



St Bernard's College

2010 Annual Report

and

Financial Statements

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Chairperson's Report

For the year ended 31 December 2009

(from Chairperson's Address, 2010 Academic Awards Giving Ceremony & 2010 College magazine)

Kia Ora, Tena Koutou. Good evening and welcome.

I would like to welcome our Guest Speaker, Mr Liam Shanahan, our distinguished guests, Archbishop John Dew, Archbishop of Wellington, Br Pat Lynch, Chief Executive Officer, NZ Catholic Education Office, Mrs Jenny Gordon – Vicar for Education, Wellington Catholic Education Centre, Mrs Edwige Fava – Dean of Studies, Wellington Catholic Education Centre, and to everyone who has joined us here tonight; students, parents, extended family and whanau, all staff members, friends, and anyone I haven't mentioned welcome to our end of year celebrations for 2010.

One of the main highlights of the year was the review of the special character of the college. This is a survey carried out every three years in every Catholic school in the country, at the direction of the Bishops of NZ. The survey lasts three days and every element of the Catholic character and in St Bernard's case the Marist Brothers' character of the college, is looked at by the three reviewers. So, it is pretty intensive.

St Bernard's came through with flying colours. It was apparent that this is a very Catholic school, a very Marist Brothers' school and a very good school. All the staff contributes to this, but especially those involved with the teaching of Religious Education.

Mrs Anna-Marie Dickinson, the college Chaplain, continually gives her extra time organising full-school liturgies, end of term masses, the leavers' mass, maintaining the chapel and organising class masses in the chapel.

Fr John Greally assists in mass preparation, and he is the priest responsible for liturgy in the archdiocese. We are very fortunate to have someone so skilled working with our boys. Fr John also assists Anna-Marie with the school retreats, with every form level having a retreat during the year.

Another feature highlighted by the review team was the strong community spirit in the college. It noted a good relationship existing between staff and students and among the students themselves. A significant contribution to this is made by the pastoral care team, lead by Mrs Liz Thompson. Mrs Thompson is tirelessly committed to the welfare of our young men. We are indeed well served at St Bernard's by the many people – both staff and students - involved in maintaining and enhancing our special Character – Catholic and Marist. We also welcome regular visits by Fr Elmar.

As well as the special character review in August, a few weeks later in September the school then had another review, this time by the Education Review Office. This review looked at the quality of education within the school. So we had two external reviews within a few weeks at the end of term three. This created a large amount of work, in terms of preparation for the visits.

The review by the Education Review Office was very positive also, and it deemed that the college will be reviewed again in three years time, which is a standard time frame. But with two positive reviews this year, do not think that we should rest on our laurels or be complacent. We won't and shouldn't.

When ERO had a few recommendations from their review we gladly welcomed them. Who would not want to always be improving the policies, procedures, and achievement levels to make life at St Bernard's the best it can be?

With trustee elections, and, both special character and ERO Reviews this year, the Board re-examined the college policies to ensure our documents were up to date and reflected our approach to governance. Last year, prior to elections, a three year review cycle had been proposed for our board meetings. This review cycle is now being used at our Board meetings. It means every curriculum area, policy and strategic goal, will be reviewed on a regular basis.

With our finances, St Bernard's College continues to operate with a strong balance sheet, thanks to the joint careful stewardship by management, staff, and the finance committee. Having such a strong balance sheet enabled the Board to double the funding of purchases in new equipment and materials for our boys, to over \$200,000 this year.

After consultation with staff and students, a few of the items purchased included various computer equipment, data projectors, lab equipment and a state of the art telescope for the astronomy club. We are currently discussing with staff to determine where we can assist with funding to further benefit and enhance the quality of our boys' education.

The overall financial performance of the college in 2010 will be finalised at the end of December. As with last year, although we had unexpected costs from the administration and gymnasium programmes we expect to finish with a balanced budget. The finance committee will meet with management over the summer holidays to finalise the 2010 results and the 2011 operating budget. We are pleased to report that we had another satisfactory audit this year. We look forward to working with our auditors, Deloitte, in the coming years.

Thank you to the parents and care givers of our students, for your continuing financial support of the college. By paying the fees each year you are ensuring the continued success of your son's education, with the money going directly to meet the costs of resources for the boys!

Another highlight of the year was the completion of the new Champagnat Suite and Administration Block, named after St Marcellin Champagnat, founder of the Marist Brothers. The opening ceremony, officiated by Archbishop John Dew, was held on a sunny Saturday in May. It was obvious that the powers above us wanted us to enjoy our opening day as the preceding and following days were pouring with rain.

As with any building programmes, there were hiccups - before, during and after construction, and it is to the credit of the Principal that ongoing efforts are being made to iron out the various niggling issues. However, we have a fine building to welcome people to the school and accommodate staff. Another major building, needing attention was the gymnasium. The gym received a new roof, a repaired ceiling and a new floor. Again, there are ongoing issues to be addressed, but the facility is a vast improvement on what we had last year.

Looking ahead, a department of the Catholic Schools Board Ltd called Communities Assisting Proprietor's Schools (or CAPS for short) has agreed to provide \$25,000 towards some major modifications to the changing rooms and showers in the gym and work will be starting on this in the near future. The same department has provided funds for carpeting a number of classrooms and enhancing the general appearance of areas in the college.

Thank you to Mr Michael O'Flaherty, our Business Manager, and especially Mr Terry Davis, the Care-taker, who is responsible for the day to day maintenance of the college grounds and property. And thank you, Mr Fava, for your very significant contribution to the property and finance projects of St Bernard's this year.

Our students have participated in many activities during the year. To name a few, the Kapa Haka group were invited to travel to Rarotonga. Our French class travelled to New Caledonia in the July holidays. 'Rhythm Divine' were the Pacifica Beats National Finalists. As I said last year, without all the support, driving, washing of sports gear, cooking meals, preparation and fundraising, none of these activities and achievements would have been possible. So congratulations to all of you, the parents, whanau, family, teachers and friends

and anyone who has helped contribute to the success and made it possible for the boys to participate in these activities this year. You have all contributed to these achievements.

We had a few changes with board members during the year. At the beginning of the year we welcomed Veronica Duthie-Jung as a proprietor's representative when our dear Sr Trish, retired from this role. But Sr Trish didn't quite get away from us; she offered and has been seconded onto our special character committee.

In May this year, being an election year, we welcomed and farewelled several board members. Three members had chosen to stand down from the previous board, John Lambert, Vita Reid-Tuala, Save Time, and as part of the election process, Brian Slade and Jo Culhane.

Following the trustee elections we welcomed Aneel Anthony, Kevin Brennan, Sandra Niko and David White. We also welcomed in September Raymond Horua who replaces Waqar Munir, as our elected student trustee. Everyone has settled in bringing with them new ideas. Thank you to all my fellow board members, both outgoing and new trustees. It is easy for me to stand up here and report on what has happened during the year, but without the contribution of my fellow trustees, so much would not have been achieved.

