

# Bellevue School - Tauranga

## ANNUAL REPORT



## FOR THE YEAR ENDED 31 DECEMBER 2019

### School Directory

<b>Ministry Number:</b>	1694
<b>Principal:</b>	David Bell - Terms 1-3; Scott Symes - Term 4
<b>School Address:</b>	20 Princess Road, Bellevue, TAURANGA
<b>School Postal Address:</b>	20 Princess Road, Bellevue, TAURANGA
<b>School Phone:</b>	07 576 5916
<b>School Email:</b>	<a href="mailto:lknox@bellevue.school.nz">lknox@bellevue.school.nz</a>

### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Maia Ririnui	Chair Person	Elected	Financial Adviser	May-22
Scott Symes	Principal ex Officio			
Grant Mitchell	Parent Rep	Elected	Teacher	May-22
Jenner Ballinger-Judd	Treasurer	Elected	Home Executive	May-22
Heather Gourley	Parent Rep	Co-opted		May-22
	Parent Rep			
	Parent Rep			
	Parent Rep			
Margaret-Ann St Clair	Staff Rep	Elected		May-22

**Accountant / Service Provider:** Lynette Knox - School Finance Manager

# BELLEVUE SCHOOL - TAURANGA



Annual Report - For the year ended 31 December 2019

## Index

Page	Statement
	<b>Financial Statements</b>
<a href="#"><u>1</u></a>	Statement of Responsibility
<a href="#"><u>2</u></a>	Statement of Comprehensive Revenue and Expense
<a href="#"><u>3</u></a>	Statement of Changes in Net Assets/Equity
<a href="#"><u>4</u></a>	Statement of Financial Position
<a href="#"><u>5</u></a>	Statement of Cash Flows
<a href="#"><u>6 - 10</u></a>	Statement of Accounting Policies
<a href="#"><u>11 - 20</u></a>	Notes to the Financial Statements
<a href="#"><u>21 - 23</u></a>	Independent Auditors Report
	<b>Other Information</b>
	Principal's Report/Kiwisport
	Analysis of Variance

**Bellevue School - Tauranga**



## **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.

\_\_\_\_\_  
**Maia Ririnui**

\_\_\_\_\_  
Signature of Board Chairperson

27/5/20

\_\_\_\_\_  
Date:

\_\_\_\_\_  
**Scott Edward Symes**

\_\_\_\_\_  
Signature of Principal

27/05/2020

\_\_\_\_\_  
Date:

**Bellevue School - Tauranga**  
**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	3,110,868	2,334,812	2,987,435
Locally Raised Funds	3	156,390	34,650	201,480
Interest income		13,373	12,770	14,455
International Students	4	107,109	47,000	183,928
		<b>3,387,739</b>	<b>2,429,232</b>	<b>3,387,298</b>
<b>Expenses</b>				
Locally Raised Funds	3	34,143	525	85,872
International Students	5	75,831	8,500	105,868
Learning Resources	5	2,184,094	1,494,769	2,157,243
Administration	6	176,378	177,300	172,560
Finance		1,062	-	1,875
Property	7	878,925	748,063	816,457
Depreciation	8	84,897	55,000	91,332
Loss on Disposal of Property, Plant and Equipment		2,703	-	7,728
		<b>3,438,033</b>	<b>2,484,157</b>	<b>3,438,935</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(50,294)</b>	<b>(54,925)</b>	<b>(51,637)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(50,294)</b>	<b>(54,925)</b>	<b>(51,637)</b>

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

# Bellevue School - Tauranga

## 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>		582,848	582,851	628,174
Total comprehensive revenue and expense for the year		(50,294)	(54,925)	(51,637)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	6,312
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
<b>Equity at 31 December</b>	26	532,555	527,926	582,848
Retained Earnings		532,555	527,926	589,160
Reserves		-	-	(6,312)
<b>Equity at 31 December</b>		532,555	527,926	582,848

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.

### Equity Reconciliation

In the years when the school has a surplus the Board resolves to transfer a portion of the surplus to reserves.

The Board of Trustees has, therefore, defined three specific projects, for which the shown allocated funds have been placed 'in reserve'.

These funds are held collectively in the on call account and investments.

