietor. The amounts collected in total were \$1,367,777 (2018: \$1,395,064). 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 \$14,783, (2018: \$14,357).

## 19. Remuneration

### Key management personnel compensation

Key management personnel of

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	5,240	7,194
Full-time equivalent members	0.41	0.41
<i>Leadership Team</i>		
Remuneration	2,421,857	2,529,973
Full-time equivalent members	25	28
Total key management personnel remuneration	<u>2,427,097</u>	<u>2,537,167</u>
Total full-time equivalent personnel	<u>25.41</u>	<u>28.41</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 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	190-200
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	3.00	2.00
110-120	1.00	1.00
130-140	1.00	1.00
	<u>5.00</u>	<u>4.00</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 Actual	2018 Actual
Total	-	\$ 48,364.00
Number of People	-	2

## 21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at **31 December 2019** (Contingent liabilities and assets 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. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual 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.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board had not entered into contract agreements for capital works.  
(Capital Commitments as at 31 December 2018: nil)

### (b) Operating Commitments

As at 31 December 2019 the

(a) operating lease of a EFTPOS Machine;

No later than One Year

2019 Actual \$	2018 Actual \$
-	17,668
-	17,668

## 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 assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	442,512	440,215	459,024
Receivables	479,094	449,000	570,511
Investments - Term Deposits	2,953,431	2,900,000	2,577,181
Total Financial assets measured at amortised cost	3,875,037	3,789,215	3,606,716

### Financial liabilities measured at amortised cost

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Payables	619,228	612,000	225,813
Finance Leases	170,854	54,190	128,630
Total Financial Liabilities Measured at Amortised Cost	790,082	666,190	354,443

## 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 lockdown all schools were closed. Subsequently all school and kuraa reopened on the 18th May 2020.

At the date of issuing the financial statements, the school has been able to absorb some 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.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

- A reduction in revenue from student fees & charges from International students, including the potential loss of current and prospective students due to the disruption and/or pressures created by COVID-19.

## 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.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF CARMEL COLLEGE'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Carmel College (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, 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 19, that comprise the statement of financial position as at 31 December 2019, 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 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 27 May 2020. This is the date at which our opinion is expressed.

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

**Emphasis of Matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

**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.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

*Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.*

*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

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

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

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

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.



- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance for the 2019 results and the Statement on the Kiwisport funding 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.



Kurt Sherlock  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland New Zealand



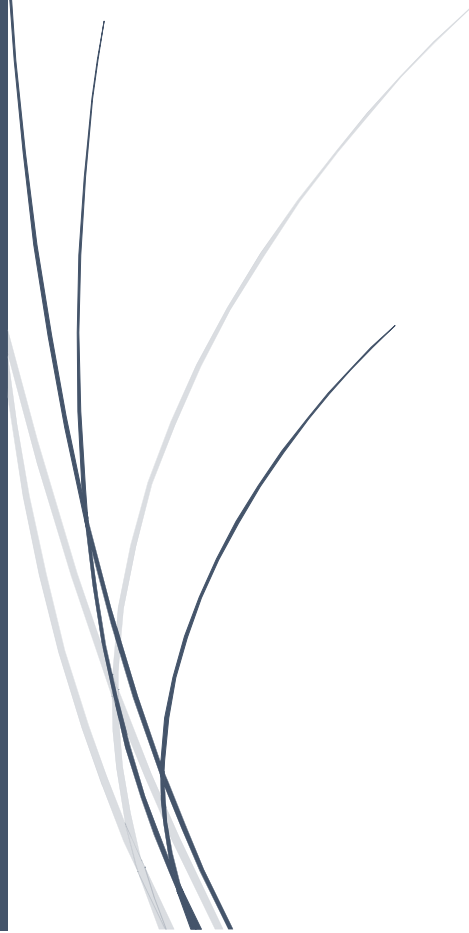
Due: 28 February, 2020

# Carmel College - 035

Analysis of Variance for 2019 results

Carmel College Board of Trustees

Page 1 of 24



**Strategic Goal:** Engage all learners in quality learning and teaching programmes to achieve personal excellence in life and be learners for life.

**Annual academic goals:** Junior academic targets:

That all students are working at or above the curriculum level appropriate to their year group from Y7-10.

At this stage, we are setting some baseline data to use for future comparisons. In 2019, we used e-asTTle as our baseline for Y7-10 and in 2020, we will be using this as a measure for cohort learning progression.

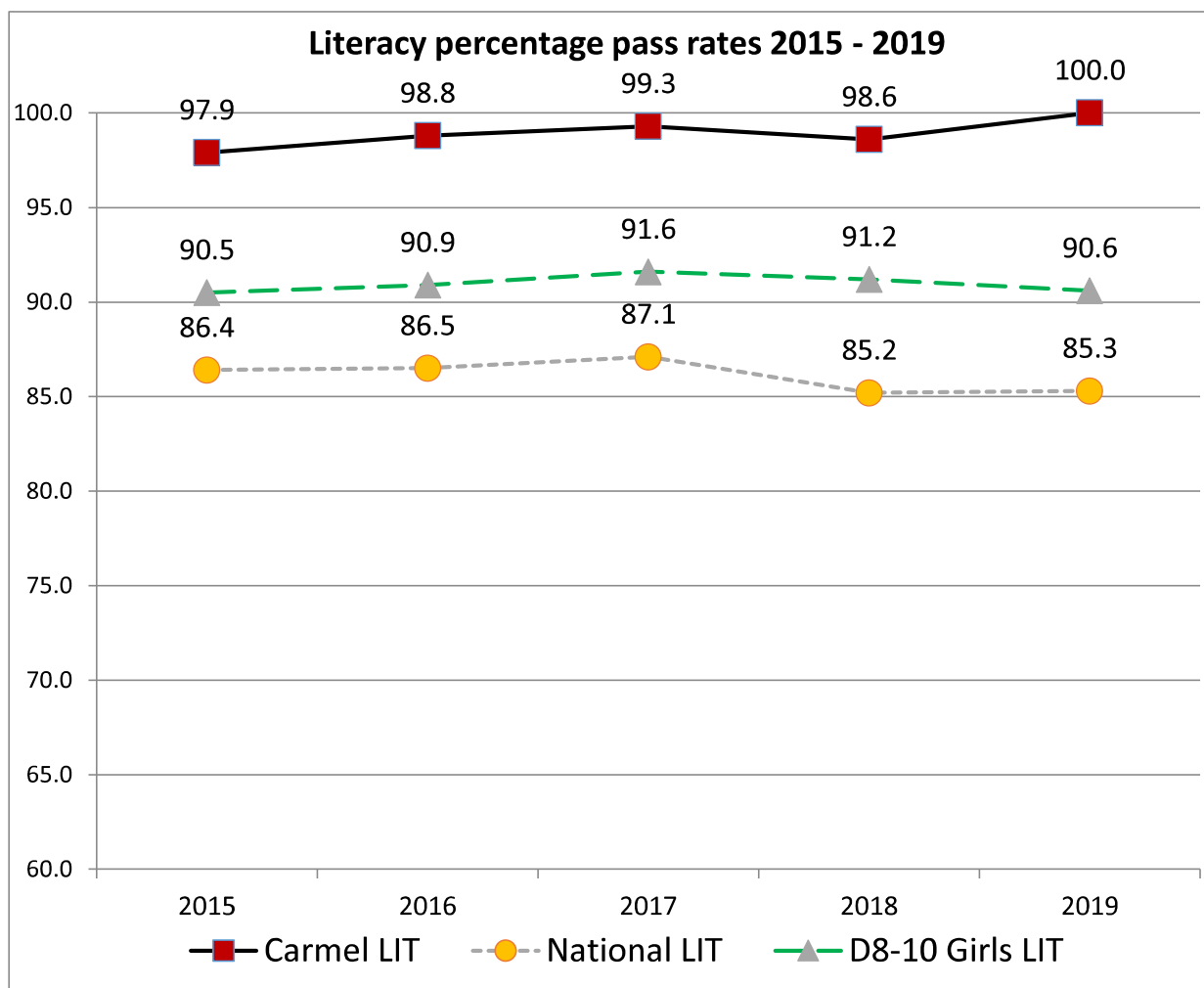
**Senior academic target:**

1. L1, L2 and L3 Target: that 100% of the 2020 students eligible to gain the relevant NCEA certificate achieve this qualification.

### NCEA results for 2019:

Please note that all calculations for the NCEA results have been recalibrated to reflect the roll based results now published by NZQA. This includes NCEA results for previous years.

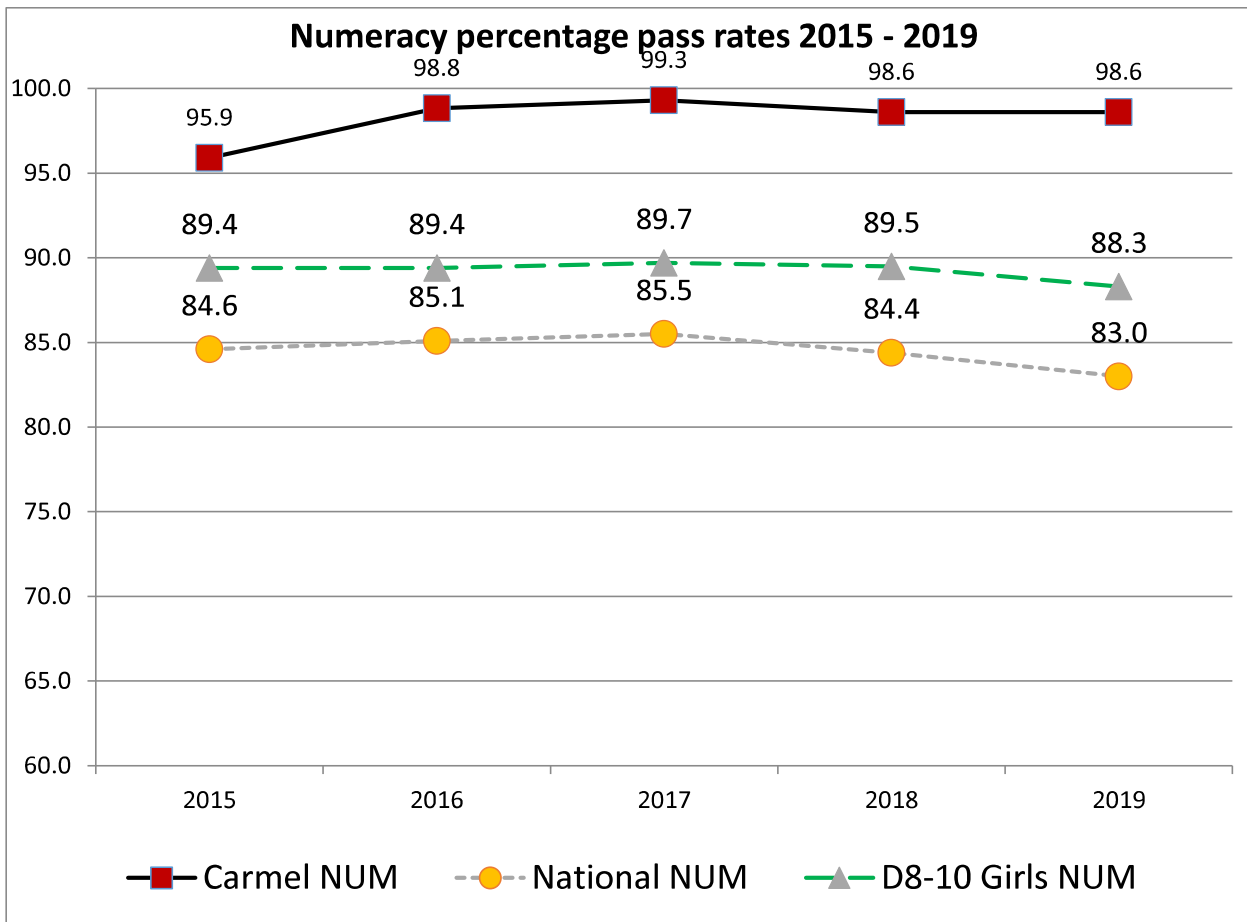
	2015	2016	2017	2018	2019
Carmel LIT	97.9	98.8	98.3	98.6	100.0
National LIT	85.9	85.8	86.4	85.2	85.3
D8-10 Girls LIT	90.2	90.6	91.1	91.2	90.6



**Literacy:** Carmel has continued to maintain very high levels of literacy attainment. In 2019, there was 100% literacy pass rate. This makes it the fourth consecutive year that the L1 literacy pass rates have been above 98%.