As any business manager will tell you, you are only as good as the staff you select and employ, and this is true in St Bernard's case. We have always been fortunate at St Bernard's to have great staff. I must thank tonight while we are at prize giving, the fantastic job that Liz Thomson and Kay Hudson carry out every year with the smooth running of our presentations.

Unfortunately every year we have to farewell some staff. This year is no exception. This evening, we say farewell to Patricia Reilly, our Director of Religious Studies, Heather Baird, and Mr David Harrison. We will have a special presentation for Mr Harrison later in the programme. We wish all these staff members the very best for their next move and hope they take with them our appreciation for the contribution they have made to the college. Our best wishes to you all for your futures.

We also, must farewell our senior students, leaving to seek out new adventures and pray that they find happy and successful lives. Our blessings and best wishes to all our students and especially, our senior students who are leaving this year.

I will let the evenings presentations continue, but before I finish, I must thank Peter Fava, who although stretched for time and under pressure, has kept going always putting the students and the college first. We have said to him, that he "Lives and Breathes St Bernard's" and we are sure that Mrs Fava would agree with that.

I would like to wish all our students, parents, extended family and whanau, all staff members, our guest speaker and our special guests here tonight and anyone I haven't mentioned, a joyful, relaxing, safe and Holy Christmas and New Year season.

Look to the star, call upon Mary.
Haere ra. Thank you all and good evening.



Stephanie Baucke
Chairperson
31st January 2011

Principal's Report

For the year ended 31 December 2010

(Principal's Address, 2010 Academic Awards Giving Ceremony)

Kite ingoa o te Matua, o te Tamaiti, o te Wairua Tapu. Amene

Nga mihi most Reverend Archbishop John Dew; Br Pat Lynch, Chief Executive Officer, NZ Catholic Education Office; your worship Mayor Wallace; old boy Liam Shanahan; distinguished guests, trustees, students, staff, parents and friends - greetings to you all. Talofa lava, Malo e lelei, Malo ni, Ni sa bula, Kia orana, Fakaloha lahi atu, Assalam alikum, Kumusta, Tena koutou katoa.

Today is the very special occasion when we congratulate the winners and all those who have taken part in this year's achievements. It is also an opportunity for me to set out the school's vision for next year. Award giving ceremonies are about celebrating the achievements of the people involved: the students, their teachers and parents. The students will have done their very best in order to be a part of this ceremony and they truly embody the spirit of our college – striving for excellence. It is through these achievements that we are able to see the skill, high expectations and commitment of the staff at St Bernard's. We are all proud to be a part of this occasion and I hope that our students' endeavours inspire those who will follow them.

I pay credit to these intelligent award winners, the staff and all the people involved by highlighting how they represent the culture of excellence we are trying to engender in this college. Although we all know that studying for academic success or taking part in team sports, school events and life in general is worthy, it is aspiring for excellence that makes us push ourselves to achieve our full potential. In the talents' parable, Jesus made it abundantly clear that God blessed us all with talents. It is also clear that God expects us to do our very best with whatever ability we have. He was not impressed at all with the man who failed to do anything with his one talent.

We have done so much this year with the curriculum – introduced the National Standards in Years 7 and 8, started the changes to NCEA and launched the NZ Curriculum with its push for key competencies. We have done well with academic, sporting and cultural competitions: ICAS with 15 High Distinctions and Distinctions; gained entry to the national competitions with Pasifika Beats, Hip Hop, Manu Korero and Judo; Waterpolo won bronze at the South and North Island 2nd Division competition; and the senior and junior Volleyball teams are regional champions. The tertiary study scholarships that five boys will receive today are testimony to the good grounding we give our students is. The Kapa Haka had a memorable trip to Rarotonga, while the French group's excursion to New Caledonia has whetted the appetite to dream of Paris!

We have received accolades in the Special Character Review as an outstanding example of a Catholic school that is proud and knowledgeable about its Marist heritage. The report affirms the hard work and commitment of all people connected with the college who ensure that we firmly uphold the values and traditions of the Catholic faith, carefully nurture the Marist charism and deliver a quality education. The 20 students who have been initiated in the sacraments of Baptism, Holy Communion and Confirmation are a witness to these values and traditions.

The Education Review Office report identified our school culture, the high expectations, the provision of pastoral care services and learning support as areas of strength. We were complimented on the initiatives that promote success for our Māori students, the way we involve the community and our robust self-review that underpins school-wide planning. These successes are reflected in the reputation we hold in our community, resulting in the school reaching its maximum roll at the start of this year. The Minister of Education and our Proprietor, Archbishop John, agreed to increase the maximum roll to 590. Unfortunately, this

is not sufficient to meet the demand and we will be turning away preference students next year and 2012 will be a challenge as we will be full again.

We acknowledge, we celebrate, we savour the successful moments of this year. We are heading in the right direction. We are now at that critical junction where the road forks into different pathways – one is complacency and the other excellence. I passionately exhort everyone - students, staff and parents alike - to take up the mantle. It is not a call “for all hands to the pumps” – that call is made when a ship is sinking. It is a call “for all hands on deck, weigh the anchor” – a call when a ship is sailing on an exciting journey.

This year I challenged our community to “be the change”. The charismatic leader, Mahatma Gandhi said: “be the change that you wish to see in the world.” We started to question what we are doing and why we are doing it in a certain way. Such questioning should identify changes that lead to continual improvement. I can assure you that there is no staff who works harder. There is no more capacity for people to work harder and this is depleting our energy to think smarter, which then inhibits us from being innovative. I heard the mantra many times - “if you are going to do something, do it once and do it well”. Being the change is the call to cultivate an ethos with a focus where excellence flourishes; anything less is one step closer to complacency, then mediocrity. Our forebears have given us the school motto, “Look to the Star, call upon Mary” that challenges us to seek excellence, while trusting in Mary’s prayerful intercession. Our school song calls us to follow Bernard, for it is his name we bear. And he did not do things in half measure. The same applied to St Marcellin. In face of adversity, he persevered – he changed people’s lives – he did not take “no” for an answer.

Excellence is not a skill; it is an attitude, a desire, a passion. Attitude and passion count far more than talent. Remember Christ’s talents parable? The master was most annoyed at his servant’s attitude of choosing to do nothing. Ability opens the first door but it is not going to open the last door; it is ambition and smart thinking that drives us to excellence. However, we need to be alert not to be drawn into pursuing the end result at all costs. Such a fixation creates a pervasive source for anxiety which will thwart our efforts and engender despondency, especially when things go wrong. Succeeding at all costs may also tempt us to do whatever it takes to win, possibly compromising our Gospel values.