	IT Capital Expenditure	Modern Flexible Classroom Environment \$	MultiPurpose Building (SPAC) \$	Retained Surplus \$	Total Equity \$
<b>Opening Balance at 1 January 2019</b>	2,500	2,500	395,000	176,540	582,849
Surplus for the Year				(50,294)	(50,294)
Contribution - Furniture & Equipment Grant					0
Other Comprehensive Income					0
Transfers	20,000	20,000	-395,000	355,000	0
<b>Closing Equity at 31 December 2019</b>	22,500	22,500	0	481,246	532,555
<b>Opening Balance at 1 January 2018</b>	17,500	17,500	365,000	228,175	628,175
Surplus for the Year				(51,637)	-51,637
Contribution - Furniture & Equipment Grant					6,312
Other Comprehensive Income					0
Transfers	(15,000)	(15,000)	30,000		0
<b>Closing Equity at 31 December 2018</b>	2,500	2,500	395,000	176,540	582,849

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

# Bellevue School - Tauranga

## 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	9	251,590	259,185	226,284
Accounts Receivable	10	146,959	145,000	143,907
Prepayments		13,973	11,500	11,575
Inventories	11	2,954	1,500	2,405
Investments	12	284,155	205,000	290,285
		699,631	622,185	674,456
<b>Current Liabilities</b>				
GST Payable		(5,774)	-	(1,186)
Accounts Payable	14	225,513	168,928	196,051
Photocopiers 2019	15	4,406	-	-
Revenue Received in Advance	16	144,095	55,000	91,221
Painting Contract Liability - Current Portion	18	35,727	35,727	35,727
Finance Lease Liability - Current Portion	19	11,183	3,500	12,615
Funds held for Capital Works Projects	20	10,053	-	(4,857)
		425,204	263,155	329,571
<b>Working Capital Surplus/(Deficit)</b>		274,427	359,030	344,885
<b>Non-current Assets</b>				
Investments	12	125,506	-	105,543
Property, Plant and Equipment	13	265,729	865,439	242,650
		391,235	865,439	348,193
<b>Non-current Liabilities</b>				
Photocopiers 2019	15	22,030	-	-
Provision for Cyclical Maintenance	17	60,750	7,367	43,000
Painting Contract Liability	18	35,217	62,700	62,700
Finance Lease Liability	19	15,109	3,688	4,530
		133,108	73,755	110,230
<b>Net Assets</b>		532,555	1,150,714	582,848
<b>Equity</b>	26	532,555	527,926	582,848

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

**Bellevue School - Tauranga**  
**Statement of Cash Flows**  
For the year ended 31 December 2019



		<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Note</b>	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
			<b>\$</b>	
<b>Cash flows from Operating Activities</b>				
Government Grants		648,949	586,310	644,217
Locally Raised Funds		150,254	13,328	226,227
Hostel		9,180	-	-
International Students		150,803	10,779	148,855
Goods and Services Tax (net)		(4,588)	1,186	11,232
Payments to Employees		(435,038)	(347,277)	(489,832)
Payments to Suppliers		(323,028)	(327,714)	(410,008)
Cyclical Maintenance Payments in the year		(84,462)	(49,633)	-
Interest Paid		(1,062)	-	(1,875)
Interest Received		15,796	15,193	15,399
<b>Net cash from Operating Activities</b>		<b>126,804</b>	<b>(97,828)</b>	<b>144,215</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(2,703)	(8,000)	-
Purchase of PPE (and Intangibles)		(86,212)	(47,000)	(29,249)
Purchase of Investments		(13,833)	85,285	23,472
Proceeds from Sale of Investments		-	105,543	-
<b>Net cash from Investing Activities</b>		<b>(102,747)</b>	<b>135,828</b>	<b>(5,777)</b>
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(12,615)	(9,957)	(10,998)
Painting contract payments		(27,483)	-	(34,134)
Loans Received/ Repayment of Loans		26,436	-	-
Funds Held for Capital Works Projects		14,910	4,857	(117,882)
<b>Net cash from Financing Activities</b>		<b>1,248</b>	<b>(5,100)</b>	<b>(163,014)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>25,304</b>	<b>32,900</b>	<b>(24,576)</b>
Cash and cash equivalents at the beginning of the year	9	226,284	226,285	250,860
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>251,590</b>	<b>259,185</b>	<b>226,284</b>

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

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

# Bellevue School - Tauranga

## Notes to the Financial Statements

### For the year ended 31 December 2019



#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Bellevue School - Tauranga (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 29.