Our literacy rates, when compared to similar schools (D8-10: 90.6%) are 9.4% higher and when compared to national pass rates, (85.3%), Carmel is 14.7% higher.

	2015	2016	2017	2018	2019
<b>Carmel NUM</b>	<b>95.9</b>	<b>98.8</b>	<b>99.3</b>	<b>99.3</b>	<b>98.6</b>
<b>National NUM</b>	<b>83.8</b>	<b>84.3</b>	<b>84.6</b>	<b>82.9</b>	<b>83.0</b>
<b>D8-10 Girls NUM</b>	<b>89.1</b>	<b>89.0</b>	<b>89.2</b>	<b>88.6</b>	<b>88.3</b>

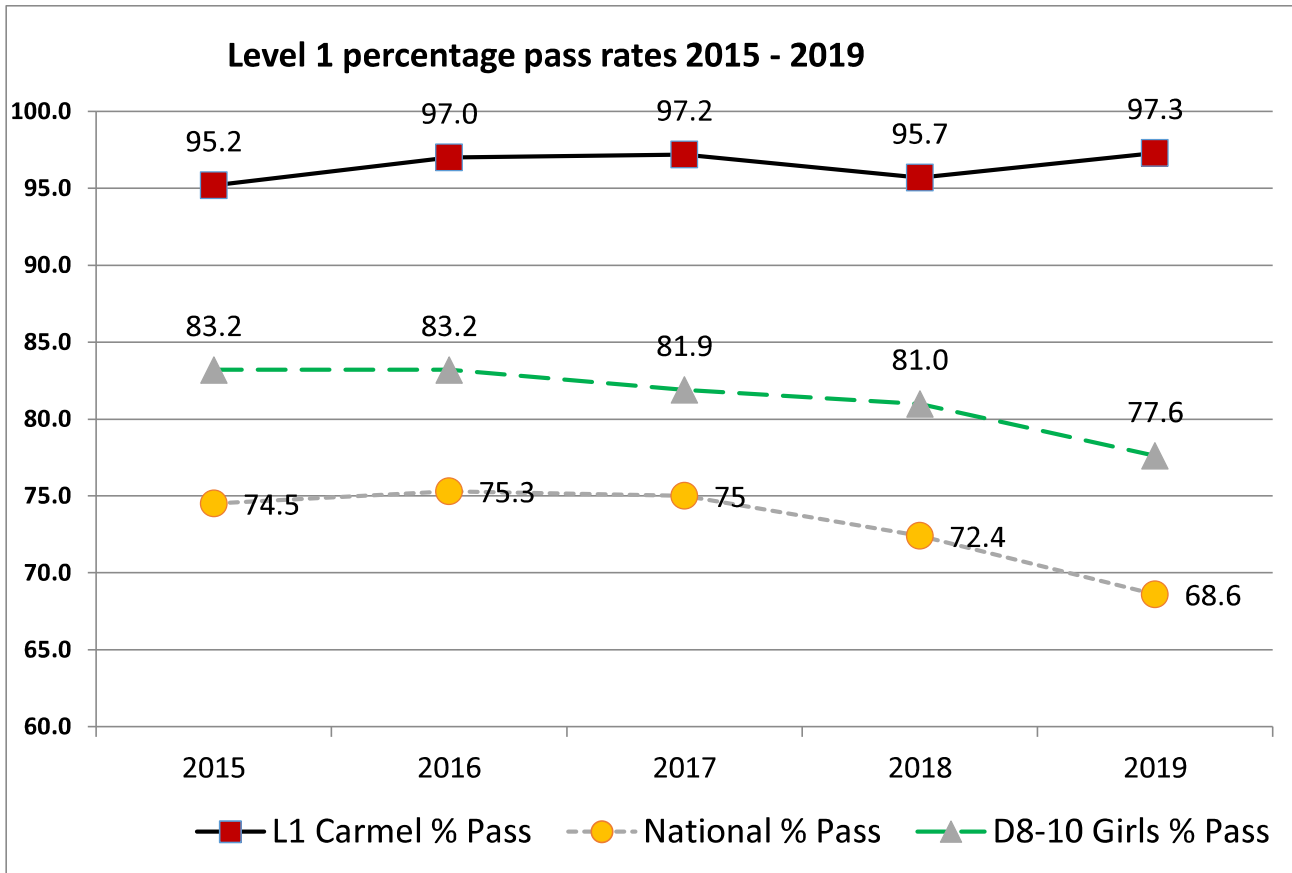


**Numeracy:** Again, Carmel has continued to maintain very high levels of numeracy attainment. This the fourth consecutive year that the pass rate has been above 98%.

Our numeracy rates, when compared to similar schools (D8-10: 88.3%) are 10.3% higher and when compared to national pass rates, (83.0%), Carmel is 15.6% higher.



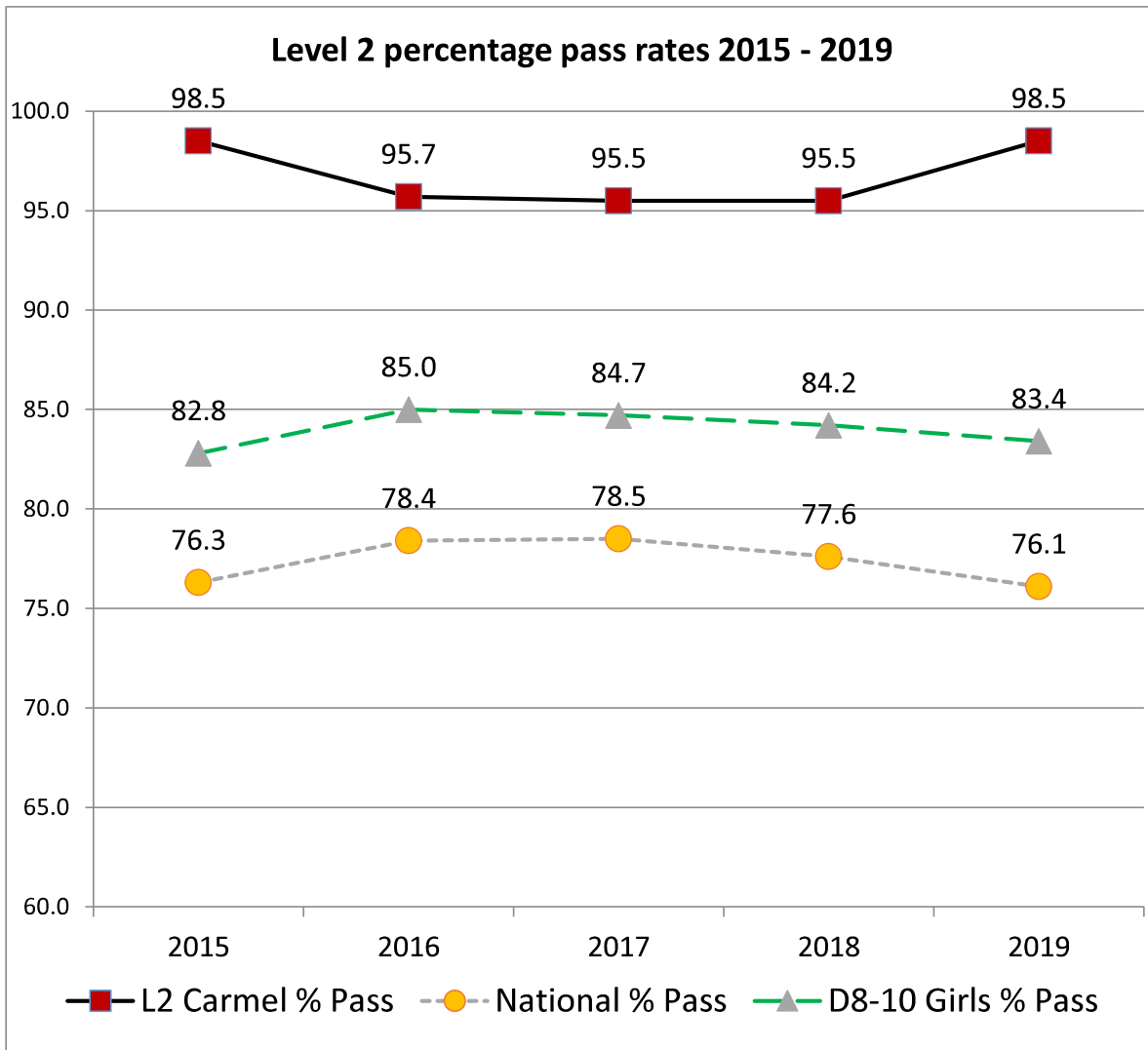
	2015	2016	2017	2018	2019
<b>L1 Carmel % Pass</b>	<b>95.2</b>	<b>97.0</b>	<b>97.2</b>	<b>96.4</b>	<b>97.3</b>
<b>National % Pass</b>	<b>74.5</b>	<b>75.3</b>	<b>74.5</b>	<b>70.4</b>	<b>68.6</b>
<b>D8-10 Girls % Pass</b>	<b>83.2</b>	<b>83.3</b>	<b>81.4</b>	<b>79.8</b>	<b>77.6</b>



**Level 1:** Over the past five years, Carmel (97.3%) has been exceeding D8-10 (77.6%) schools and the national average (66.8%) by considerable margins. With the recalculations of the NCEA results, the gaps in the comparative data is now wider. In 2019, the gap to D8-10 is 19.7% and to the national average is 28.7%.

It is interesting to note that, over the past 4 years, there has been a downward trend in both D8-10 and national percentage passes, Carmel's results have maintained their very high pass rates.