Excellence has to resonate through the changes we embark on. No number 8 wire attempts, no deficit theorising, no defeatist self-talk of “it cannot be done” or “too hard”. These hobble us and our students before we even start. In the past we were guided by the proverb “look after the pennies and the pounds will look after themselves.” I wonder how many follow this truism. If we insist on high standards in the little matters, then the final results will take care of themselves. We will be on the path of change when we stop talking and actually start doing the things that help us reach the end. This process has to be well thought through incrementally, and we cannot allow the pressure of the end results choke our performance. This is the rewarding journey towards excellence: day by day, bit by bit, scaffolding, building block on block, stopping, reflecting, re-designing, consolidating, and starting on the next phase.

Excellence is the series of 100%. Our best players do not come off the rugby or football field knowing that they still had some energy in reserve; it is the same with waterpolo, volleyball, or basketball. So why should it be different with study? Why should we be happy with “achieved”, when we know that a 100% effort gets us merit or excellence? It is most frustrating to see some students give up when they face their first hurdle. I appeal to the parents: “do not to allow your sons to give up”. It does not mean that our 100% effort will give us an immediate result. However, applying ourselves to every little task 100% each and every time is the key. Then one will find the little things in life that make the difference between the good and excellent will just happen. It all comes back to attitude, passion, and drive. The moment we avoid taking responsibility by saying: “I could have done better, but ...,” we fudge the need to develop and change. Have you noticed that the Australians never say that they have lost a match or a competition? They will usually say that they will come back and do better next time.

We can talk till the cows come home, attend meetings, have talkfests, write up learning intentions, identify success criteria and co-construct teaching moments. The changes happen at the chalk face; taking on board and integrating what teaching and learning research is telling us. It is arrogant to claim these as fads that will soon go out of fashion; or to continue to believe that what worked a decade ago is necessarily still valid today.

The road to excellence is also about learning from mistakes. Trying new ways will involve mistakes, but this is not a sin. Repeating the same mistake, however, is a sacrilege. Accepting advice opens the opportunity for change. When we hold on to our ego rather than attempt new ways that may procure better results, we effectively stifle change, believing that working harder at what we have done before is the answer. Excellence is as much as knowing what NOT to do as much as knowing what to do. Looking up to successful people and learning and using their successful ways gets us closer to success. Excellence is also about having the confidence to share good practice, of which we have plenty, and drawing on the wisdom of others.

It is an unfortunate truth that several of us get bogged down bent on finding the proof when faced with the choice between changing one's way of doing things and proving that there is no need to do so. Would we ever have known what the Monarch butterfly would look like, if the caterpillar refused to change? Why is it that we exhaust ourselves in hard work, when the genius Albert Einstein told us pointedly that it is insane to do the same thing over and over again and expect different results? George Bernard Shaw put it very eloquently: "The only man I know who behaves sensibly is my tailor; he takes my measurements anew each time he sees me. The rest go on with their old measurements and expect me to fit them".

Where does excellence and change fit into God's great scheme of things? Pope Benedict XVI addressing the students of England's Catholic schools recently put these into perspective: "What God wants most of all for each one of you is that you should become holy ... God wants the very best for you. And by far the best thing for you is to grow in holiness." The Pope posed very poignant questions: "what are the qualities you see in others that you would most like to have yourselves? What kind of person would you really like to be?" His answer: "I am asking you not to be content with second best. I am asking you not to pursue one limited goal and ignore all the others". Pursuing excellence without having God in our lives is the road to perfidy. We need to have the courage to place our deepest hopes in God alone, not in money, in a career, in worldly success, or in our relationships with others, but in God. Benedict continues to exhort us that it is the values of virtue, compassion, kindness and generosity that lead us to happiness and excellence, which in the bigger picture beyond school would mould us into good citizens, good people.

I strongly believe that we meet the achievement standard set out by the Pope for an excellent school: "A good school provides a rounded education for the whole person." We do this extremely well. He adds: "a good Catholic school, over and above this, should help all its students to become saints". Well, ALL, may be a big ask, but we are working on it. Let us be the change we wish to see at St Bernard's College in 2011. Kia kotahi matou.

I wish now to farewell several people, especially teachers who will be moving on. I will single out Mr Harrison one of the longest serving teachers and one of the last links with the Marist community. You have served St Bernard's College well. You go with our blessings to reap your reward. Enjoy Rome and France next year.

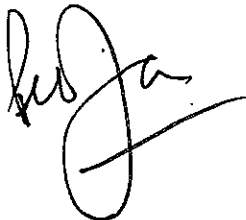
Thank you also to those departing for all your excellent work. My special gratitude goes to Mr Savae Time, the chairperson of the Samoan Parents Support group who has worked solidly for his community and supported me through thick and thin for the last 15 years. You will be sorely missed. Faafetai lava. Tofa soifua.

The Parent, Friends and Supporters Association, the Tokelau and Filipino communities – it is humbling to be in partnership with you – your commitment to our College is unwavering. To the trustees and senior leadership team – my appreciation to you for taking on board my high

standards, high expectations, and putting up with my very passionate ordeals. To my wife, thank you for being here today – your support has always been unwavering even when your own work is so demanding.

I thank you all for your attention, I promise to pray for you, and I ask you to pray for me. I wish everyone a holy Christmas and excellent things in the New Year.
E nga mana, e nga iwi, e nga reo, tena koutou, tena koutou, tena koutou katoa.
May God bless you all.

Peter Fava
Principal

A handwritten signature in black ink, appearing to read 'Peter Fava', written in a cursive style.

Analysis of Variance

For the year ended 31 December 2010

“To raise student achievement through student and staff engagement:

Objective 1	Strategy	Results	Evidential comments and review
<p>Special Character Engage students in spiritual growth</p>	<p>by</p> <ul style="list-style-type: none"> • increasing chaplaincy services 	<p>Achieved</p>	<ul style="list-style-type: none"> • chaplaincy services have increased, e.g. prayer posters, retreats, house liturgies, etc, with the chaplain putting in more hours than actually being paid for; • chaplain supported REMAR group, by working with Marist Brother leader; • chaplain lead school liturgies and masses with the support of the DRS and liturgy committee. • chaplain met regularly (at least fortnightly) with Special Character student leader to engage other students to organise liturgies and other special character events • chaplain supported student to set up <i>Freedom Youth Group</i>. This group met weekly at lunchtime in the chapel for prayer and reflections. Y11 and Y12 student leaders were engaged so that the group could continue in 2011 and after. • The Young Christian leaders trained at the start of the year and assisted the chaplain and served as a sounding board for liturgies and other Special Character events. They contributed to the Liturgy Committee and supported the House Leaders to organise the liturgy celebrating the Patronal Saint. • A group of younger students were trained as Eucharistic ministers in term 3. • chaplain provided logistical support to O’Shea Shield team and contributed to review. • chaplain prepared para-liturgy for French trip to New Caledonia and Maori Kapa Haka trip to Rarotonga.
	<p>by</p> <ul style="list-style-type: none"> • revamping plan and delivery of retreats 	<p>Achieved</p>	<ul style="list-style-type: none"> • retreats – theme and content – All Year levels reviewed by chaplain and campus minister, re-writing a new series of scaffolding retreats. This began with the Y7/8 retreat theme “What it means to be Marist,” following on work initiated in 2009. • the Y11 and Y10 retreats were reviewed and further developed. All retreat themes interlinked step by step to ‘grow’ the students into the Marist men over the years. This was the aim of the Y13 retreat and covenant making and this was evident at the graduation mass in November 2010; • retreats led by DRS, Chaplain and Campus Minister. • Fr Greally’s evaluation of Y13 leader participants completed; • Other retreat evaluations and reports were being collated and written, but never submitted by DRS

