

# BROAD BAY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

<b>Ministry Number:</b>	3718
<b>Principal:</b>	Greg MacLeod
<b>School Address:</b>	Roebuck Rise, Broad Bay, Dunedin 9014
<b>School Postal Address:</b>	Roebuck Rise, Broad Bay, Dunedin 9014
<b>School Phone:</b>	03 478 0706
<b>School Email:</b>	principal@broadbay.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Michael Garbett	Chair Person	Elected	Lawyer	May-22
Greg MacLeod	Principal	ex Officio		
Maureen Todd	Secretary	non voting	Administrator	
Nick Biggin	Parent Rep	Elected	Teacher	May-22
Aaron Sharma	Parent Rep	Co-opted	Caregiver	May-22
Simon Richardson	Parent Rep	Elected	Artist	May-22
Amie Richardson	Parent Rep	Elected	PR/Marketing	May-22
Sean Hogan	Parent Rep	Elected	Manager	1/06/2019 - Resigned
Fran Hammond	Parent Rep	Elected	Self-employed	1/06/2019 - Resigned
Tabita Bettis	Staff Rep	Elected	Teacher	May-22

**Accountant / Service Provider:** MOORE Markhams Otago

# BROAD BAY SCHOOL

Annual Report - For the year ended 31 December 2019

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# Broad Bay School

## 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.

*Michael Richard Galett*

Greg Alan MacLeod

Full Name of Board Chairperson

Full Name of Principal

*M. Galett*

*Leod*

Signature of Board Chairperson

Signature of Principal

*26 May 2020*

26 May 2020

Date:

Date:

## Broad Bay School

# 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	455,761	424,859	476,811
Locally Raised Funds	3	23,058	29,970	15,852
Interest income		2,224	1,980	2,359
		<u>481,043</u>	<u>456,809</u>	<u>495,022</u>
<b>Expenses</b>				
Locally Raised Funds	3	9,478	17,250	13,476
Learning Resources	4	320,993	287,200	288,284
Administration	5	37,532	37,639	32,074
Finance		169	-	167
Property	6	147,280	133,729	141,188
Depreciation	7	11,312	14,270	13,680
Loss on Disposal of Property, Plant and Equipment		2,073	100	1,277
		<u>528,837</u>	<u>490,188</u>	<u>490,146</u>
<b>Net Surplus / (Deficit) for the year</b>		(47,794)	(33,379)	4,876
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>(47,794)</u></u>	<u><u>(33,379)</u></u>	<u><u>4,876</u></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.



**Broad Bay School**  
**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>		202,842	202,842	197,966
Total comprehensive revenue and expense for the year		(47,794)	(33,379)	4,876
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		882	-	-
<b>Equity at 31 December</b>	21	155,930	169,463	202,842
Retained Earnings		155,930	169,463	202,842
Reserves		-	-	-
<b>Equity at 31 December</b>		155,930	169,463	202,842

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.



# Broad Bay School

## Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	82,957	93,223	126,602
Accounts Receivable	9	17,177	17,210	17,210
Prepayments		1,790	174	174
Investments	10	60,000	60,000	60,000
		<u>161,924</u>	<u>170,607</u>	<u>203,986</u>
<b>Current Liabilities</b>				
GST Payable		4,747	2,455	2,455
Accounts Payable	12	20,969	24,083	24,083
Revenue Received in Advance	13	100	-	-
Finance Lease Liability - Current Portion	15	4,130	3,695	3,695
		<u>29,946</u>	<u>30,233</u>	<u>30,233</u>
<b>Working Capital Surplus/(Deficit)</b>		131,978	140,374	173,753
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	53,181	52,761	52,761
		<u>53,181</u>	<u>52,761</u>	<u>52,761</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	21,968	14,809	14,809
Finance Lease Liability	15	7,261	8,863	8,863
		<u>29,229</u>	<u>23,672</u>	<u>23,672</u>
<b>Net Assets</b>		<u>155,930</u>	<u>169,463</u>	<u>202,842</u>
<b>Equity</b>	21	<u>155,930</u>	<u>169,463</u>	<u>202,842</u>