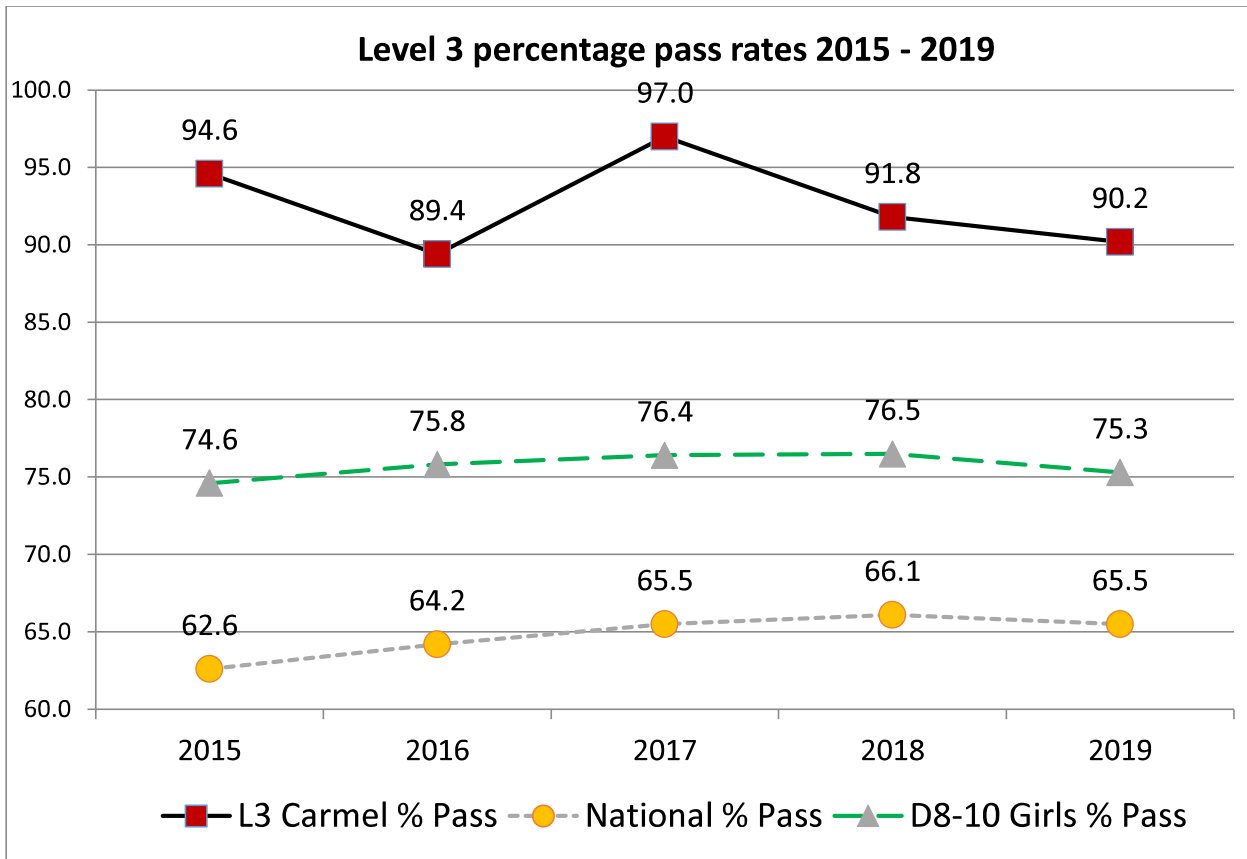
	2015	2016	2017	2018	2019
<b>L2 Carmel % Pass</b>	<b>98.4</b>	<b>95.7</b>	<b>94.9</b>	<b>94.8</b>	<b>98.5</b>
<b>National % Pass</b>	<b>76.3</b>	<b>78.4</b>	<b>78.0</b>	<b>76.3</b>	<b>76.1</b>
<b>D8-10 Girls % Pass</b>	<b>82.8</b>	<b>85.0</b>	<b>84.3</b>	<b>83.3</b>	<b>83.4</b>



**Level 2:** Over the past five years, Carmel (98.5%) has been exceeding D8-10 schools (83.4%) and the national average (76.1%) by considerable margins.

In 2019, the gap to D8-10 is 15.5% and to the national average is 22.4%. It is of interest to note that there has been a downward trend in D8-10 percentage pass rates for the past 4 years. The national percentage pass rate also shows a decline over the past 3 years. Yet, Carmel has maintained consistently high percentage pass rates.

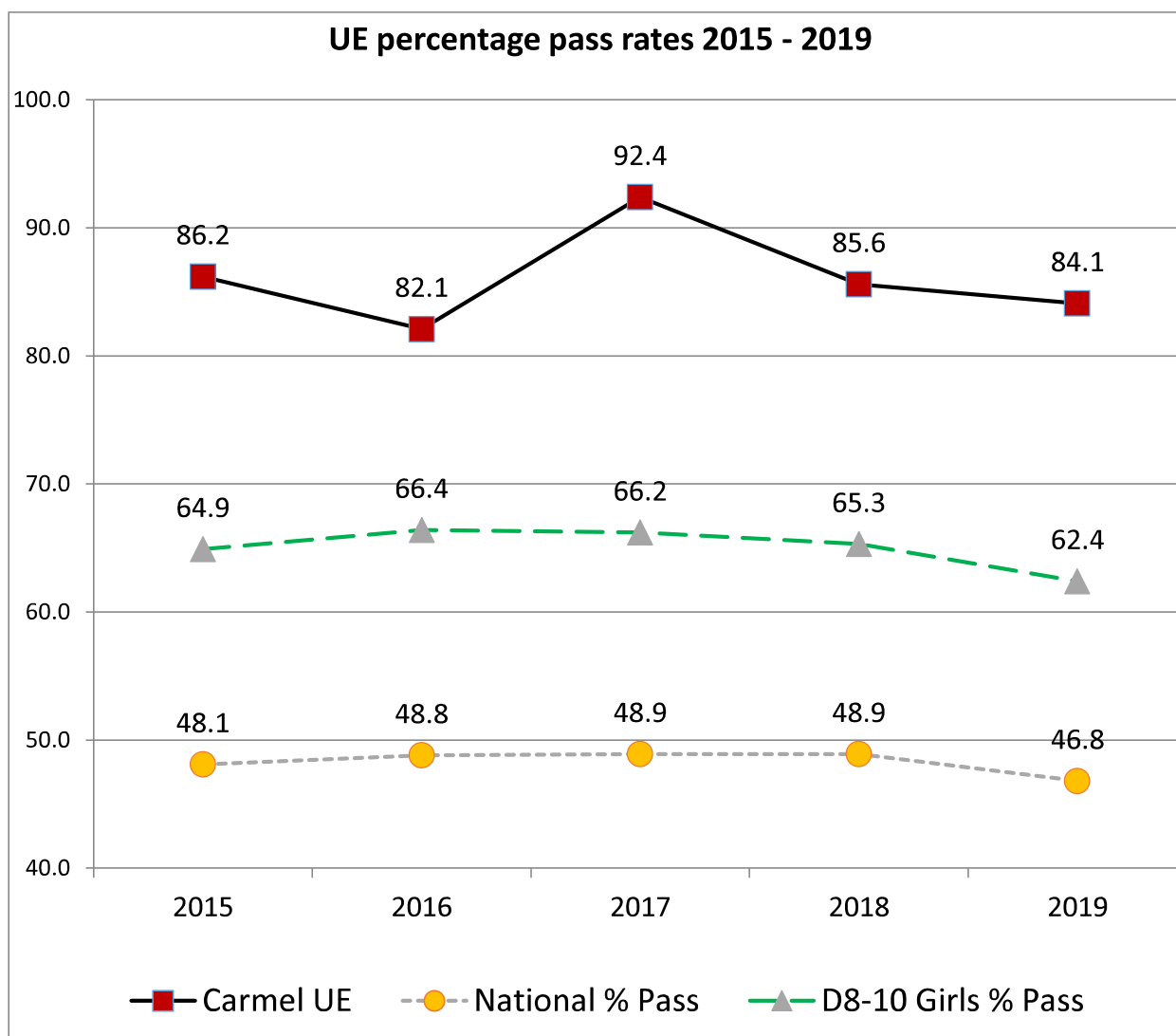
	2015	2016	2017	2018	2019
<b>L3 Carmel % Pass</b>	<b>94.6</b>	<b>88.7</b>	<b>97.0</b>	<b>91.8</b>	<b>89.4</b>
<b>National % Pass</b>	<b>62.5</b>	<b>64.0</b>	<b>65.2</b>	<b>63.8</b>	<b>65.5</b>
<b>D8-10 Girls % Pass</b>	<b>74.6</b>	<b>75.8</b>	<b>76.2</b>	<b>74.8</b>	<b>75.3</b>



**Level 3:** Over the past five years, Carmel (90.2%) has been exceeding D8-10 schools (75.3%) and the national average (65.5%), by considerable margins.

There continues to be another a dip in 2019 in our L3 pass rates. The new roll based calculations mean that anyone who was on our role for 70 days or more, is included in these results. It is noted that we had 6 students who had left schooling by the end of August but are still included in this statistic.

	2015	2016	2017	2018	2019
<b>Carmel UE</b>	<b>86.2</b>	<b>81.5</b>	<b>92.4</b>	<b>84.9</b>	<b>84.1</b>
<b>National % Pass</b>	48.0	48.6	48.5	46.3	46.8
<b>D8-10 Girls % Pass</b>	64.8	66.3	65.8	63.0	62.4



**UE:** Since the changes to UE qualifications in 2014, we have focused on ensuring students who are planning to enrol in a university in the following year are able to select courses and standards that enable them to gain UE.

2019 saw a very slight reduction in the number of students gaining UE. Some of this reduction is due to the fact that there are continues to be an increasing number of our students who are looking at career pathways that do not require UE and are selecting their courses accordingly.

Despite our slight reduction, Carmel still exceeds comparable schools by significant margins: D8-10 schools (62.4%) by 21.7% and national rates (46.8%) by 37.3%.

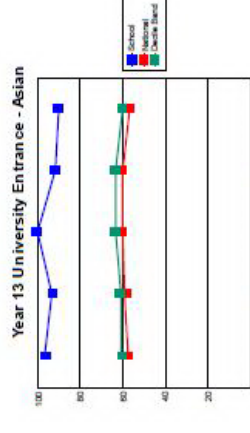
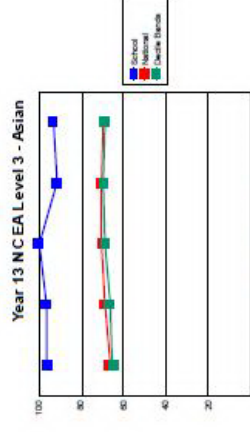
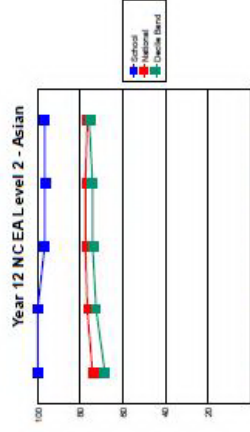
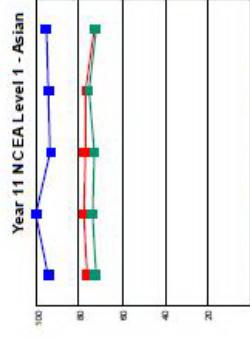
**Next steps:** To continue monitoring the close monitoring of Y12 and Y13 students early in 2020 and put learning programmes in place by the end of T1 to enable them to gain UE, if that is part of their learning pathway.



## Analysis of Achievement by Ethnicity:

For all levels of attainment and all ethnicities, Carmel is consistently above, and in some cases, significantly above, national and D8-10 pass rates.

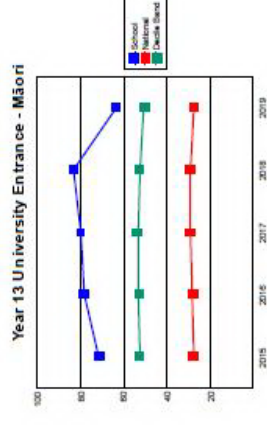
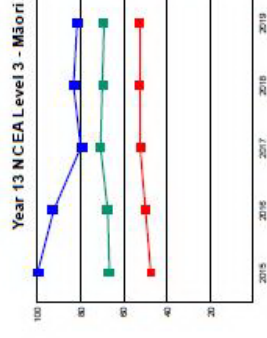
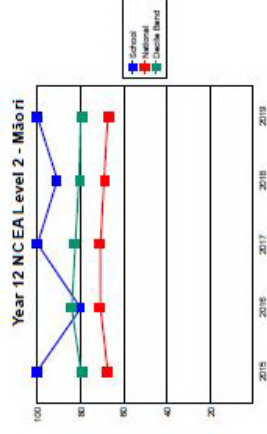
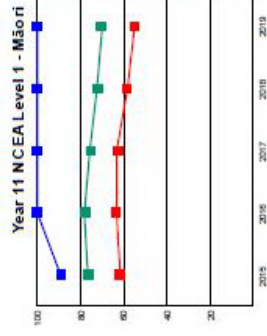
Academic Year	Carmel College				National				Decile 8-10			
	Year 11	Year 12	Year 13	Year 13	Year 11	Year 12	Year 13	Year 13	Year 11	Year 12	Year 13	Year 13
	NCEA L1	NCEA L2	NCEA L3	UE	NCEA L1	NCEA L2	NCEA L3	UE	NCEA L1	NCEA L2	NCEA L3	UE
<b>Asian</b>												
2015	94.3	100.0	96.0	96.0	76.5	74.3	66.5	57.5	72.5	68.7	65.1	60.4
2016	100.0	100.0	96.4	92.9	77.7	76.9	68.9	58.8	74.0	72.8	66.5	60.8
2017	93.3	97.3	100.0	100.0	77.3	77.6	70.2	60.1	73.0	74.0	68.8	63.3
2018	94.3	96.8	91.7	91.7	76.9	77.3	70.5	60.1	75.4	74.7	69.6	63.4
2019	95.5	97.1	93.3	90.0	72.6	77.0	69.5	56.4	72.2	75.7	68.9	60.2



Based on the MOE supplied data and graphs, the pass rates for our Asian students at Level 1, 2, 3 and UE exceed comparative national and decile based pass rates by more than 20%.