Objective 1	Strategy	Results	Evidential comments and review
<p>Cont. Engage students in spiritual growth</p>	<p>By</p> <ul style="list-style-type: none"> setting up an RCIA group 	<p>Achieved</p>	<ul style="list-style-type: none"> chaplain and campus minister planned RCIA programme for delivery; chaplain sent letters through Religious Studies classes to potential candidates for RCIA programme; chaplain and campus minister completed successfully RCIA programme for one lunchtime a week for the duration of term 3 result: 20 students either received the sacrament of baptism (2), plus confirmations and first Holy Communion.
	<ul style="list-style-type: none"> Ensuring a spiritual reflective content to the Religious Studies teaching monitored by DRS. 	<p>Partly achieved</p>	<ul style="list-style-type: none"> behaviour modelled by the teachers in their daily practice; Gospel value prayers used in most RE classes reflections in lessons focusing on the content of the previous lessons. Very little monitoring or reporting upon happened.
	<ul style="list-style-type: none"> Spirit at work in the world through the Young Vinnies supported by DRS & Chaplain 	<p>Partly achieved</p>	<ul style="list-style-type: none"> Focus on prayer at Young Vinnies meetings – started well at beginning of year, but faded away Some occasions offered to empower students to be Christ to others through the Young Vinnies work; limited, as the group became inactive towards the middle of the year. Minimal participation of representative students at the Annual Young Vinnies Mass and celebration of being actively Christ-like in the world and making a difference.
	<ul style="list-style-type: none"> Form classes rotating form registrations in the Chapel supported by Chaplain & DRS 	<p>Partly achieved</p>	<ul style="list-style-type: none"> Twice each term every form class invited to attend a liturgy registration in the Chapel. Taken up by several form classes Material in a staff file to assist with resources and ideas for prayers available in staff room DRS/Chaplain always available to get resources from which DRS/Chaplain advertise to staff regularly at briefings and through emails.

Objective 2	Strategy	Result	Evidential comments and review
<p>Special Character</p> <p>Engage students in learning by enhancing student relationships through promotion of Gospel values</p>	<p>by</p> <ul style="list-style-type: none"> collating valid data of the extent and mode of bullying 	<p>Achieved</p>	<ul style="list-style-type: none"> Bullying survey developed Students surveyed end term 1 – data available but confidential Term 1 bullying survey report written Bullying survey emailed to all staff Bullying survey discussed and points of concern discussed Bullying annual plan written and presented to all staff Bullying annual data updated based on term 1 bullying report Students re-surveyed end term 2 Term 2 bullying survey report written Further data collated and reports presented monitoring the situation throughout the year
	<ul style="list-style-type: none"> developing a responsive plan from bullying data gathered across levels and longitudinally. 	<p>Achieved</p>	<ul style="list-style-type: none"> 2010 annual anti-bullying plan based on 2009 data presented at beginning of year Annual bullying plan adjusted in response to term 1 survey included: <ul style="list-style-type: none"> request for programme to train student mentors training of mentors completed requests to deans for names of students who need mentoring Year 7/8/9/10 teachers to focus on addressing bullying at pastoral care slots anti-racism on the sports field discussed with HoD Sport
	<ul style="list-style-type: none"> providing in form class, level assemblies and formal assemblies anti-bullying messages and programmes 	<p>Achieved</p>	<ul style="list-style-type: none"> Peer Support programme ran – an improvement on 2009 as it was spread over several weeks (coordinated by Counsellor) Mentoring programme initiated, after training of the mentors Anti-bullying posters produced for each form class Procedures for reporting bullying produced for each form class Anti-racism posters produced for each form class Anti-bullying activities provided for junior classes to use during pastoral care form times Pink Shirt muffi day run to promote anti-bullying/sexual orientation harassment Level assemblies held to address anti-bullying
	<ul style="list-style-type: none"> using daily prayer and reflections, notices and visuals to focus on Gospel values. 	<p>Achieved</p>	<ul style="list-style-type: none"> Prayers written by students based on gospel values published in Daily Notices and read out at form class registration Weekly Gospel value focus for whole school for each week of term highlighted in Daily Notices and form class registrations Gospel values poster (values for life) displayed in each form class Junior Badge (Y7-10) ceremony recognising students in each form class who witness Gospel values in their behaviour and relationships

Objective 3	Strategy	Results	Evidential comments and review
<p>Curriculum</p> <p>Engage students with the NZ Curriculum</p>	<p>by:</p> <ul style="list-style-type: none"> presenting engaging lessons to students 	<p>Partly achieved</p>	<p>Staff meetings and Curriculum Leaders' meetings have had several workshops or developmental sessions related to:</p> <ul style="list-style-type: none"> student engagement use of learning intentions developing success criteria student evaluation
	<ul style="list-style-type: none"> developing success criteria with students 	<p>Partly achieved</p>	<p>There is evidence of displays of learning intentions and success criteria in classrooms but the practice has yet to be fully embraced by all staff.</p>
	<ul style="list-style-type: none"> evaluating learning 	<p>Partly achieved</p>	<p>Evaluations of learning, particularly using student evaluation at the end of topics or terms is well established practice in most departments. Needs further development in 2011</p> <p>Contacting home to provide support in cases where students become disengaged is a well established practice. Some teachers started to do this by email with some success.</p> <p>Observation week allowed staff to see good practice in different teachers' lessons.</p>
	<ul style="list-style-type: none"> reducing summative assessment 	<p>Achieved</p>	<p>At NCEA level, the number of standards offered to students has been reduced, but not significantly. Most teachers introduced optional standards but in many cases these 'optional' standards effectively became compulsory.</p> <p>Allowing only two opportunities per internal standard has reduced the total amount of summative assessment in the senior school. The next steps for 2011 the College will be to continue to adapt our assessment regime to meet the individual needs of each student. Continued work is required on individual learning/assessment plans for students and to assess students when they are 'ready'.</p>
	<ul style="list-style-type: none"> increasing use of e-learning as an integral part of the learning process 	<p>Achieved</p>	<p>Use of e-learning increased throughout the college by the use of new technologies and increased PD. New technologies include – interactive whiteboards (Mimio) and the use of laptops in classrooms. Booking rates for the laptops was over 50% with around 65% of teachers having used the laptops. Booking rates for the computers in the computer rooms and library was close to 100%. There has been increased use of Google apps/sites with Science, the Languages and ICT being the main users.</p> <p>A number of teachers still need to develop further the use of the laptops especially in relation to their wider use e.g. data-logging in science, essay writing etc. Continued professional development in 2011 and more laptop access especially in the Technology block will assist with this. Greater use of Google apps/sites will provide alternative learning opportunities for students.</p>