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Useful lives of property, plant and equipment**

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



**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.

**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) Inventories**

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

#### **j) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

##### **Prior Year Policy**

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

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

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

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

Land and buildings owned by the 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Plant & Machinery	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

### **l) 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

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

#### *Non cash generating assets*

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

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

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

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

### **n) Accounts Payable**

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

## **o) Employee Entitlements**

### *Short-term employee entitlements*

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

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

### *Long-term employee entitlements*

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

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

## **p) Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

## **q) 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).

## **r) 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.

## **s) 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.

## **t) Budget Figures**

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

## **u) 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.

# Bellevue School - Tauranga

## Notes to the Financial Statements

### For the year ended 31 December 2019



#### 2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	405,939	415,330	414,314
Teachers' Salaries Grants	1,903,166	1,233,780	1,792,292
Use of Land and Buildings Grants	572,393	528,363	549,018
Resource Teachers Learning and Behaviour Grants	209,069	-	114,935
Other MoE Grants	20,301	157,339	103,236
Other Government Grants	-	-	13,640
	<b>3,110,868</b>	<b>2,334,812</b>	<b>2,987,435</b>

#### 3. Locally Raised Funds

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

##### Revenue

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Donations	13,145	9,500	13,588
Fundraising	11,884	-	8,930
Other Revenue	76,661	1,900	76,818
Trading	36,053	22,900	35,628
Activities	18,648	350	66,516
	<b>156,390</b>	<b>34,650</b>	<b>201,480</b>

##### Expenses

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Activities	22,678	-	69,101
Trading	11,241	525	10,648
Fundraising (Costs of Raising Funds)	224	-	6,123
	<b>34,143</b>	<b>525</b>	<b>85,872</b>

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

	<b>122,247</b>	<b>34,125</b>	<b>115,608</b>
--	----------------	---------------	----------------

#### 4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	11	8	18

  

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
International Student Fees	107,109	47,000	183,928
<b>Expenses</b>			
Commissions	14,387	-	25,435
Recruitment	7,978	-	5,487
International Student Levy	3,723	-	4,431
Employee Benefit - Salaries	42,958	8,500	59,230
Other Expenses	6,785	-	11,285
	<b>75,831</b>	<b>8,500</b>	<b>105,868</b>
	<b>31,278</b>	<b>38,500</b>	<b>78,060</b>

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

# Bellevue School - Tauranga

## Notes to the Financial Statements

### For the year ended 31 December 2019



#### 5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	33,361	58,368	35,172
ACC Levy	7,594	2,500	7,378
Information and Communication Technology	466	38,402	29,708
Library Resources	2,431	5,550	2,095
Employee Benefits - Salaries	2,127,418	1,377,449	2,068,814
Staff Development	12,825	12,500	14,076
	<b>2,184,094</b>	<b>1,494,769</b>	<b>2,157,243</b>

#### 6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	5,305	5,150	5,150
Board of Trustees Fees	2,765	3,600	3,905
Board of Trustees Expenses	11,357	4,950	2,858
Communication	3,670	3,800	3,422
Consumables	11,668	8,000	8,616
Operating Lease	-	-	162
Other	14,452	14,750	14,368
Employee Benefits - Salaries	119,135	125,100	126,116
Insurance	8,027	11,950	7,963
	<b>176,378</b>	<b>177,300</b>	<b>172,560</b>

#### 7. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	7,798	6,500	6,010
Consultancy and Contract Services	74,937	69,500	60,271
Cyclical Maintenance Provision	102,212	14,000	83,539
Grounds	8,695	9,100	7,073
Heat, Light and Water	32,521	32,700	31,133
Rates	6,155	5,000	4,862
Repairs and Maintenance	30,038	27,900	28,629
Use of Land and Buildings	572,393	528,363	549,018
Security	3,230	5,000	3,204
Employee Benefits - Salaries	40,945	50,000	42,718
	<b>878,925</b>	<b>748,063</b>	<b>816,457</b>

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.

# Bellevue School - Tauranga

## Notes to the Financial Statements

### For the year ended 31 December 2019



#### 8. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	4,274	6,000	9,024
Furniture and Equipment	12,125	8,500	12,473
Information and Communication Technology	30,100	24,500	39,389
Plant & Machinery	12,998	8,000	11,387
Textbooks	3,981	2,500	3,943
Leased Assets	16,367	3,000	11,257
Library Resources	5,052	2,500	3,859
	<b>84,897</b>	<b>55,000</b>	<b>91,332</b>

#### 9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	80	80	80
Bank Current Account	44,297	9,105	45,702
Bank Call Account	207,213	75,000	180,502
Short-term Bank Deposits	-	175,000	-
Cash and cash equivalents for Cash Flow Statement	<b>251,590</b>	<b>259,185</b>	<b>226,284</b>

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

Of the **\$251,590** Cash and Cash Equivalents, **\$10,053** is held by the School on behalf of the Ministry of Education. These funds are required to be spent in **2020** on Crown owned school buildings under the School's Five Year Property Plan.

Of the **\$251,590** Cash and Cash Equivalents, **\$9,180** of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the funds are required to be spent.