Academic Year	Carmel College				National				Decile 8-10			
	Year 11	Year 12	Year 13	Year 13	Year 11	Year 12	Year 13	Year 13	Year 11	Year 12	Year 13	Year 13
	NCEA L1	NCEA L2	NCEA L3	UE	NCEA L1	NCEA L2	NCEA L3	UE	NCEA L1	NCEA L2	NCEA L3	UE
<b>Māori</b>												
2015	88.9	100.0	100.0	71.4	61.4	67.3	47.7	27.8	76.1	79.3	66.9	52.6
2016	100.0	80.0	92.9	78.6	63.2	70.9	50.2	28.1	77.8	84.1	68.0	53.2
2017	100.0	100.0	80.0	80.0	62.9	70.7	52.6	29.3	75.3	82.6	71.0	53.7
2018	100.0	90.9	83.3	83.3	58.4	68.6	52.9	29.3	72.1	80.4	70.1	52.8
2019	100.0	100.0	81.8	63.6	54.8	67.1	53.0	27.5	69.9	79.6	69.6	50.8

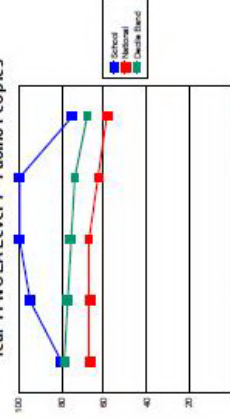


Based on the MOE supplied data and graphs, our Maori students are achieving at higher rates than the comparison data. At Level 1, the 4<sup>th</sup> year of 100% pass rate is an outstanding result. At Level 2, in 3 years out of 5, the pass rate has been 100%. There has been a drop in our Maori students gaining UE, in comparison to past years. 7 out of our 11 Y13 Maori students gained UE. Of the 4 who did not, 1 was recovering from a severe brain injury and had an attendance rate of less than 60%. If that student was removed from our statistics, the percentage would be 72%.

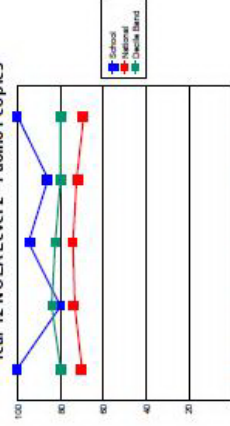
The fluctuations in percentages over the years are partly due to the very low numbers of students of this ethnicity.

Academic Year	Carmel College				National				Decile 8-10			
	Year 11		Year 12		Year 11		Year 12		Year 11		Year 12	
	NCEA L1	NCEA L2	NCEA L2	NCEA L3	NCEA L1	NCEA L2	NCEA L2	NCEA L3	NCEA L1	NCEA L2	NCEA L2	NCEA L3
												Year 13 UE
<b>Pacific Peoples</b>												
2015	80.0	100.0	66.7	33.3	66.7	70.1	52.0	26.7	78.5	79.5	65.3	46.8
2016	94.7	80.0	80.0	60.0	66.8	73.3	54.2	27.7	77.2	83.6	67.2	49.3
2017	100.0	94.4	88.9	66.7	67.1	73.9	58.9	29.3	75.8	82.3	69.4	50.6
2018	100.0	85.7	77.8	55.6	62.8	72.1	58.9	28.6	73.8	79.5	66.5	45.9
2019	75.0	100.0	42.9	42.9	58.4	69.1	58.1	27.4	67.9	79.3	62.8	40.5

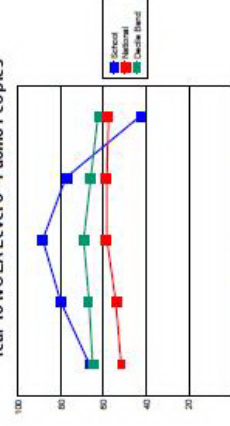
Year 11 NCEA Level 1 - Pacific Peoples



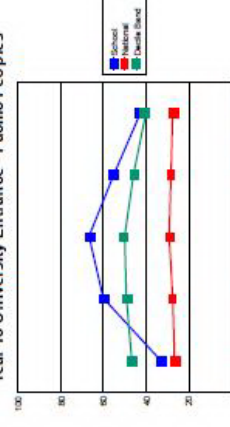
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



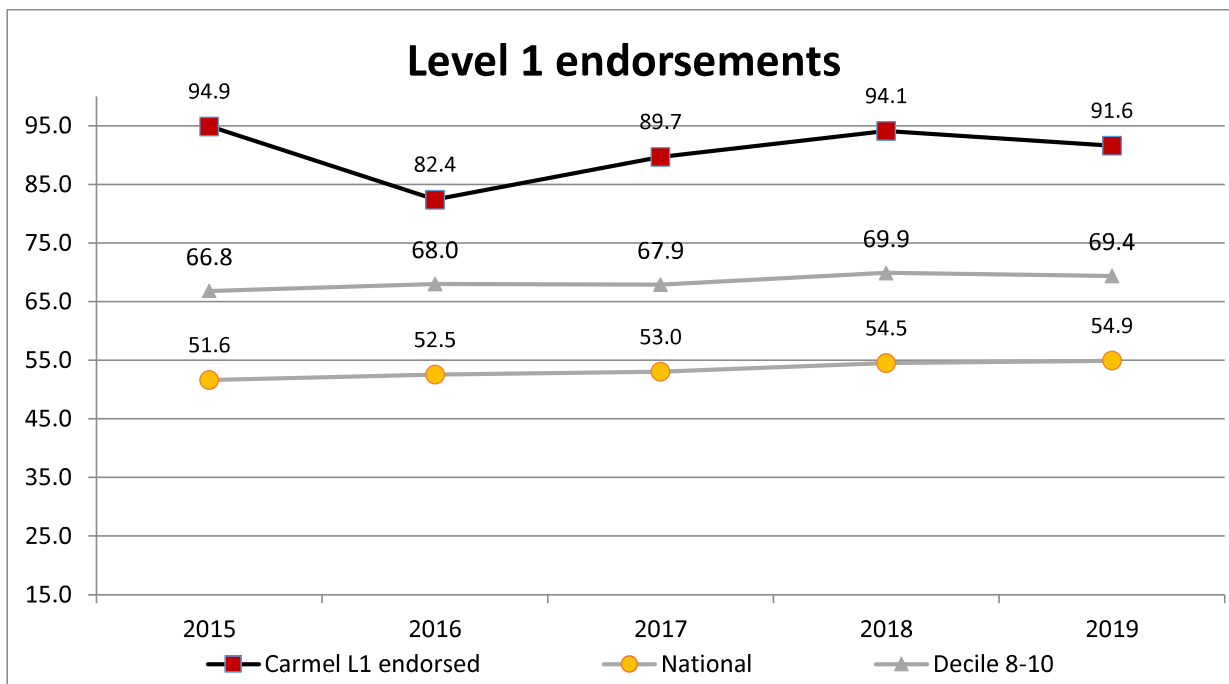
Based on the MOE supplied data and graphs, our Pasifika students continue achieving at a higher rate than the comparison data. At Level 2, there was a 100% pass rate. The seemingly significant reduction in L1, L3 and UE pass rates was because there were only 3 Pasifika students in these two cohorts.

The fluctuations in percentages over the years are partly due to the very low numbers of students of this ethnicity.



## Analysis of Achievement by percentage of endorsement passes:

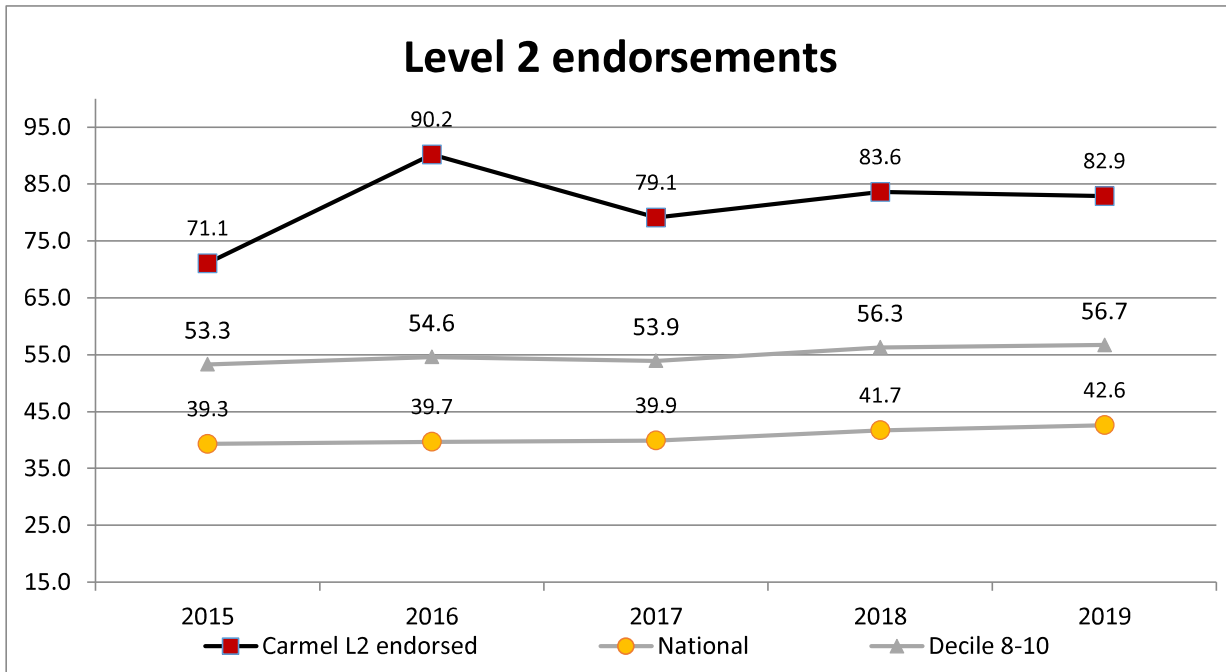
	2013	2014	2015	2016	2017	2018	2019
<b>Carmel L1 endorsed</b>	<b>88.0</b>	<b>82.9</b>	<b>94.9</b>	<b>82.4</b>	<b>89.7</b>	<b>94.1</b>	<b>91.6</b>
<b>National</b>	51.5	51.2	51.6	52.5	53.0	54.5	54.9
<b>Decile 8-10</b>	64.5	65.1	66.8	68.0	67.9	69.9	69.4



**Level 1:** There was a slight decrease in the number of endorsements at L1.

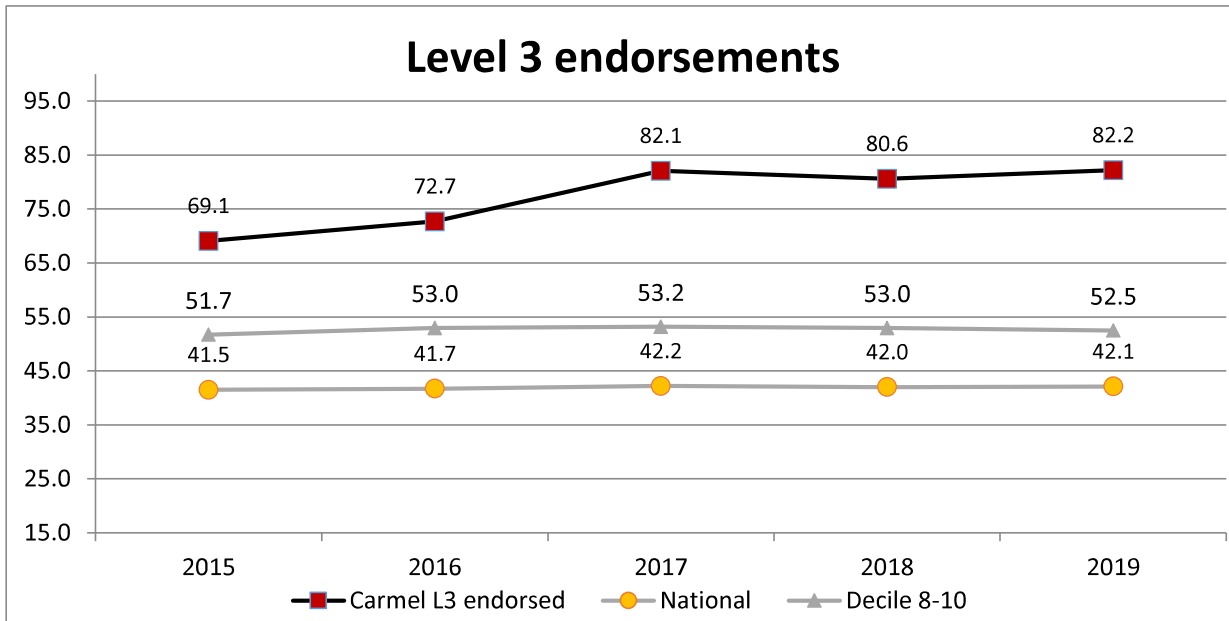
It is still truly impressive when we have more than 9 out of 10 students gaining endorsements at this level. This is 22.2% higher than comparative deciles and 36.7% higher than national endorsement rates.