Objective 5	Strategy	Results	Evidential comments and review
<p>Māori Student Achievement</p> <p>Engage Māori students</p>	<p>by:</p> <ul style="list-style-type: none"> implementing and monitoring the Māori Achievement Plan setting achievement targets for each Māori student 	<p>Achieved</p> <p>Partly achieved</p>	<p>The Director of Māori Studies introduced the Māori Achievement plan to the Board at the start of the year and started with its implementation. Initially very slow progress and further efforts, information sharing, directions are required to engage students and staff. This is acknowledged and will be addressed.</p> <p>Matariki was celebrated with staff and brought to the attention of students at whole school assembly.</p> <p>Mr Waiti, continuing to expose staff to Māori culture, prepared for staff kai moana – kina and paua – showing staff the traditional Māori way of eating these foods.</p> <p>Staff were again committed to starting the new scholastic year at Korauui marae. Links with the marae were maintained, with the dawn ceremony for the official opening of the Champagnat Suite</p> <p>Involvement with the Manu Korero speech competition was maintained, with the Junior Speech participant winning the regional competition and gaining entry into the national competition. The participant presented his speech at full school assembly. The college supported him and his whanau financially to travel to Dunedin.</p> <p>Māori links were emphasized in the curriculum as noted in Pasifika Studies and Social Studies materials.</p> <p>The He Kakano initiative (empowering senior leaders to take charge and full ownership of the Māori Achievement Plan) started with the first meeting for the senior leaders with the regional co-ordinator happening on 22 November. It is to note that Mr Waiti, our ex-director of Māori Achievement, is the He Kakano regional coordinator.</p> <p>Staff, students and all Māori students have been surveyed as part of He Kakano to provide feedback on how Māori and other cultures fit into the college.</p> <p>The whanau student home group was launched at the start of term 3 and as any new initiative it was accepted from the start that it will take time for the concept to evolve and settle in. With the departure of the Director of Māori Achievement, who was driving it, the group continued to meet, but it lacked its direct link to its initiator. The fact that it started and the boys attending felt it was a positive move augers well with the new director who will take charge at the start of next year. Teacher comment: "a student I spoke to who was part of the multi-level whanau group really enjoyed being part of that group. Some Māori students have spoken of how they did not feel that they belonged and were outnumbered at SBC. (It is a fact that 15% of the roll is Māori and that represents the ethnic affiliation noted on the application form by the parents, and not necessarily how each individual student affiliates himself).</p> <p>The targets were set for each NCEA level for the group (rather than for each Māori student) in consultation with the whanau. The targets were shared but it is clear from teacher feedback that these were not fully or repeatedly advertised and also that very little consultation, if any, had taken place with the teachers.</p> <p>Data for attendance, lateness, detentions were collated by no specific targets for improvements were made for Māori students.</p> <p>Group achievement targets have been set across levels rather than for individual students. This needs discussion with curriculum leaders, who indicated that it is difficult to generate such targets due to the very small numbers, besides being time consuming when it comes to monitoring.</p>

Objective 5	Strategy	Results	Evidential comments and review
Cont. Engage Māori students	By: <ul style="list-style-type: none"> strengthening the Whanau group 	Achieved	Communication and relationship building with the whanau increased, thanks to the commitment of the Director of Māori Achievement, the Māori trustee on the board, and very supportive parents. The Rarotonga trip was a focal point as it brought the college whanau and that of Sacred Heart College very close with ongoing kapa haka rehearsals and fund raising activities.
	<ul style="list-style-type: none"> increasing the representation of Māori symbols and artefacts around the college 	Partly achieved	Māori symbols have been introduced into the new Champagnat suite – a framed Treaty of Waitangi picture in the waiting area and other symbols in the staff room. Names in Māori are prominent in the library. It is recognised that more effort needs to be made to increase such artefacts or symbols around the school, including the chapel. It is planned that a sculpture representing the students, Marcellin Champagnat, Mary and Christ will be commissioned and Māori symbols introduced into this carving.

Objective 6	Strategy	Results	Evidential comments and review
Engage Years 7 and 8 students	By <ul style="list-style-type: none"> using assessment against the national standards for reading, writing and mathematics as a motivational tool 	Partly achieved	Reporting against the national standards for reading, writing and mathematics was introduced in the mid-year reporting. Not used as a strong motivational tool in 2010 due to complexity/confusion and vagueness surrounding the standards themselves which made it difficult to differentiate assessment against the national standard. ERO noted that the Y7/8 homeroom teachers collate, analyse and respond to the achievement data gathered from standardised tests. STAR, Probe and Peter's Spelling are used to match Year 7/8 students against national standards. Progressive achievement test for mathematics is used and diagnostic data collated. However, it is not clear how this is used to match against the national standards.
	<ul style="list-style-type: none"> setting achievement targets for each student 	Partly achieved	Achievement targets were set in place for Y7/8 reading and writing with goal setting for individual students. The "setting achievement targets for each student" strategy was interpreted ambiguously by curriculum leaders. The original intent was that these targets would only be required for reading, writing and mathematics. More discussion is needed to clarify this situation for 2011 Science – no normal assessments or individual targets were set, but in 2011 the new PAT Science test will be used to get a benchmark against national standardised data. Setting of term goals and reflection from previous goals was used in some classes. Careers goal setting established at beginning of year to reinforce the reason for the education pathway. Reward systems to encourage positive behaviour and engagement were introduced.

Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expired /expires
Stephanie Baucke	Chairperson, Proprietor's Rep	Re-appointed April 2010	Wellington Agent	April 2013
Br Doug Dawick	Deputy Chair, Proprietor's Rep	Re-appointed April 2010	Marist Brother	April 2013
Peter Fava	Principal	Appointed	Principal	
Aneel Anthony	Parent Rep	Elected April 2010	Senior Policy Analyst (Regularity)	April 2013
Kevin Brennan	Parent Rep	Elected April 2010	Project Adviser	April 2013
Paul Clausen	Proprietor's Rep	Re-appointed April 2010	Business Analyst	April 2013
Jo Culhane	Parent Rep	Elected April 2007	Teacher	April 2010
Sr Trish Hanaray	Proprietor's Rep	Appointed 2008	Pastoral Assistant	April 2010
Angus Hartley	Parent Rep	Re-elected April 2007	GM Corporate Services	April 2010
Brenten Higson	Staff Rep	Re-elected April 2010	Secondary School Teacher	April 2013
¹ Raymond Horua	Student Rep	Elected	Student	Sept 2011
John Lambert	Parent Rep	Re-elected April 2007	Software Architect	April 2010
¹ Waqar Munir	Student Rep	Elected	Student	Sept 2010
Sandra Niko	Parent Rep	Elected April 2010	HR Adviser	April 2013
Vita Reid-Tuala	Parent Rep	Elected April 2007	HR Adviser	April 2010
Paul Sagers	Parent Rep	Re-elected April 2010	Territory/ Account Manager	April 2013
Mary Margaret Schuck	Parent Rep	Elected April 2010	Mother	April 2013
Brian Slade	Parent Rep	Elected April 2007	Creative Director	April 2010
Savae Time	Parent Rep	Elected April 2007	Security Supervisor	April 2010
David White	Parent Rep	Elected April 2010	Refrigerator	April 2013

¹The student trustee's term is for one year from September to September.