#### 10. Accounts Receivable

	2019 Actual	2019 (Unaudited)	2018 Actual
Receivables	13,130	30,000	8,678
Receivables from the Ministry of Education	-	-	13,640
Allowance for credit/ losses	-	-	-
Interest Receivable	1,683	-	2,423
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	132,146	115,000	119,166
	<b>146,959</b>	<b>145,000</b>	<b>143,907</b>
Receivables from Exchange Transactions	14,814	30,000	11,101
Receivables from Non-Exchange Transactions	132,146	115,000	132,806
	<b>146,959</b>	<b>145,000</b>	<b>143,907</b>

#### 11. Inventories

	2019	2019	2018
Stationery	2,954	1,500	2,405
	<b>2,954</b>	<b>1,500</b>	<b>2,405</b>

# Bellevue School - Tauranga

## Notes to the Financial Statements

### For the year ended 31 December 2019



#### 12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	284,155	205,000	290,285
Non-current Asset			
Long-term Bank Deposits	125,506	-	105,543
<b>Total Investments</b>	<b>409,661</b>	<b>205,000</b>	<b>395,828</b>

#### 13. Property, Plant and Equipment

	Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Land	-	-	-	-	-	-
Buildings	38,178	-	-	-	(4,274)	<b>33,904</b>
Building Improvements	-	-	-	-	-	-
Furniture and Equipment	49,751	8,755	-	-	(12,125)	<b>46,382</b>
Information and Communication	47,065	15,298	-	-	(30,100)	<b>32,264</b>
Plant & Machinery	36,408	21,970	-	-	(12,998)	<b>45,380</b>
Textbooks	24,207	8,807	-	-	(5,052)	<b>27,962</b>
Leased Assets	16,159	48,198	-	-	(16,367)	<b>47,990</b>
Library Resources	30,882	7,649	(2,703)	-	(3,981)	<b>31,847</b>
<b>Balance at 31 December 2019</b>	<b>242,650</b>	<b>110,678</b>	<b>(2,703)</b>	<b>-</b>	<b>(84,897)</b>	<b>265,729</b>

The net carrying value of equipment held under a finance lease is \$47,990 (2018: \$16,159)

	\$	\$	\$
<b>2019</b>			
Land	-	-	-
Buildings	119,056	(85,152)	<b>33,904</b>
Building Improvements	-	-	-
Furniture and Equipment	126,141	(57,729)	<b>68,412</b>
Information and Communication	194,476	(162,213)	<b>32,263</b>
Plant & Machinery	84,746	(39,366)	<b>45,380</b>
Textbooks	44,797	(16,835)	<b>27,962</b>
Leased Assets	84,082	(58,122)	<b>25,960</b>
Library Resources	128,330	(96,481)	<b>31,848</b>
<b>Balance at 31 December 2019</b>	<b>781,627</b>	<b>(515,898)</b>	<b>265,729</b>



# Bellevue School - Tauranga

## Notes to the Financial Statements

### For the year ended 31 December 2019



#### 13. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Land	-	-	-	-	-	-
Buildings	47,200	-	-	-	(9,024)	38,176
Building Improvements	-	-	-	-	-	-
Furniture and Equipment	108,143	7,498	-	(53,417)	(12,473)	49,751
Information and Communication	28,999	4,125	-	53,330	(39,389)	47,065
Plant & Machinery	47,795	-	-	-	(11,387)	36,408
Textbooks	20,074	10,343	(2,354)	87	(3,943)	24,207
Leased Assets	24,601	2,815	-	-	(11,257)	16,159
Library Resources	32,827	7,285	(5,369)	-	(3,859)	30,884
<b>Balance at 31 December 2018</b>	<b>309,639</b>	<b>32,066</b>	<b>(7,723)</b>	<b>-</b>	<b>(91,332)</b>	<b>242,650</b>

	\$	\$	\$
2018			
Land	-	-	-
Buildings	119,056	(80,878)	38,176
Building Improvements	-	-	-
Furniture and Equipment	120,310	(70,553)	49,757
Information and Communication Technology	179,178	(132,114)	47,065
Plant & Machinery	67,034	(30,625)	36,408
Textbooks	41,262	(17,056)	24,208
Leased Assets	35,883	(19,724)	16,159
Library Resources	123,424	(92,546)	30,877
<b>Balance at 31 December 2018</b>	<b>686,147</b>	<b>(443,496)</b>	<b>242,650</b>

#### 14. Accounts Payable

	2019 Actual	2019 (Unaudited)	2018 Actual
Accruals	11,909	25,000	28,502
Capital Accruals for PPE items	-	-	-
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	148,613	120,428	136,318
Employee Entitlements - Leave Accrual	5,720	4,500	12,784
	<b>225,513</b>	<b>168,928</b>	<b>196,051</b>
Payables for Exchange Transactions	225,513	168,928	196,051

The carrying value of payables approximates their fair value.