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



# Broad Bay School

## 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	112,588	104,000	106,614
Locally Raised Funds	13,459	29,970	13,134
Goods and Services Tax (net)	2,292	-	(4,304)
Payments to Employees	(99,848)	(73,800)	(44,463)
Payments to Suppliers	(69,219)	(89,529)	(51,289)
Interest Paid	(42)	-	(46)
Interest Received	1,898	1,980	3,093
Net cash from Operating Activities	<u>(38,872)</u>	<u>(27,379)</u>	22,740
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	(2,073)	-	(1,277)
Purchase of PPE (and Intangibles)	558	-	(3,146)
Net cash from Investing Activities	<u>(1,515)</u>	-	(4,423)
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	882	-	-
Finance Lease Payments	(4,140)	-	(4,564)
Net cash from Financing Activities	<u>(3,258)</u>	-	(4,564)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<u>(43,645)</u>	<u>(27,379)</u>	13,753
Cash and cash equivalents at the beginning of the year	8	126,602	126,602
<b>Cash and cash equivalents at the end of the year</b>	8	<u>82,957</u>	<u>99,223</u>

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..



# Broad Bay School

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Broad Bay School (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 24.

###### *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 11.

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

##### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are 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 Crown.

##### **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.

##### **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 Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. 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 a non-cash grant from the Ministry.

**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.*

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

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



## **j) Property, Plant and Equipment**

Land and buildings owned by the Crown 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 Crown 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 \$500 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:

Building improvements to Crown Owned Assets	6–50 years
Furniture and equipment	4–20 years
Leased assets held under a Finance Lease	3-4 years
Library resources	10 years

## **k) Intangible Assets**

### **Software costs**

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

Computer software licences with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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



## **l) 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.

## **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**

### *Short-term employee entitlements*

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

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

### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

## **o) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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



**p) Financial Assets and Liabilities**

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

**q) Borrowings**

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

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

**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	84,113	85,000	91,503
Teachers' Salaries Grants	232,945	220,000	261,499
Use of Land and Buildings Grants	109,228	100,859	107,399
Other MoE Grants	26,502	500	1,299
Other Government Grants	2,973	18,500	15,111
	455,761	424,859	476,811
	455,761	424,859	476,811

## 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	16,346	19,000	6,595
Activities	5,687	10,050	8,318
Trading	555	220	91
Other Revenue	470	700	848
	23,058	29,970	15,852
<b>Expenses</b>			
Activities	5,209	5,050	2,978
Trading	4,049	5,200	6,154
Other Locally Raised Funds Expenditure	220	7,000	4,344
	9,478	17,250	13,476
	13,580	12,720	2,376

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

## 4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	11,892	9,500	6,028
Equipment Repairs	1,259	3,700	1,308
Information and Communication Technology	279	3,500	612
Library Resources	199	800	86
Employee Benefits - Salaries	304,341	265,700	278,423
Staff Development	3,023	4,000	1,827
	320,993	287,200	288,284
	320,993	287,200	288,284



## 5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,638	2,800	2,149
Board of Trustees Fees	4,455	3,240	3,090
Board of Trustees Expenses	2,856	1,760	1,091
Communication	672	650	609
Consumables	1,658	1,250	1,631
Operating Lease	-	2,884	-
Other	4,610	4,605	3,685
Employee Benefits - Salaries	16,218	17,200	16,334
Service Providers, Contractors and Consultancy	3,425	3,250	3,485
	37,532	37,639	32,074

## 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	2,124	2,650	1,691
Cyclical Maintenance Provision	7,159	6,000	7,159
Grounds	6,007	2,500	4,285
Heat, Light and Water	5,607	5,100	5,020
Rates	2,202	2,200	2,092
Repairs and Maintenance	2,719	3,520	2,337
Use of Land and Buildings	109,228	100,859	107,399
Employee Benefits - Salaries	12,234	10,900	11,205
	147,280	133,729	141,188

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.