Statement of Responsibility

For the year ended 31 December 2010

The Board of Trustees has pleasure in presenting the annual report of St Bernard's College (the School), incorporating the financial statements and the auditor's report, for the year ended 31 December 2010.

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


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

In the opinion of the Board and management, the annual financial statements for the financial year fairly reflect the financial position and operations of the school.

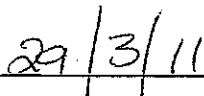
The School's 2010 financial statements are authorised for issue by the Board Chairperson and Principal.



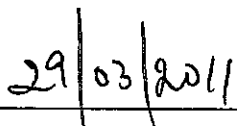
Chairperson



Principal



Date



Date

**Statement of Comprehensive Income
For the year ended 31 December 2010**

	Note	2010 Actual \$	2010 Budget \$	2009 Actual \$
Income				
Government grants	2	4,179,624	4,097,183	4,045,388
Local fundraising	3	119,263	77,083	156,240
Investment income		55,937	75,000	58,711
Other income	4	313,722	258,994	266,524
Use of land and buildings		709,576	710,000	1,112,253
		5,378,122	5,218,260	5,639,116
Expenditure				
Fundraising (costs of raising funds)	3	14,566	9,000	9,530
Administration	6	304,436	288,525	277,671
Depreciation	8	141,679	140,000	114,654
Learning resources	5	3,725,586	3,742,765	3,570,737
Other income expenditure	4	123,718	86,832	169,488
Property management	7	278,439	300,145	328,549
EHSAS payments to cluster schools		0	0	45,195
Use of land and buildings		709,576	710,000	1,112,253
		5,298,000	5,277,267	5,628,077
Net Surplus (Deficit)		80,122	(59,007)	11,039
Other comprehensive income				
Total comprehensive income		80,122	(59,007)	11,039

The above Statement of Comprehensive Income should be read in conjunction with the accompanying notes

**Statement of Changes in Equity
For the year ended 31 December 2010**

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Equity at the start of year	1,161,213	1,161,213	1,150,174
Total comprehensive income	80,122	(59,007)	11,039
Equity at the end of the year	<u>1,241,335</u>	<u>1,102,206</u>	<u>1,161,213</u>
Comprising			
College			
Equity at the start of the year	1,134,091	1,134,091	1,044,921
Total comprehensive income	107,244	(59,007)	89,170
Equity at the end of the year	1,241,335	1,075,084	1,134,091
Development Trust			
Equity at the start of the year	27,122	27,122	105,253
Total comprehensive income	(27,122)	0	(78,131)
Equity at the end of the year	0	27,122	27,122
Total equity at the end of the year	<u>1,241,335</u>	<u>1,102,206</u>	<u>1,161,213</u>

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes

St Bernard's College
Statement of Financial Position
As at 31 December 2010

	Note	2010 Actual \$	2010 Budget \$	2009 Actual \$
Equity		1,241,335	1,102,206	1,161,213
Total Equity		1,241,335	1,102,206	1,161,213
Represented by:				
Current Assets				
Cash and cash equivalents	9	51,755	70,000	128,308
Accounts receivable	10	270,407	270,000	247,805
Inventory		88,476	80,000	79,810
Investments		1,020,291	930,000	962,363
Motor vehicle refundable deposit	15	21,339	20,000	21,339
		1,452,268	1,370,000	1,439,625
Current Liabilities				
Accounts payable	12	337,898	300,000	265,932
Income received in advance	13	20,751	30,000	41,713
Other current liabilities	16	46,645	50,000	55,340
Provision for cyclical maintenance - current	14	90,000	60,000	60,633
		495,294	440,000	423,618
Working Capital Surplus		956,974	930,000	1,016,007
Non-current Assets				
Plant and equipment	11	421,861	402,206	375,949
		421,861	402,206	375,949
Non-current Liabilities				
Provision for cyclical maintenance	14	137,500	230,000	230,743
		137,500	230,000	230,743
Net Assets		1,241,335	1,102,206	1,161,213

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

Notes to the Financial Statements

For the year ended 31 December 2010

1. Statement of Significant Accounting Policies

a) Reporting Entity

St Bernard's 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 is of the view the School is a public benefit entity for financial reporting purposes.

These accounts incorporate the financial transactions and year end balances of the St Bernard's College Development Trust, an entity which the school effectively has control over.

b) Basis of Preparation

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 New Zealand Equivalents to International Financial Reporting Standards (NZ IFRS) as appropriate to public benefit entities that qualify for differential reporting.

Differential reporting

The School qualifies for differential reporting exemptions because it is not publicly accountable as defined in the Framework for Differential Reporting (the Framework) and it is not large. Many of the reporting exemptions available under the Framework have been applied.

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.

Specific accounting policies

The accounting policies used in the preparation of these financial statements are set out below. The policies have been consistently applied to all the years presented.

c) Income Recognition

Government grants

Operational grants are recorded as income as received. Teachers' salaries grants are not received in cash by the school but are paid directly to teachers by the Ministry of Education (the Ministry). They are recorded as income in the salary period they relate to. Other grants are recorded as income as received unless there are unfulfilled conditions attaching to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to income 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

Catholic Archbishop of Wellington (the Proprietor). Use of land and buildings grants are recorded to income in the period the School uses the land and buildings.

Donations

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

Interest income

Interest income on cash and cash equivalents and investments is recorded as income 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 value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by the grant received from the Proprietor.

e) Operating Lease Payments

Payments made under operating leases are recognised in the statement of comprehensive income 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represents fair value.

h) Accounts Receivable

'Accounts Receivable' represents items that the School has issued invoices for, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of accounts receivable is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt.

i) Inventories

Inventories are consumable items held for sale, for example stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a weighted average basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. The write down from cost to net realisable value is recorded as an expense in the statement of comprehensive income in the period of the write down.

j) Investments

Investments are held with registered trading banks and are classified as current assets, if they have maturities of between three months and one year. Those with maturities greater than 12 months after the balance date are classified as non-current assets.

After initial recognition investments are measured at amortised cost using the effective

interest method less impairment.