	2013	2014	2015	2016	2017	2018	2019
<b>Carmel L2 endorsed</b>	85.5	74.8	71.1	90.2	79.1	83.6	82.9
<b>National</b>	39.9	39.0	39.3	39.7	39.9	41.7	42.6
<b>Decile 8-10</b>	52.1	50.8	53.3	54.6	53.9	56.3	56.7



**Level 2:** There is a slight decrease in endorsement rates for L2 in 2019. This still 26.2% above D8-10 and 40.3% above national comparisons. We had more than 4 out of 5 of our students gaining endorsement at this level in 2019.

	2013	2014	2015	2016	2017	2018	2019
<b>Carmel L3 endorsed</b>	<b>75.2</b>	<b>69.2</b>	<b>69.1</b>	<b>72.7</b>	<b>82.1</b>	<b>80.6</b>	<b>82.2</b>
<b>National</b>	39.9	41.0	41.5	41.7	42.2	42.0	42.1
<b>Decile 8-10</b>	49.0	50.8	51.7	53.0	53.2	53.0	52.5

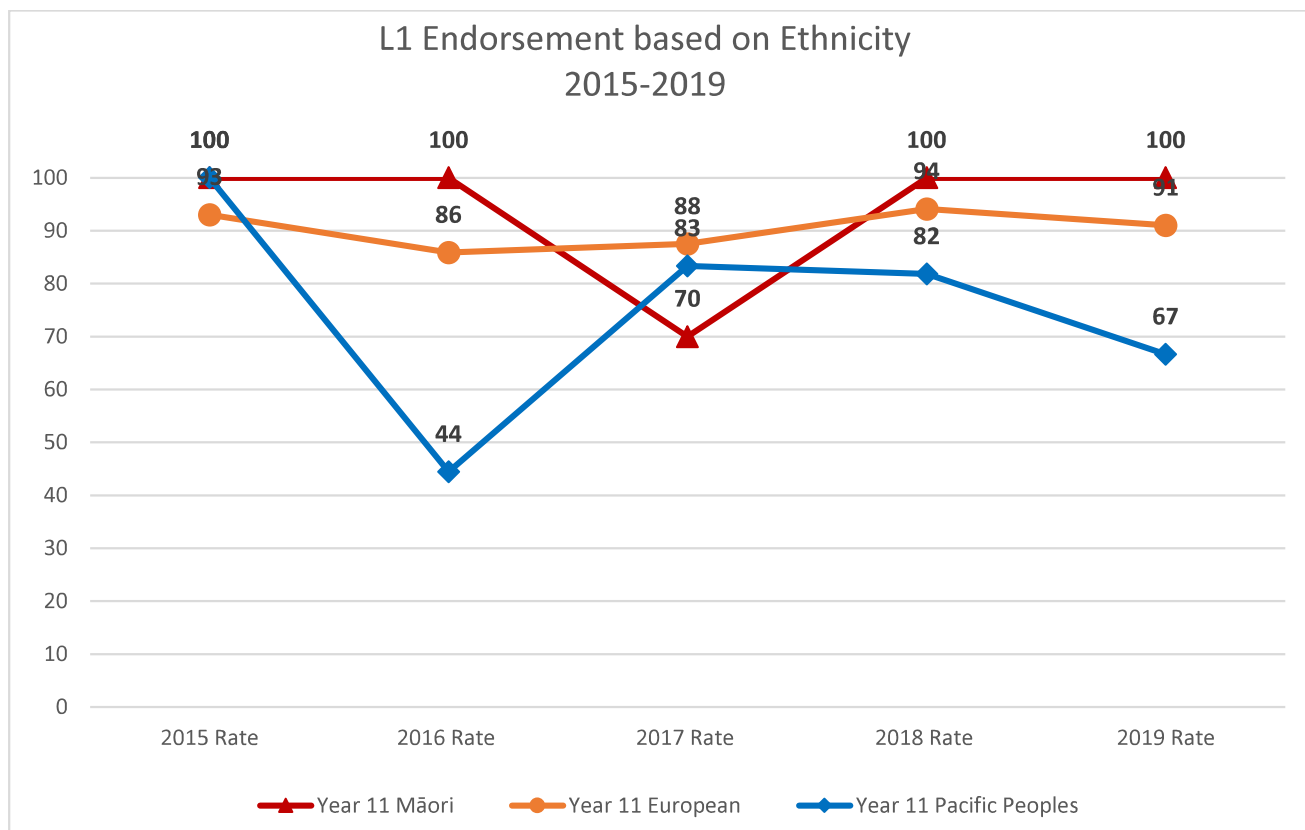


**Level 3:** We have a slight increase in endorsement rates in 2019. Again, at this level, we are a stunning 29.7% above the comparative D8-10 schools. We have over double the endorsement rates when compared to the national data (40.1%). We have 4 out of 5 of our students gaining endorsement at this level.

#### Next steps:

For all levels, the main focus will continue to be on maintaining these very impressive results by deliberate and intentional focus on assessment task design, the amount of assessment students are undertaking and the number of credits for which students are entered.

### Level 1 Endorsements by ethnicity:



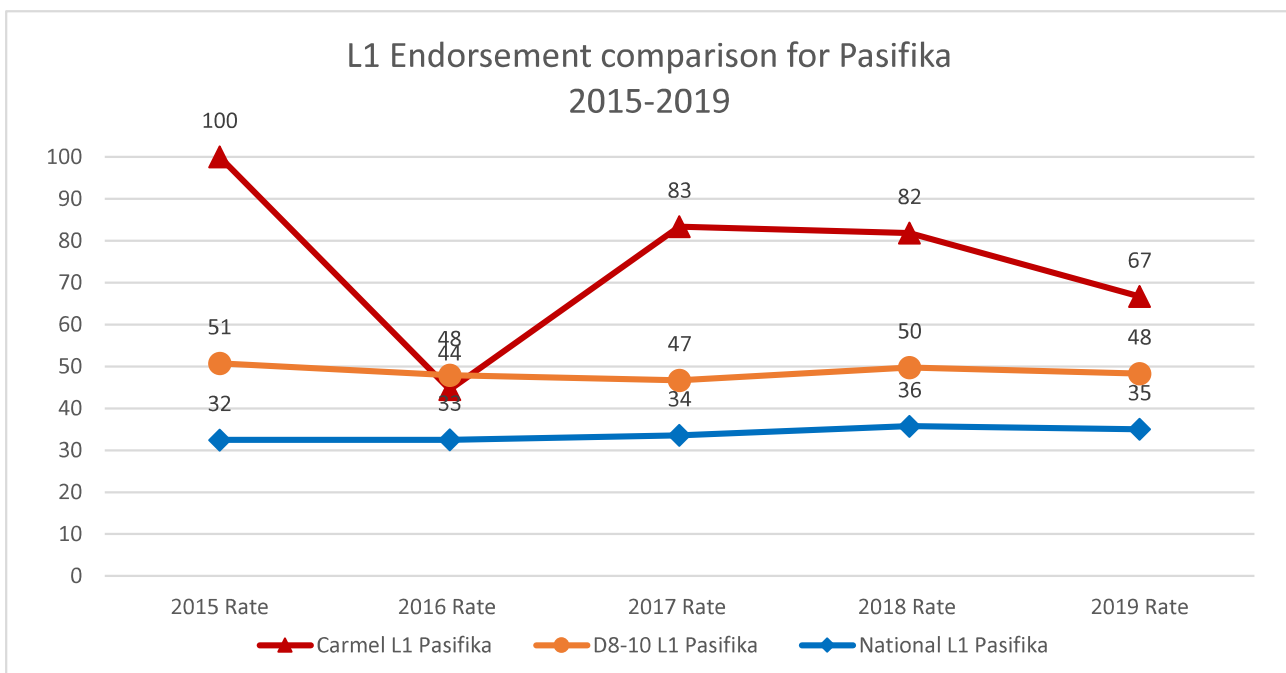
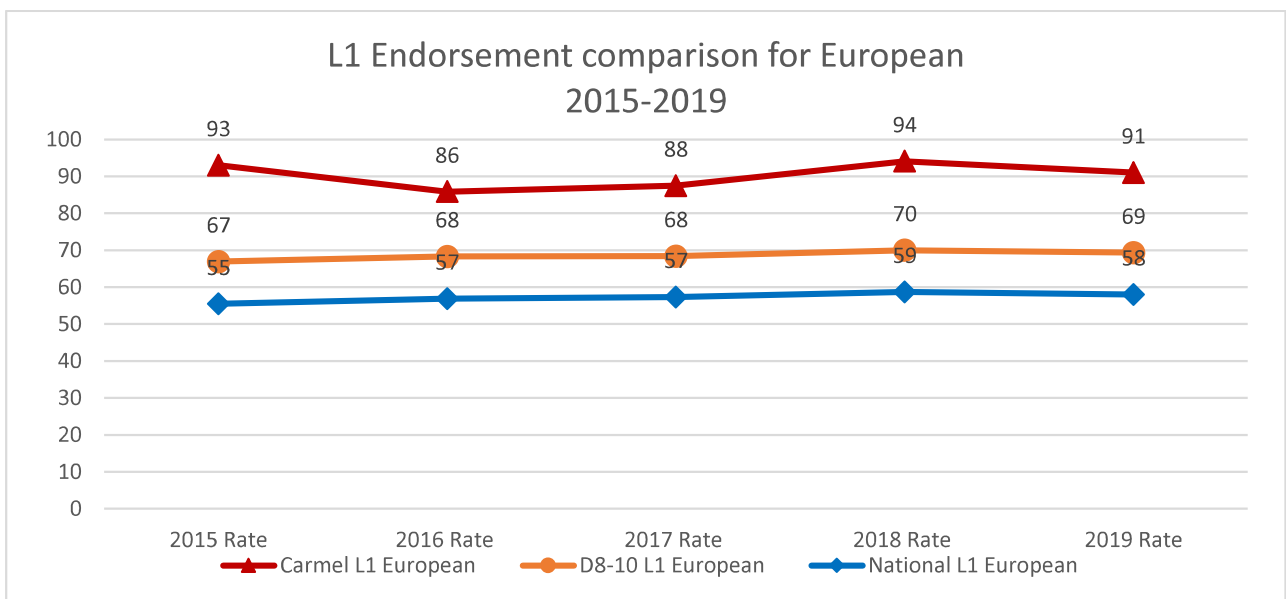
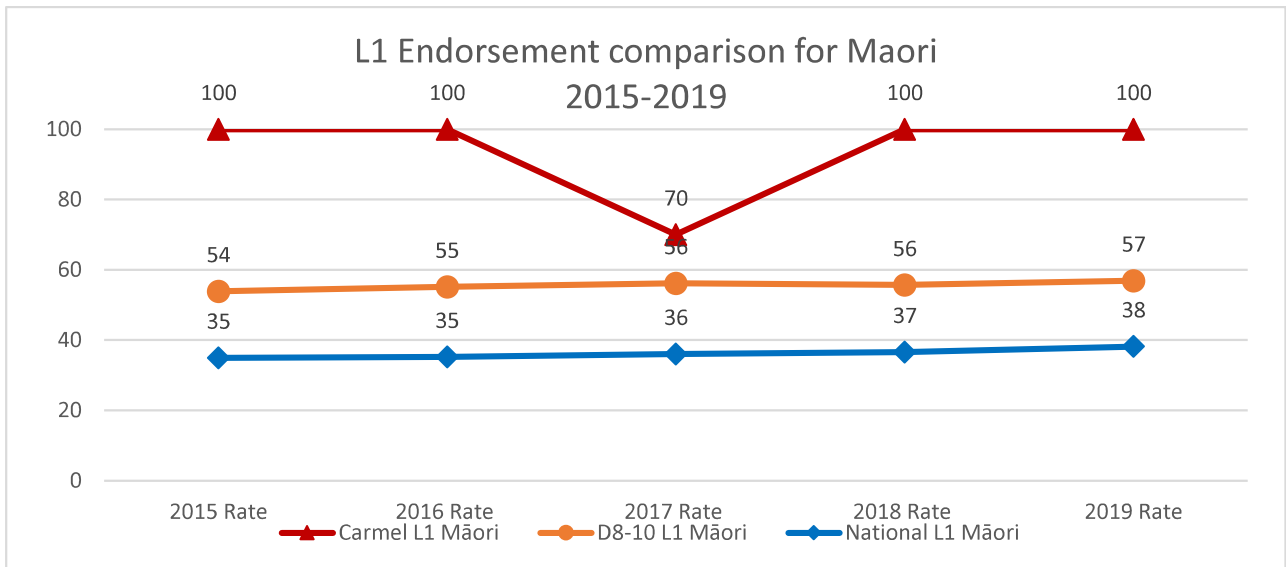
Qualification	Ethnicity	2015 Qty	2016 Qty	2017 Qty	2018 Qty	2019 Qty
Level 1	Māori	8	6	10	9	5
Level 1	European	86	92	88	85	89
Level 1	Pacific Peoples	8	18	6	11	3