## 7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	844	830	817
Furniture and Equipment	4,541	8,940	6,736
Leased Assets	4,141	3,000	4,509
Library Resources	1,786	1,500	1,618
	11,312	14,270	13,680



**8. Cash and Cash Equivalents**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Cash on Hand	46	100	100
Bank Current Account	79,465	93,123	123,739
Bank Call Account	3,446	-	2,763
	<u>82,957</u>	<u>93,223</u>	<u>126,602</u>

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

**9. Accounts Receivable**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	500	118	118
Interest Receivable	609	283	283
Teacher Salaries Grant Receivable	16,068	16,809	16,809
	<u>17,177</u>	<u>17,210</u>	<u>17,210</u>
Receivables from Exchange Transactions	1,109	401	401
Receivables from Non-Exchange Transactions	16,068	16,809	16,809
	<u>17,177</u>	<u>17,210</u>	<u>17,210</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	60,000	60,000	60,000
	<u>60,000</u>	<u>60,000</u>	<u>60,000</u>





**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2019</b>	\$	\$	\$	\$	\$	\$
Building Improvements	6,101	-	-	-	(844)	<b>5,257</b>
Furniture and Equipment	23,102	9,503	(2,073)	-	(4,541)	<b>25,991</b>
Leased Assets	12,486	2,973	-	-	(4,141)	<b>11,318</b>
Library Resources	11,072	1,329	-	-	(1,786)	<b>10,615</b>
<b>Balance at 31 December 2019</b>	<b>52,761</b>	<b>13,805</b>	<b>(2,073)</b>	<b>-</b>	<b>(11,312)</b>	<b>53,181</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2019</b>	\$	\$	\$
Building Improvements	60,162	(54,905)	<b>5,257</b>
Furniture and Equipment	91,409	(65,418)	<b>25,991</b>
Leased Assets	22,428	(11,110)	<b>11,318</b>
Library Resources	27,221	(16,606)	<b>10,615</b>
<b>Balance at 31 December 2019</b>	<b>201,220</b>	<b>(148,039)</b>	<b>53,181</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2018</b>	\$	\$	\$	\$	\$	\$
Building Improvements	5,842	1,076	-	-	(817)	<b>6,101</b>
Furniture and Equipment	28,454	2,662	(1,277)	-	(6,736)	<b>23,102</b>
Leased Assets	16,994	1	-	-	(4,509)	<b>12,486</b>
Library Resources	10,004	2,686	-	-	(1,618)	<b>11,072</b>
<b>Balance at 31 December 2018</b>	<b>61,294</b>	<b>6,425</b>	<b>(1,277)</b>	<b>-</b>	<b>(13,680)</b>	<b>52,761</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2018</b>	\$	\$	\$
Building Improvements	60,162	(54,061)	<b>6,101</b>
Furniture and Equipment	108,050	(84,948)	<b>23,102</b>
Leased Assets	19,455	(6,969)	<b>12,486</b>
Library Resources	26,072	(15,000)	<b>11,072</b>
<b>Balance at 31 December 2018</b>	<b>213,739</b>	<b>(160,978)</b>	<b>52,761</b>



## 12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	1,251	3,674	3,674
Accruals	3,650	3,600	3,600
Employee Entitlements - Salaries	16,068	16,809	16,809
	<u>20,969</u>	<u>24,083</u>	<u>24,083</u>
Payables for Exchange Transactions	20,969	24,083	24,083
	<u>20,969</u>	<u>24,083</u>	<u>24,083</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	100	-	-
	<u>100</u>	<u>-</u>	<u>-</u>

## 14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	14,809	14,809	7,650
Increase/ (decrease) to the Provision During the Year	7,159	-	7,159
Provision at the End of the Year	<u>21,968</u>	<u>14,809</u>	<u>14,809</u>
Cyclical Maintenance - Term	21,968	14,809	14,809
	<u>21,968</u>	<u>14,809</u>	<u>14,809</u>

## 15. 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 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	4,256	-	3,743
Later than One Year and no Later than Five Years	8,842	-	8,870
	<u>13,098</u>	<u>-</u>	<u>12,613</u>