At balance date the School assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense in the statement of comprehensive income.

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

k) 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.

Plant and equipment acquired on or before 1 October 1989 is recorded at deemed cost based on fair value as at that date, less accumulated depreciation and impairment losses.

Plant and equipment acquired after 1 October 1989 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.

Plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the statement of comprehensive income.

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 plant and equipment is recognised in the statement of comprehensive income when the item is disposed.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the statement of financial position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

Plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the income statement.

The estimated useful lives of the assets are:

Furniture and equipment	3 - 10 years
Information and communication technology	3 - 5 years
Audio visual equipment	3 - 5 years
Motor vehicles	5 years
Plant and machinery	10 years
Textbooks	5 years
Library resources	5 years

l) Intangible Assets

Software Costs

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

Computer software licences with individual values under \$500 are not capitalised, they are recognised as an expense in the statement of comprehensive income when incurred.

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

m) 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.

n) Employee Entitlements –

Salary Accruals

Salary accruals mainly reflect annual leave owing to teachers and support staff and are recognised in respect of employees' services to balance date and are measured at the amounts expected to be paid when the liabilities are settled. There is a corresponding teacher's salaries grant receivable from the Ministry to fund the liability.

Leave Accruals

No provision is required to be recognised for sick leave for any teachers, irrespective of whether a school is above its teaching entitlement as in practice most teacher sick leave is grant funded by the Ministry.

o) Income Received in Advance

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

The School guarantees to hold 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.

p) Funds held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School guarantees to hold sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School guarantees to hold sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is

responsible for maintaining the land, 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 the day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Proprietor and is based on the Board's 10-year property plan (10yp).

s) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, GST 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, funds held on behalf of the Ministry of Education, provision for cyclical maintenance and GST payable. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

t) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

u) 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.

v) Budget figures

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

2 Government Grants

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Operations Grant	914,204	921,266	875,226
Teacher salaries grant	3,046,979	3,050,000	2,960,814
EHSAS grant	0	0	74,640
ESOL grant	13,422	10,263	13,067
Furniture and equipment grant for modernisation projects	85,878	40,000	0
Gateway grant	55,588	54,444	51,308
ORRS grant	17,837	15,052	17,366
Relief teacher grant	0	0	20,621
RTLB funding	6,821	6,158	8,757
Refugee funding	12,540	0	10,320
Other Ministry of Education grants	26,355	0	0
Interim response funding	0	0	4,732
Sportsfit funding	0	0	8,537
	4,179,624	4,097,183	4,045,388

3 Local Fundraising

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Local funds raised within the School's community are made of:			
Income			
Donations			
Parents' donations	50,287	49,000	49,942
PFS association	750	750	625
SBC Development Trust	27,122	0	81,926
Other donations	6,507	2,500	3,600
	84,666	52,250	136,093
Other fundraising			
Income	34,597	24,833	20,147
Expenditure	(14,566)	(9,000)	(9,530)
	20,031	15,833	10,617
Total Fundraising			
Income	119,263	77,083	156,240
Expenditure	(14,566)	(9,000)	(9,530)
Net surplus from fundraising	104,697	68,083	146,710

Deloitte.

4 Other Income

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Activities			
Curriculum and sports recoveries	91,463	77,042	98,414
Hire of facilities	5,200	5,200	5,000
Other activities	85,010	50,118	40,065
Total Activities	181,673	132,360	143,479
Trading			
ID Cards, Diaries and Stationery			
Income	5,505	5,190	4,649
Less Expenses	(3,262)	(3,890)	(3,461)
Net	2,243	1,300	1,188
Margin %	41%	25%	26%
Uniforms and Badges			
Income	83,176	74,000	69,924
Less cost of goods sold			
Opening stock	79,042	0	89,113
Plus purchases	71,847	59,000	42,051
Less Closing Stock	(87,708)	0	(79,042)
Wages	1,586	1,600	1,550
Other expenses	266	700	856
	65,033	61,300	54,528
Net	18,143	12,700	15,396
Margin	22%	17%	22%
Trading Summary			
Income	88,681	79,190	74,573
Expenditure	(68,295)	(65,190)	(57,989)
Net Trading Income	20,386	14,000	16,584
International Students			
	2010 Actual \$	2010 Budget \$	2009 Actual \$
Income	24,969	30,444	26,479
Less Expenses	(9,712)	(4,642)	(11,364)
Net	15,257	25,802	15,115

SBC Development Trust

Income	369	0	4,659
Less Expenses	0	0	(864)
Donation to St Bernard's College	(27,491)	0	(81,926)
	(27,122)	0	(78,131)

Summary Other Income

Activities	181,673	132,360	143,479
Trading	88,681	79,190	74,573
International students	24,969	30,444	26,479
SBC Development Trust	369	0	4,659
NZQA fees	18,030	17,000	17,334

	313,722	258,994	266,524
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Expenditure

Activities	0	0	0
Trading	68,295	65,190	57,989
International students	9,712	4,642	11,364
SBC Development Trust expenses	0	0	864
SBC Development Trust donation	27,491	0	81,926
NZQA fees	18,220	17,000	17,345

	123,718	86,832	169,488
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	190,004	172,162	97,036
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5 Learning Resources

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Curricular	218,857	226,179	208,686
Repairs and maintenance	1,914	5,000	1,895
Information and communication technology	34,135	38,700	39,132
Extra-curricular activities	61,393	51,848	39,778
Library resources	4,618	4,550	4,441
Other	30,939	21,510	9,497
Employee benefits - salaries	3,352,051	3,357,778	3,266,827
Staff development	21,679	37,200	481
	3,725,586	3,742,765	3,570,737

Deloitte.

6 Administration

	2010 Actual \$	2010 Budget \$	2009 Actual \$
ACC Premiums	17,482	17,500	15,509
Audit fee	7,750	6,750	7,438
Board of Trustees fees	4,960	7,500	6,310
Board of Trustees expenses	13,887	8,983	3,929
Communications	23,244	21,090	13,676
Consumables	9,563	9,380	19,330
Lease	71,366	68,642	70,846
Postage	9,308	4,500	6,253
Other	11,512	10,580	15,803
Employee benefits - salaries	128,118	125,350	109,251
Insurance	7,246	8,250	9,326
	304,436	288,525	277,671

7 Property

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Consultancy and contract services	106,117	97,400	90,762
Grounds	5,420	2,985	1,401
Heat, light and water	50,159	56,600	54,745
Rates	2,455	2,750	2,338
Repairs and maintenance	58,174	89,200	120,985
Vehicle expenses	9,799	7,710	7,572
Employee benefits - salaries	46,315	43,500	50,746
	278,439	300,145	328,549

8 Depreciation

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Audio visual equipment	15,814	18,000	11,152
Computers	49,524	36,000	36,950
Equipment	13,023	25,000	12,622
Furniture	16,677	24,000	16,372
Library books	17,163	10,000	12,325
Plant and machinery	7,314	7,000	6,146
Textbooks	22,164	20,000	19,087
	141,679	140,000	114,654