The actual number of Maori (L1 = 5) and Pasifika (L1 = 3) students in this cohort at Carmel makes statistical analysis by percentage very difficult.

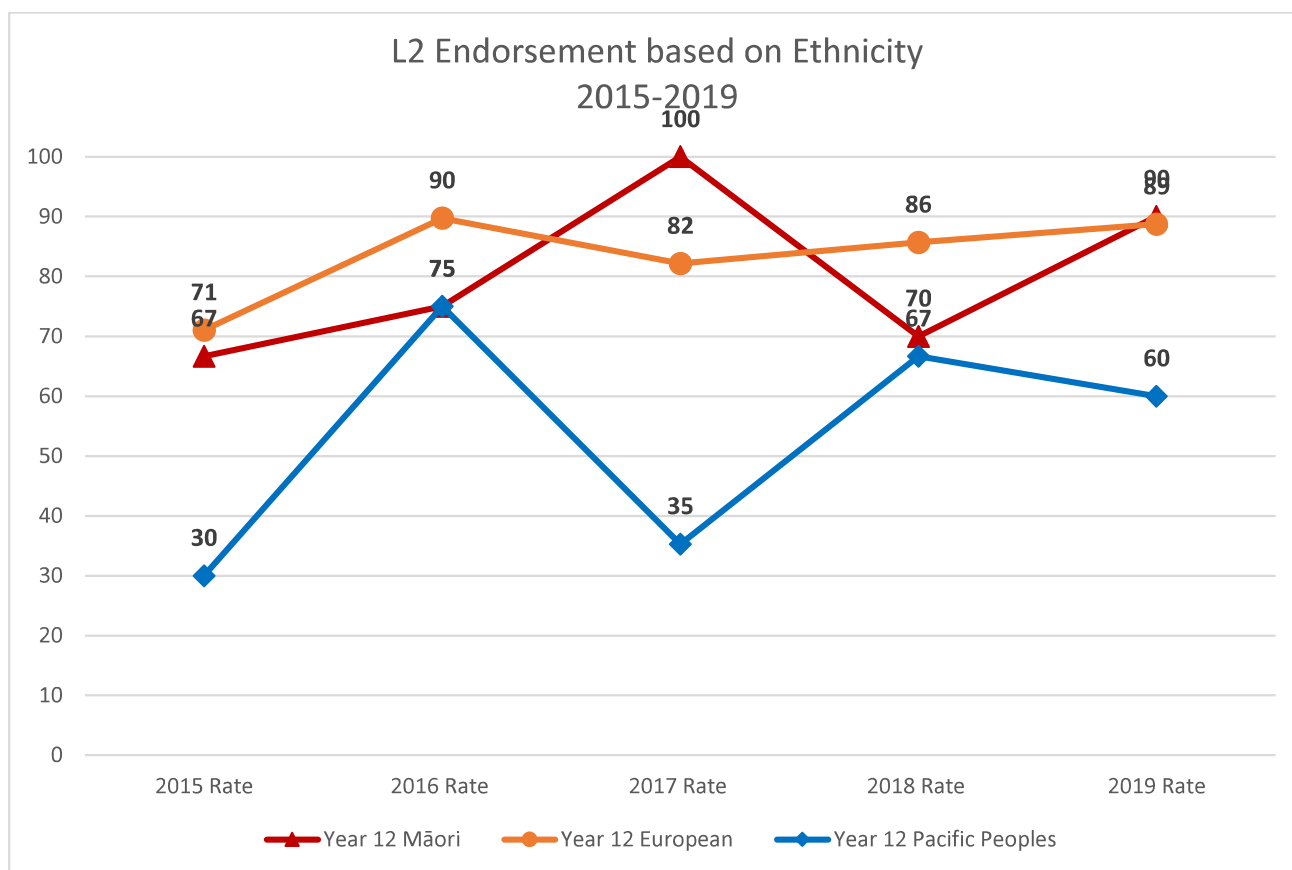
In 2019, for the second year in a row, all 5 of our Maori students got endorsed L1 certificates. This is a very pleasing result, especially in comparison to similar decile schools which had 57%. This means that Carmel exceeds similar schools by 43%.

For our Pasifika students, 2 out of the 3 got an endorsed certificate at L1. This exceeds similar schools (48% endorsement rate) by 19.9%. Nationally (38%) our Maori endorsement rates are 62% higher.





## Level 2 Endorsements by ethnicity:



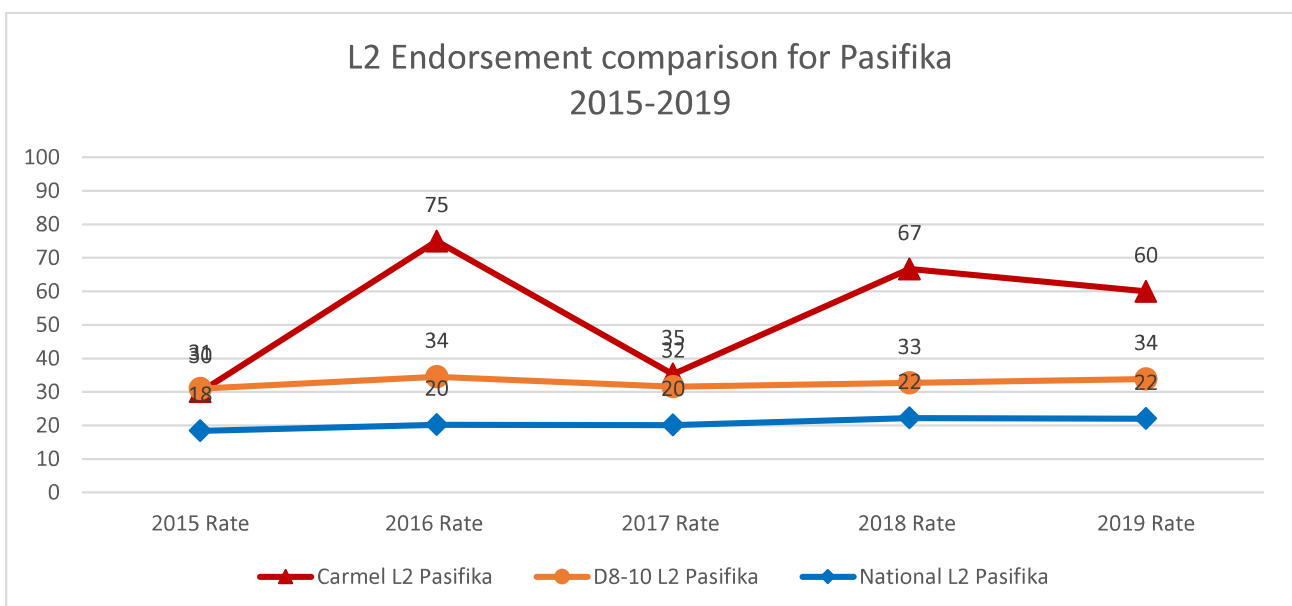
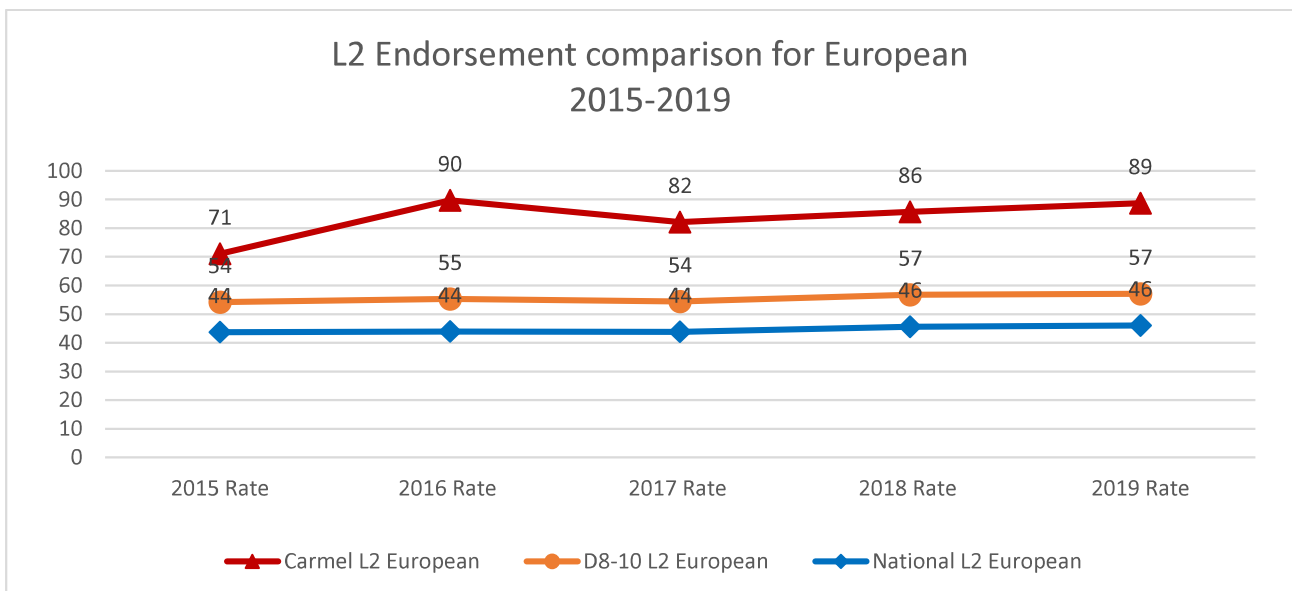
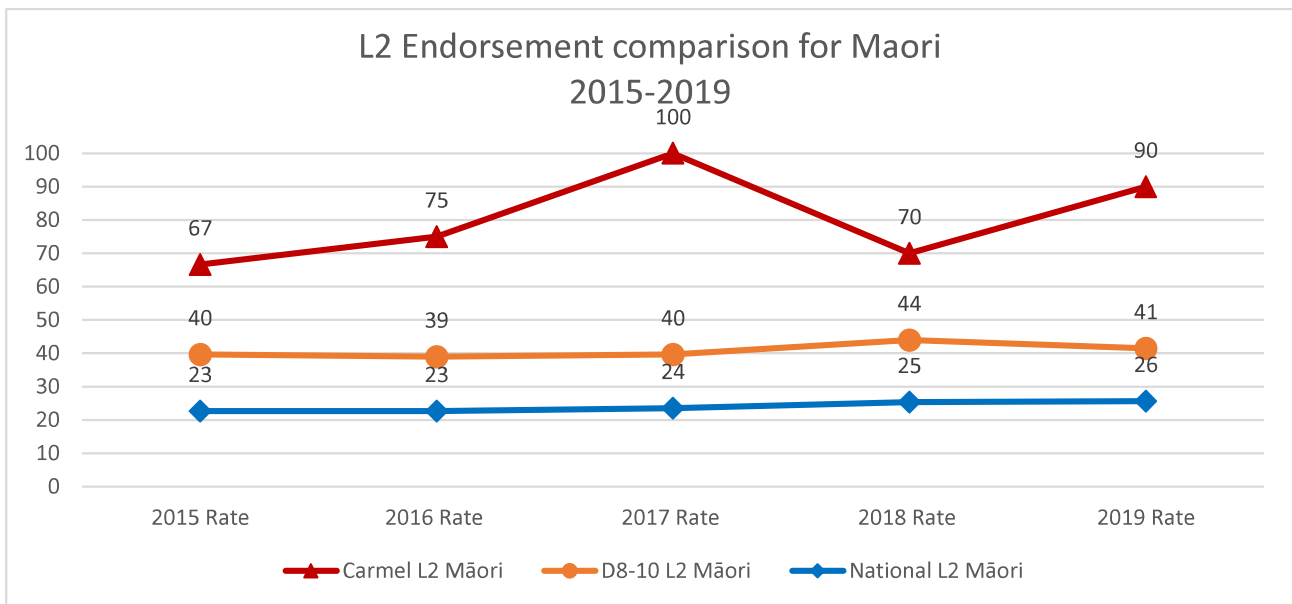
Qualification	Ethnicity	2015 Qty	2016 Qty	2017 Qty	2018 Qty	2019 Qty
Level 2	Māori	15	8	6	10	10
Level 2	European	76	78	84	77	80
Level 2	Pacific Peoples	10	8	17	6	10