## 16. Funds Held for Capital Works Projects

During the year the School did not receive nor apply any funds for capital works projects. (2018: Nil)

## 17. 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.

## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2019 Actual</b>	<b>2018 Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	4,455	3,090
Full-time equivalent members	0.12	0.14
<i>Leadership Team</i>		
Remuneration	105,058	101,539
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	109,513	104,629
Total full-time equivalent personnel	1.12	1.14

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:

	<b>2019 Actual</b>	<b>2018 Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	90 - 100
Benefits and Other Emoluments	2 - 3	2 - 3
Termination Benefits	-	-

### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2019 FTE Number</b>	<b>2018 FTE Number</b>
110 - 120	-	-
100 - 110	-	-
	-	-

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

## 19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets 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.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2018: Nil)

### (b) Operating Commitments

As at 31 December 2019 the Board has not entered into any contracts.

## 21. 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.

## 22. 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	82,957	93,223	126,602
Receivables	17,177	17,210	17,210
Investments - Term Deposits	60,000	60,000	60,000
Total Financial assets measured at amortised cost	160,134	170,433	203,812

### Financial liabilities measured at amortised cost

Payables	20,969	24,083	24,083
Finance Leases	11,391	12,558	12,558
Total Financial Liabilities Measured at Amortised Cost	32,360	36,641	36,641

### 23. Events After Balance Date

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

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

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

### 24. 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



**BROAD BAY SCHOOL**  
**KIWISPORT**  
2019

Students participated in organised sport. In 2019 the school received Kiwisport funding of \$461.51 (excluding GST). The funding was used to support the funding of an outdoor swimming programme.

## Annual plan: Aim 1 Teaching and learning

**Strategic Aim 1:** Ensure all students are making progress across the curriculum.

**Annual Goal:** By the end of 2019 the teaching staff have introduced the basic concepts, skills and knowledge of STEAM (Science, Technology, Engineering, Arts & Maths) across the school in the school curriculum.

**Rationale & Baseline data:** STEAM is a peninsula cluster solution to an identified need - addressing 'student motivation' through problem-based learning using local, authentic contexts.

### Key strategies

When:	What: (examples)	Who:	Indicators of progress:	How are we going?
Term 1	Teachers professional development and appraisal/inquiry focussed on how to plan and teach STEAM.	Teachers and Principal	Teachers attend relevant professional development and report back to staff. Teacher appraisal/inquiry linked to a STEAM goal. Teachers strengths and weaknesses identified.	April: Staff attended the cluster launch at Tahuna, April 2.
Term 1	Lead teacher identified and job description created	Principal/Cluster coordinator	Teacher identified and attending lead teacher meetings	April: Lead teacher (Ann) identified.
Term 1	Identify the strengths and needs of the students across the school/cluster through cluster identified goals	Teachers & Principal	Data collected and reviewed and used to inform planning and next steps.	April: Students have filled out survey forms to inform cluster, but not to inform the specific needs of our school.
Term 1	Educate the community on what STEAM is	Staff	Pamphlet designed and handed out to inform whanau	April: Parent assembly first step to communicating the vision

Term 1	Target students identified and to be interviewed by cluster leader	Teachers & Principal	Survey data used to inform needs/wants from students. Used to inform next steps and as an indicator of attitude or learning disability as are of need	Aug: This has not happened. Will need to discuss with Iain what the next steps are.
Term 2	Cluster survey conducted	Cluster coordinator	Cluster data collated and used to inform the next steps	Aug: This has been completed.
Term 2	Upskilling of staff	Lead teacher / cluster coordinator	Lead teacher shares learning experiences through staff meeting Lead teachers model STEAM learning experiences	Aug: expectation that this occurs more regularly. Principal has been sharing learning with staff.
Term 2	School makerspace established	Lead teacher	Makerspace includes - digital collaboration tools	Aug: Not established.
Term 2	STEAM workshops	Cluster coordinator / lead teacher	Includes: cardboard fabrication, 3D designing, robotics, coding, design thinking and engineering	Aug: Teachers have booked into these to attend.
Term 3	STEAM is introduced across the school curriculum	Lead teacher and staff	Short sessions are being taught across the school introducing a range of beginner ideas	Aug: Sessions are being taught across the school.
Term 4	School-wide STEAM project identified and worked on	Lead teacher and staff	A local, authentic problem and STEAM opportunity is identified, researched and developed	Oct: Opportunity has been identified and researched, however, due to costs, we will develop it in 2020 when we receive the equipment from the cluster.