9 Cash and Cash Equivalents

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Cash on hand	230	200	230
Current account	35,230	50,000	100,596
Call account	16,295	19,800	360
SBC Development Trust	0	0	27,122
	51,755	70,000	128,308

10 Accounts Receivable

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Sundry debtors	11,746	0	0
Interest accrued	5,964	0	13,099
GST receivable	22,607	20,000	20,881
Prepayments	1,718	0	1,987
Salaries accrual	228,372	250,000	211,838
	270,407	270,000	247,805

11 Plant and Equipment

	Cost \$	Accumulated Depreciation \$	Net Book Value \$
2010			
Audio visual	104,357	58,591	45,766
Computers	232,899	150,506	82,393
Equipment	190,380	143,340	47,040
Furniture	206,038	128,780	77,258
Library books	164,157	95,155	69,002
Plant and machinery	87,181	48,666	38,515
Textbooks	155,505	93,618	61,887
	1,140,517	718,656	421,861
2009			
Audio visual	77,922	42,777	35,145
Computers	182,587	100,983	81,604
Equipment	160,220	130,317	29,903
Furniture	175,008	112,103	62,905
Library books	154,309	77,992	76,317
Plant and machinery	68,258	41,352	26,906
Textbooks	134,623	71,454	63,169
	952,927	576,978	375,949
Net book value reconciliation			
Net book value at start of year			375,949
Less: Disposals at book value			0
Less Depreciation charge for year	(141,679)		(114,654)
Add: Asset acquisition at cost	187,591		131,509
Net book value at year end	421,861		375,949

12 Accounts Payable

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Creditors	58,102	30,000	29,136
Banking staffing overuse (to be repaid from July grant)	16,017	0	0
Employee benefits - salaries and wages accrual	261,368	260,000	234,709
ACC payable	2,411	10,000	2,087
	337,898	300,000	265,932

The carrying value of payables approximates their fair value.

13 Income Received in Advance

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Sundry income in advance	0	0	14,389
International student fees	10,652	20,000	20,667
Parents in credit	10,099	10,000	6,657
	20,751	30,000	41,713

14 Provision for Cyclical Maintenance

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Provision at the start of the year	291,376	290,000	279,622
Adjustment to opening provision	(8,500)	0	0
Increase in provision during the year	0	50,000	11,754
Use of provision during the year	(55,376)	(50,000)	0
	227,500	290,000	291,376
Current Liability	90,000	60,000	60,633
Non Current Liability	137,500	230,000	230,743

The board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at the balance sheet date. The provision has not been adjusted for inflation and the effect of the time value of money.

15 Motor Vehicle Refundable Deposit

	2010 Actual \$	2010 Budget \$	2009 Actual \$
The College places funds with the Diocesan Car Fund and in return has the use of a vehicle.			
The value of the deposit as at 31 December was	21,339	20,000	21,339

16 Other Current Liabilities

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Audit accrual (See also Note 6 footnote)	7,350	7,000	6,750
Junior camp fees in advance	0	0	1,135
McCarthy Trust	1,684	2,000	4,902
Mua'au Shakespeare fund	0	0	2,370
Provision for Civil Defense equipment	0	0	2,400
Provision for equipment from Workday	22,932	27,500	22,932
Provision for long service leave	0	6,000	6,600
Provision for study leave	8,000	7,500	4,000
Japan trip	6,059	0	358
Volleyball Team	620	0	0
New Caledonia trip	0	0	3,560
Rosary beads	0	0	333
	46,645	50,000	55,340

17 Related Party

Kevin Brennan was elected as a member of the Board of Trustees in May 2010. Catherine Brennan, wife of Kevin, is employed as a spots co-ordinator at the College on terms and conditions which are no more more favourable to her than the board would have agreed to had there been no relationship with a member of the Board of Trustees.

Paul Saggors is a trustee of the Board and also owns Just in Time, a travel brokerage. Just in Time brokered travel and accommodation arrangements for a college sports team travelling to a tournament Auckland in 2010. The total value of all transactions for the year was \$7,911 (2009: nil) and no amount was outstanding as at balance date (2009: nil). Because this amount is less than \$25,000 for the year, the contract does not require Ministry conflict of interest approval under section 103 of the Education Act 1989.

The school is an entity controlled by 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.

The Proprietor of the school (Catholic Schools Board Ltd) 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 are disclosed with an indication of the amount where relevant.

The Proprietor provides land and buildings free of charge for use by the board as noted in Note 1c. The estimated value of this use during 2010 is included in the Statement of Comprehensive Income as "Use of land and buildings".

18 Remuneration

The total value of the remuneration paid or payable to trustees of the Board and committee members was as follows:

	2010 Actual \$	2009 Actual \$
Board of Trustees	4,960	6,310
Committee members	0	0

Principal

The total value of remuneration paid or payable to the principal is in the following bands:

	2010 Actual \$	2009 Actual \$
Salaries and other short term employee benefits:		
Salary and other payments	130 -140	120-130
Benefits and other emoluments	0	0
Termination benefits	0	0

Other Employees

No other employee received total remuneration over \$100,000 in 2010. (2009: nil)

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

19 Compensation and other Benefits upon leaving

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

	2010 Actual	2009 Actual
Total value	224	0
Number of People	3	0

20 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2010 (Contingent liabilities and assets at 31 December 2009 : nil).

21 Commitments

There are no commitments. (2009 Nil.)



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
ST BERNARD'S COLLEGE'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2010

The Auditor-General is the auditor of St Bernard's College (the School). The Auditor-General has appointed me, Gregory John Anderson, using the staff and resources of Deloitte, to carry out the audit of the financial statements of the School, on her behalf.

We have audited the financial statements of the School on pages 19 to 34 that comprise the statement of financial position as at 31 December 2010, the statement of comprehensive income and statement of changes in equity for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements of the School on pages 19 to 34:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's
 - financial position as at 31 December 2010 and
 - financial performance for the year ended on that date

Our audit was completed on 29 March 2011. This is the date at which our opinion is expressed.

The basis of the opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and we explain our independence.

Basis of Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, and the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the School's preparation of financial statements that fairly reflect the matters to which they relate. We consider internal control 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.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board of Trustees;

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- the adequacy of all disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements. We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's financial position and financial performance.

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

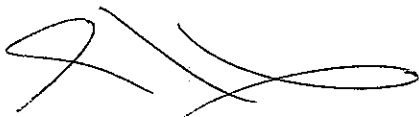
Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001 and the Education Act 1989.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

In addition to this audit we are responsible for the audit of the St Bernard's College Development Trust. (The Trust is a subsidiary of St Bernard's College). Other than these two audits, we have no relationship with or interests in the School.



Gregory John Anderson
Deloitte
On behalf of the Auditor-General
Wellington, New Zealand