The actual number of Maori (L2 = 10) and Pasifika (L2 = 10) students in this cohort at Carmel makes statistical analysis by percentage very difficult.

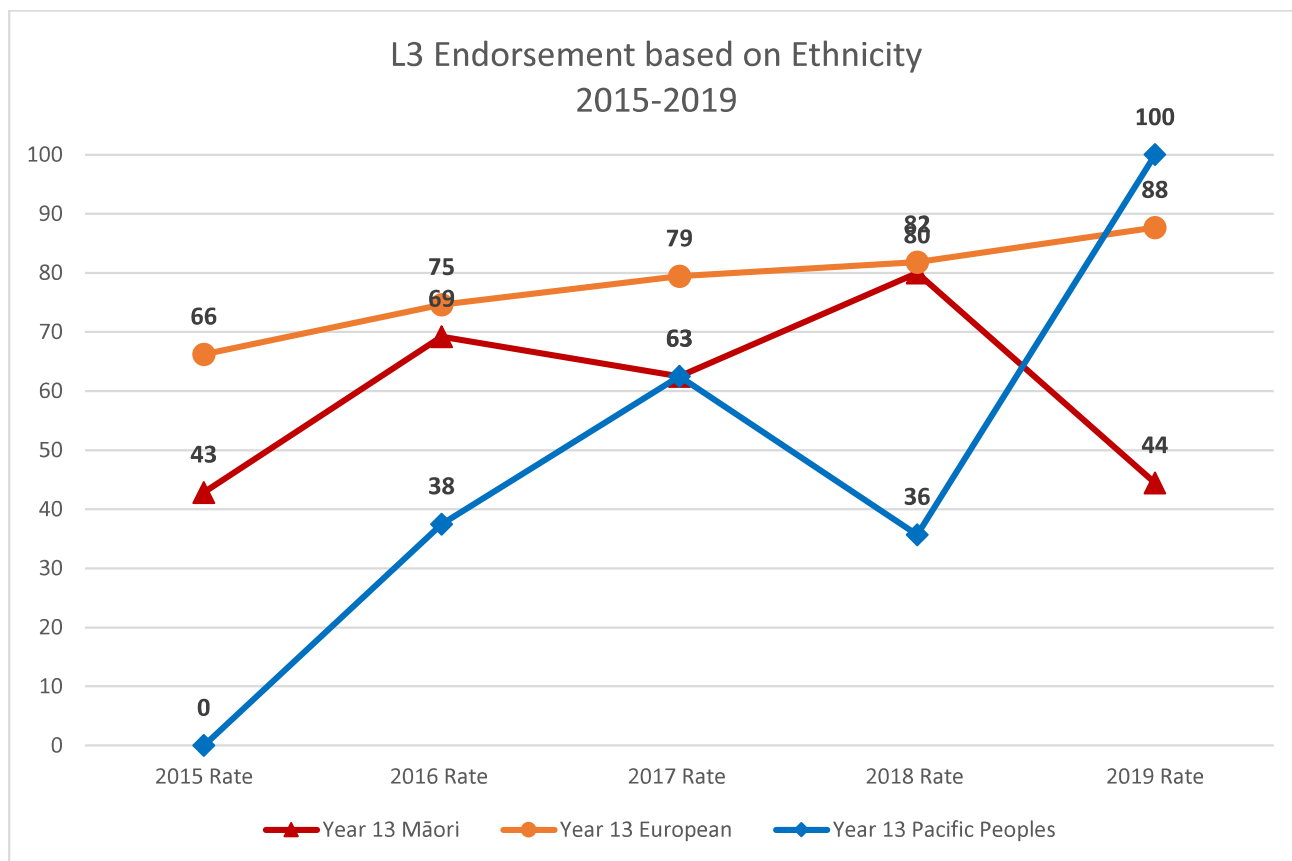
9 out of 10 (90%) of our Maori students gained endorsement at L2 and 6 out of 10 (60%) of our Pasifika students gained endorsement.

When compared to similar D8-10 schools (41%), our Maori endorsement rate exceeds this by 49%.

With our Pasifika endorsement rates, we are 26% above that of similar D8-10 schools (34%): Nationally, endorsement rates for Pasifika students is 22% and Carmel exceeds this by 38%.



### Level 3 Endorsements by ethnicity:



Qualification	Ethnicity	2015 Qty	2016 Qty	2017 Qty	2018 Qty	2019 Qty
Level 3	Māori	7	13	8	5	9
Level 3	European	77	63	73	77	73
Level 3	Pacific Peoples	2	8	8	14	3

The actual number of Maori (L3 = 9) and Pasifika (L3 = 3) students in this cohort at Carmel makes statistical analysis by percentage very difficult.

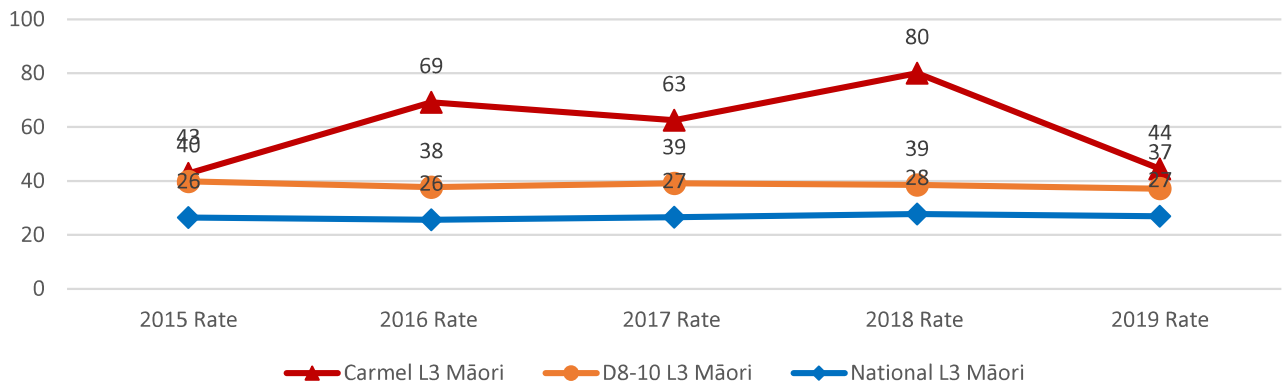
44% (4 out of 9) of our Maori students gained endorsement at L3. Similar schools' endorsement rate was 37% which shows a difference of 7%. Nationally, the difference is 17%.

100% (3 out of 3) of our Pasifika students gained endorsement. Similar schools' endorsement rate was 27% which shows a difference of 73%. Nationally, the difference is 80%.

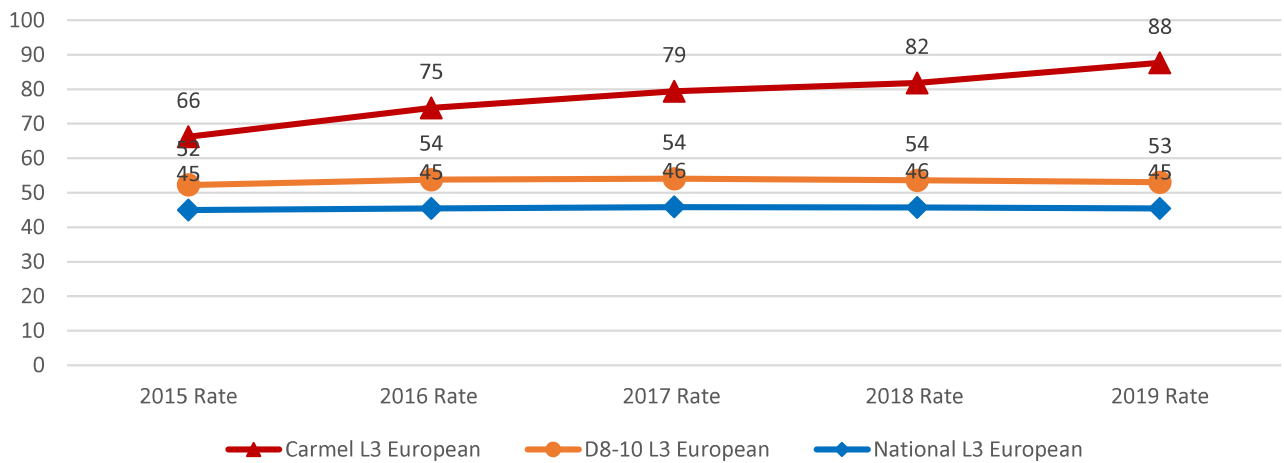
**Next steps:** continue to review the learning programmes for our Pasifika students to ensure they have learning programmes that enable them to gain endorsement.