## Annual improvement plan: Domain = Wellbeing and Culture

**Strategic Aim 2:** Grow and nurture a culture of wellbeing throughout the school.

**Annual Goal:** To develop open water, survival skills education programme for students

**Rational & Baseline data:** We have a very successful sailing programme in existence for our y7-8 students, however, we have nothing to offer our younger students to educate them prior to reaching this age and often our families choose to educate their children at intermediate school. We want to provide earlier opportunities for our students to engage in the local water environment safely and to increase their health and wellbeing. “The aim is to increase the mental and physical well-being of students in preparation for the long lives they can expect to lead” Our school community can work together to utilise the harbour environment to allow our learners to reflect meaningfully on their interactions with the outside world and their inner sense of wellbeing and health. In this way, our students will be able to appreciate what is going on around them and their own sense of purpose. By enhancing intrapersonal, interpersonal and environmental awareness, students will be enabled to take more thoughtful decisions about their lives (Acedo, C. & Hughes, 2014).

When	What	Who:	Indicators of progress:	How are we going?
Term 1	Investigate appropriate water safety/education programmes	Staff	A list of ideas is collated and people have been contacted, eg. surf life-saving NZ, water safety NZ, sport otago	March: principal met with mater safety NZ executive member and discussed option
Term 1	Trial a short programme that utilises our local water environment - Broad Bay harbour	Staff	A small group of students are trialled in a water education programme to inform a whole-school approach	April: This was not achieved. A small pilot done at school camp and with two senior students - time was a factor in not achieving this goal.
Term 2	Plan for and prepare a 5-week open water survival skills education programme for T4	Staff	Programme designed and ready to roll out	Aug: Plan is in place and funding is being sought. We have the ability to

				use a dollar for dollar scheme for this - up to \$3000.
Term 2	Seek funding opportunities	Staff and BOT	Funding avenues sifted through and applications sent out	Aug: Missed out on funding from WSNZ
Term 2	Moana Pool surf life saving extra sessions included in 10 week rotation for y6-8	Staff	Extra programme delivered during Moana Pool sessions	Aug: This was achieved. Students all made progress.
Term 3	Callout for volunteers to aide the open water term 4 programme	Staff	Options canvassed and people secured	Oct: We have hired an instructor (qualified lifeguard from SLSNZ). A 6 week pilot programme has been designed (session 1 already delivered). 1st water session to happen in week 4. We have had a great response from parents to be volunteers in the water to help with safety.
Term 3	Investigate hiring/borrowing boards and life jackets for programme	Staff	Equipment secured	
Term 4	5 week open water survival skills for the whole school			Oct: Pilot has begun.

**Annual improvement plan: Domain = Community and Communication**

**Strategic Aim 3:** Foster strong and healthy community relationships.

When	What	Who	Indicators of progress:	How are we going?
Term1-4	Community events calendar e.g.,- bbq, beach day, disco, Matariki celebration, working bee etc.	Teachers, principal and BOT	Enter the events on the annual calendar at the beginning of the year	<p>April: Communicated with FOBBS to arrange another working bee, a tentative date has been set: 19 May, 9-12pm</p> <p>May: Matariki date set and the format organised.</p> <p>May 19: Community working bee.</p>
On going	Communicate to parents through a variety of mediums	Teachers and principal	Newsletters, blackboard, notices, student folders, website, formal reports, email, whanau check-in's	<p>April: reports to be sent home before end of term. Newsletter going out weekly. Teacher update emails being sent. Goal setting interviews conducted. Student folders being added to.</p> <p>May: Juniors have a class website. Expectation that all teachers and senior</p>

				<p>students contribute photos / examples of learning to newsletter to improve readership. Junior has a communication board for parents to write or receive messages.</p> <p>Aug: Kōrero cafe initiative launched - Fridays in R4 are a chance for the community to catch up informally with the principal.</p> <ul style="list-style-type: none"> <li>- Newsletter has more contribution from all members of staff. A good record of student learning.</li> </ul>
Term 1-4	Foster relationships with tertiary providers	Staff	Relationships with Otago Polytechnic, and Otago University established and support identified and opportunities are taken up	May: Contacted Polytech - polytech students coming out their semester 2 to work on Arduino project, leading onto an automated garden.
On -going	Use community expertise and invite them into the school to share their knowledge. E.g science with John and Dianna, artists, writers, community gardeners	Teachers and principal	Volunteers working with the community are varied and visible in the school.	April: Science with John and Diana. Camp helpers. Local writer, Raymond Huber. French writers booked in. Moana Wesley comes once a week to teach te reo and tikanaga Maori
On-going	Continue to foster a relationship with Otakou Marae and Runanka and allow students to make connections with local runaka	Teachers and principal	<p>Make contact with local Runaka and identify calendar events and other opportunities for collaboration. Collaborate and participate in events/occasions organised by or identified by the Runaka.</p> <p>Noho marae planned for.</p>	April: Date was set for week 1 in Term 2, however, our booking was accidentally bumped - looking to set a date in T4. Te Mua upoko continuing weekly.

			<p>Polyfest</p> <p>Kapa haka and te mua ongoing an embedded as part of the school culture</p>	<p>Aug: New date has been pencilled in for the week after labour weekend (noho marae)</p> <p>Aug: In consultation with the parent community it was decided to rotate Polyfest every second year so as to not burn out the students.</p> <p>Oct: Noho marae planned for 30 and 31 October.</p>
Ongoing	Whanau Hui - Fostering relationships with our Maori families and ensure they feel welcome and that their culture is valued.	Teachers, Principal, BOT	<p>Formal whanau hui meetings planned for and attended.</p> <p>Opportunities for Maori families to feel welcome through the events calendar, e.g. Polyfest, Matariki celebrations, noho marae</p>	<p>Aug: to be discussed at the board meeting and arrive at a plan</p>
Ongoing	Peninsula Schools integration	Teachers and Principal	<p>Shared sports teams</p> <p>Te mua upoko</p> <p>Polyfest</p> <p>Peninsula Athletics</p> <p>Peninsula Cluster events</p> <p>Share school resources</p>	<p>April: Shared team with Macbay for term 1 was successful. Date for peninsula athletics booked for November, Broad Bay School is hosting. Portobello offered to share optimist resources on Fridays (they did not take up the opportunity).</p> <p>Oct: Unfortunately, due to bus crash the Peninsula Athletics was cancelled.</p>
Ongoing	Foster strong relationships with Friends of Broad Bay to communicate areas of spending / fundraising need.	Board, teachers, principal	<p>Meetings attended / vice-versa</p> <p>Needs (not covered by operational budget communicated to Friends of Broad Bay School.</p>	<p>April: Camp was funded - \$45 per student by FOBBS bringing the total cost of camp down to \$95, making it very affordable.</p>

				Oct: FBB donated money towards children attending the noho marae.
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## Annual plan: Domain - Environment

**Strategic Aim 4:** Foster a sense of our unique relationship with the peninsula:

- Our place
- Our learning
- Our guardianship

**Annual Goal:** By the end of 2019 the teaching staff have introduced a simple Garden to Table programme that runs regularly across the school.

**Rationale & Baseline data:** To teach food education and empower students through fun, hands-on, engaged learning. We want our children to learn how to grow, harvest and prepare and share good, healthy food to develop life-long skills. We want our children to be able to connect with the local community through a volunteer programme and to connect with our community garden. We know this will teach our children to be resourceful and mindful of the environment through teaching sustainable living and good, old-fashioned fine motor skills.