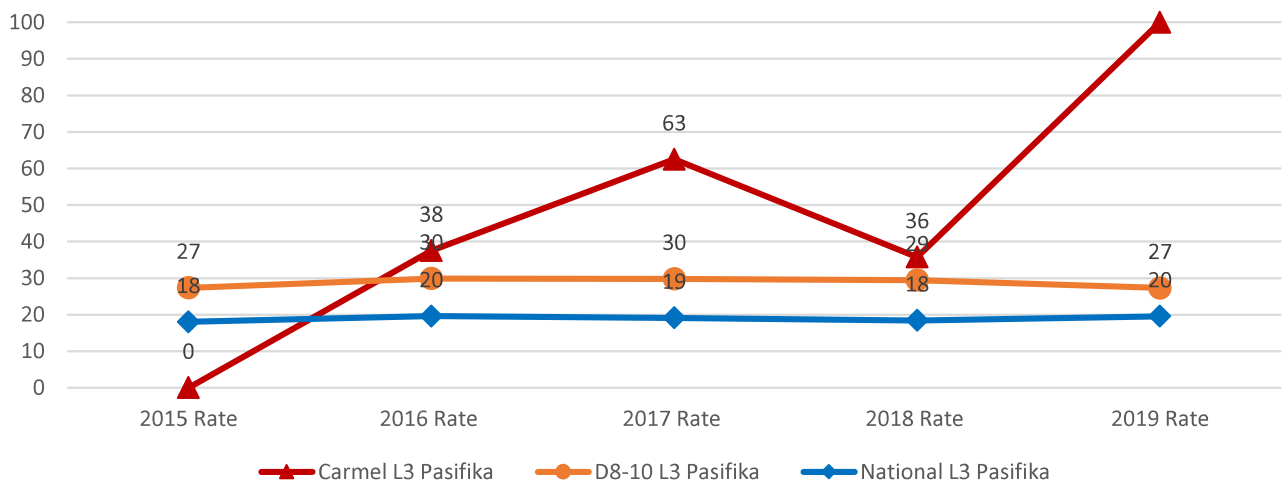
L3 Endorsement comparison for Maori  
2015-2019



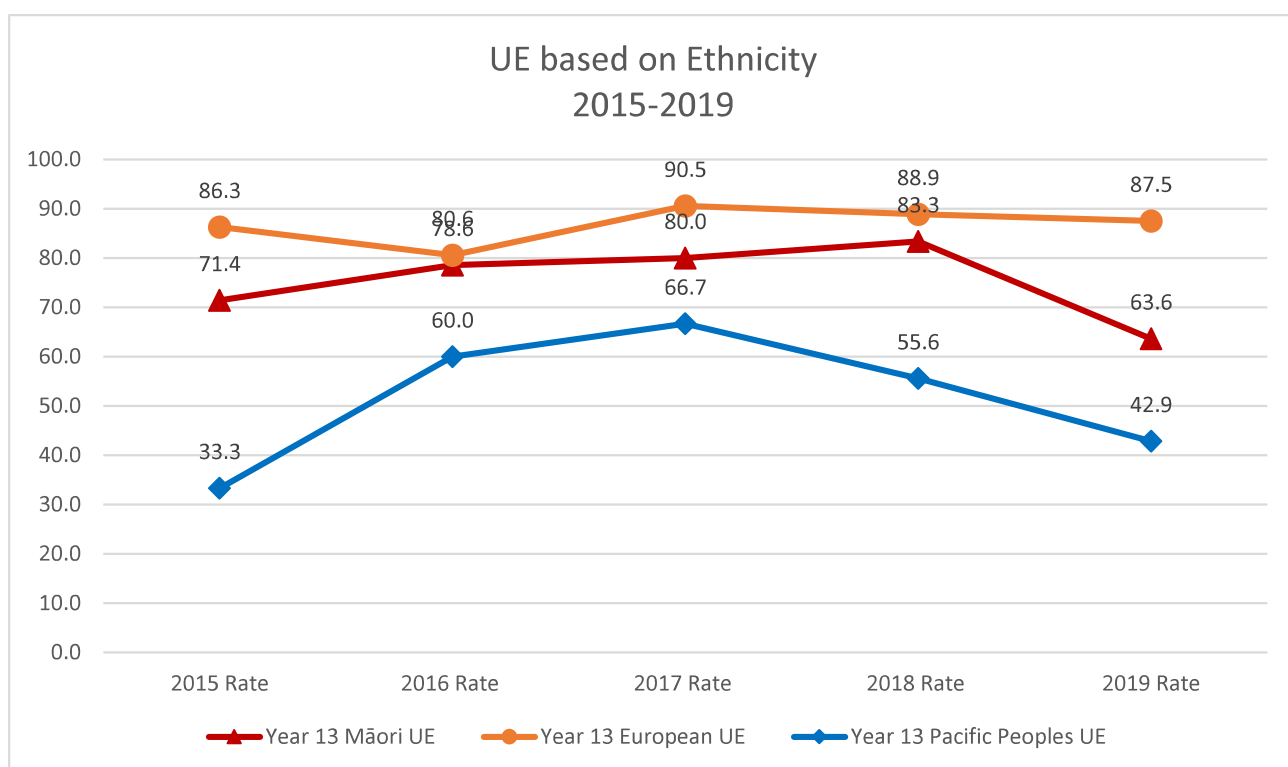
L3 Endorsement comparison for European  
2015-2019



L3 Endorsement comparison for Pasifika  
2015-2019



## UE Endorsements by ethnicity:



Qualification	Ethnicity	2015 Qty	2016 Qty	2017 Qty	2018 Qty	2019 Qty
Year 13	Māori	5	11	8	5	7
Year 13	European	69	58	67	72	70
Year 13	Pacific Peoples	1	6	6	10	3

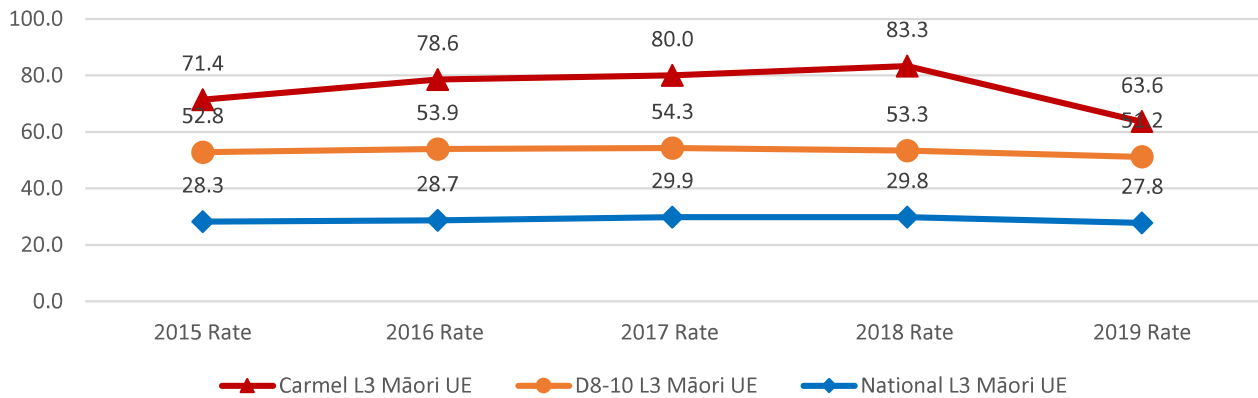
The actual number of Maori (L3 = 7) and Pasifika (L3 = 3) students in this cohort at Carmel makes statistical analysis by percentage very difficult.

While both Maori and Pasifika UE rates showed a decline, with only 7 and 3 students respectively in each cohort, the percentage rate is magnified by small numbers.

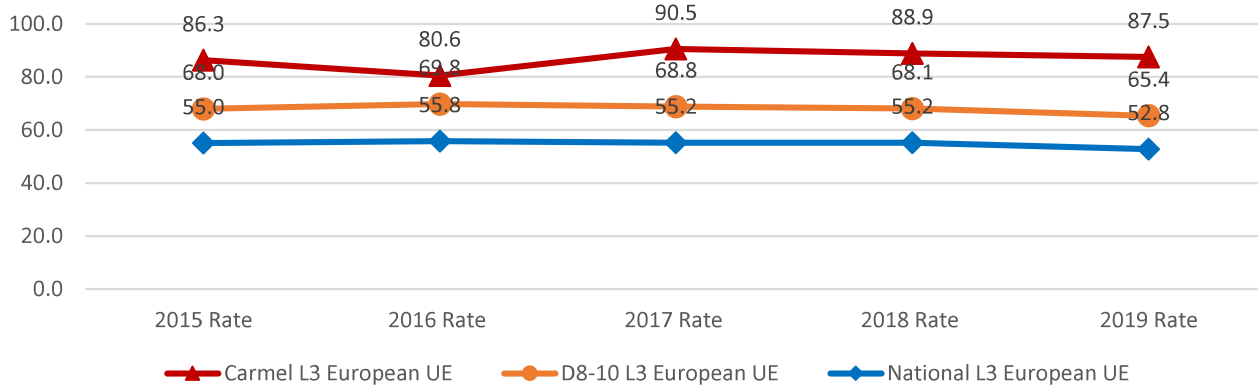
For our Maori students, comparing UE rates with similar D8-10 schools (51.2%), we exceed these by 12.4%. Nationally (27.8%), we exceed this by 35.8%.

For our Pasifika students, comparing UE rates with similar D8-10 schools (40.7%), we exceed these by 2.2%. Nationally (27.5%), we exceed this by 15.4%.

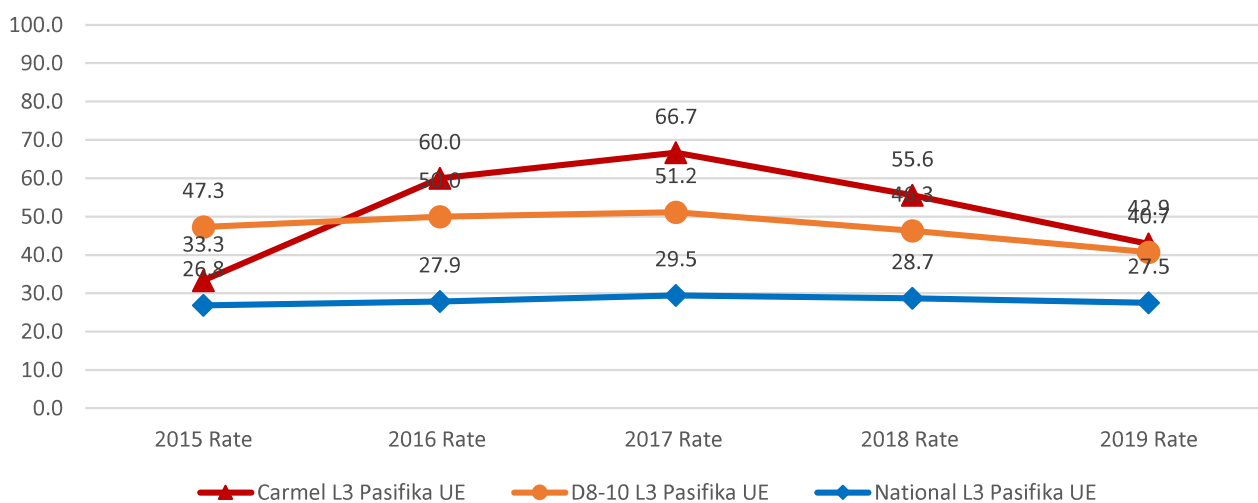
### UE comparison for Maori 2015-2019



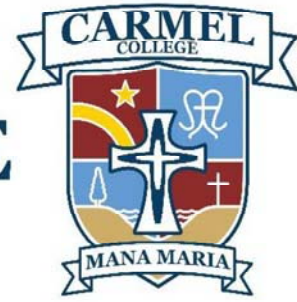
### UE comparison for European 2015-2019



### UE comparison for Pasifika 2015-2019



# CARMEL COLLEGE



**CARMEL COLLEGE**

**STATEMENT ON KIWISPORT FUNDING**

**YEAR ENDED 31<sup>ST</sup> DECEMBER 2019**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$5,000 (excluding GST).

The funding was supplemented by the school and spent on extra equipment, uniforms, assistance with transport and coaching training.