When	What	Who:	Indicators:	How are we going?
Term 1- 4	Work towards achieving the silver enviroschool medal by the end of the year	Teachers and Principal	Initial meeting with Enviroschools coordinator and the school held and next steps identified  Review with coordinator booked  Review team appointed (includes students)	April: Paula to arrange a meeting with Enviroschool to put in place how we will achieve silver.  Aug: Meet with Jenny Upton at DCC in June, given examples of action plans of other schools reaching silver as a guide. Have created an enviro school leadership group in line with this.

			Silver Award assessed by DCC and reviewed by school	Nov: Paula informed Greg that the review for Silver will not be happening this year, but with a goal to now occur in 2020 by the end of term 1.
Term 1	Identify school strengths and needs	BOT, staff, community	A review held and BOT, staff, students, and community opinion and evidence collected	April: Feedback to the Board in May
Term 1 and ongoing	Invite and identify community garden/kitchen volunteers	Staff	Potential volunteers communicated with via newsletter and other networks. Volunteers engaged and briefed on responsibilities and expectations (e.g., time, length etc)	April: garden starting to take shape - Fran Bolgar is volunteering her time on Tuesday afternoons to support the Enviroschool's learning.
Term 1	Educate the whanau community about the kaupapa of the Garden to Table programme	Staff	A shared meal or evening meeting is held for staff to share their ideas for the three-year plan	<p>April: This has not occurred and is likely to happen in T2.</p> <p>Aug - Preparing the gardens over winter for produce to growing focusing on composting - introduce bokashi composting system.</p> <p>Greg in the planning stage of turn room 4 into a workable kitchen for garden to table.</p> <p>Weekly volunteers meeting to attend to gardens.</p> <p>We do not look likely to achieve this goal. Greg's focus has been on driving the Water Safety programme and has reflected that two major initiatives in a year are too much. When we are developing our strategic goals for next year we must take this into consideration. How much is realistically achievable with the resources that we</p>

				have available (time, money, human, physical).
Term 1-3	Plan and develop a 1-3 year plan and implementation strategy	BOT and Staff	A plan that identifies the school's strengths and needs are developed and identify a financial budget attached to the programme to ensure its ongoing success. This will include a progress review at the end of term 2 and term 4.	Watering system in the garden working alongside the polytech.  Aug - Dave and Ann have liaised with each other and plan to go ahead by the end of term 3 early term 4
Term 1 - 4	Begin simple rotations based upon the Broad Bay School EnviroSchool Rotations plan	Staff	Simple rotations are regular and ensure maximum participation	April: Simple rotations have been happening on a Tues afternoon, the children have been making salt dough creations to get a sense of working in a kitchen.  Aug - planting broadbean (with the aim to make healthy snack from them). Planted herbs and garden beds outside classrooms, heritaged apple tree planted, worm farm set up. Japenese moss balls made to sell at the book fair. Enviro schools leaders group taking part in visiting local gardens to acquire knowledge of local native plants and trees. - Due to bad weather - this had to be postponed.
Term 4	Evaluation of EnviroSchools with DCC	Teacher and Janet Young (DCC)	Meeting to assess years progress, to reflect and look at next steps.	We are well on track to receiving Silver Award next term. School will arrange staff meeting early term 1 with Janet Young to discuss when school will present DCC staff with journey to



				achieve silver (and a date will be booked for presentation of silver). Four year 4 - 6 students took part in enviroschools Hui in October. (Maybe an opportunity for the tamariki to report back at an assembly?) Successful planning and attending of all senior students to the Climate Change Strike in September (student driven).
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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF BROAD BAY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Broad Bay School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe, 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 Cash Flow Statement 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 26 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 the possible effects of COVID-19. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements and the statement of service performance, 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 23 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic

#### Basis of opinion

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

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

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

### **Responsibilities of the Board 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 arises from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 20 to 31, 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 (Revised): *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.



Philip Sinclair  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Dunedin, New Zealand