#### 15. Photocopiers

	2019 Actual	2019 (Unaudited)	2018 Actual
Due in One Year	4,406	-	-
Due Beyond One Year	22,030	-	-
	<b>26,436</b>	<b>-</b>	<b>-</b>

# Notes to the Financial Statements



## 16. Revenue Received in Advance

	2019 Actual \$	2019 (Unaudited) \$	2018 Actual \$
International Student Fees	134,915	55,000	91,221
Playground Upgrade - PTA Reserve	9,180	-	-
	<u>144,095</u>	<u>55,000</u>	<u>91,221</u>

## 17. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	43,000	43,000	34,600
Increase/ (decrease) to the Provision During the Year	17,750	(35,633)	8,400
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>60,750</u>	<u>7,367</u>	<u>43,000</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	60,750	7,367	43,000

## 18. Painting Contract Liability

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Liability	35,727	35,727	35,727
Non Current Liability	35,217	62,700	62,700
	<u>70,944</u>	<u>98,427</u>	<u>98,427</u>

In 2015 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2015, with regular maintenance in subsequent years. The agreement has an annual commitment of \$18,657. In 2018 the Board signed an additional agreement with Programmed Maintenance Services Ltd for an agreed programme of work covering a five year period, for interior painting of selected blocks on site. There was a repaint of the Administration and Library interior in 2018. The agreement has an annual commitment of \$17,070. The combined liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date.

## 19. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers, photocopiers and other ICT equipment.

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	10,411	-	12,615
Later than One Year and no Later than Five Years	15,881	-	4,530
	<u>26,292</u>	<u>-</u>	<u>17,145</u>

# Bellevue School - Tauranga

## Notes to the Financial Statements

### For the year ended 31 December 2019



#### 20. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
Interior Refurbishment BkA&B	<i>completed</i>	(4,857)	4,857	-	-	-
Toilet Floor Refurbishment	<i>completed</i>	-	16,393	15,921	-	473
Dental Clinic Upgrade	<i>in progress</i>	-	-	-	-	-
Carpet Renewal	<i>in progress</i>	-	20,250	14,731	-	5,519
Skylight Replacement Admin	<i>in progress</i>	-	20,700	16,638	-	4,062
Totals		(4,857)	62,200	47,290	-	10,053
<b>Represented by:</b>						
Funds Held on Behalf of the Ministry of Education						10,053
Funds Due from the Ministry of Education						-
						10,053

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Interior Refurbishment BkA&B	<i>in progress</i>	111,965	-	116,822	1,060	(4,857)
Totals		111,965	-	116,822	1,060	(4,857)

#### 21. 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.

# Bellevue School - Tauranga

## Notes to the Financial Statements

### For the year ended 31 December 2019



## 22. Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,765	3,905
Full-time equivalent members	0.10	0.12
<i>Leadership Team</i>		
Remuneration	252,874	231,000
Full-time equivalent members	2	2
Total key management personnel remuneration	255,639	234,905
Total full-time equivalent personnel	2.10	2.12

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

### Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	130 - 140
Benefits and Other Emoluments	3 - 4	4 - 5
Termination Benefits	-	-

### Other Employees

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

\$000	FTE Number	FTE Number
100 - 110	2.00	0.00
	2.00	0.00

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

## 23. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

# Bellevue School - Tauranga

## Notes to the Financial Statements

### For the year ended 31 December 2019



#### 24. 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.

#### 25. Commitments

##### (a) Capital Commitments

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

(Capital commitments at 31 December 2018: \$Nil)

##### (b) Operating Commitments

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

- (a) Operating lease of Laptops (Teachers):
- (b) Painting of the Exterior and Interior of the school buildings:
- (c) Provision of Replacement Photocopiers:

No later than One Year  
 Later than One Year and No Later than Five Years  
 Later than Five Years

2019 Actual \$	2018 Actual \$
14,544	35,729
73,128	115,327
-	-
<b>87,672</b>	<b>151,056</b>

#### 26. 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.

# Bellevue School - Tauranga

## Notes to the Financial Statements



### 27. 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	251,590	259,185	226,284
Receivables	146,959	145,000	143,907
Investments - Term Deposits	409,661	205,000	395,828
Total Financial assets measured at amortised cost	808,210	609,185	766,019

#### Financial liabilities measured at amortised cost

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Payables	225,513	168,928	196,051
Photocopier	26,436	-	-
Finance Leases	26,292	7,188	17,145
Total Financial Liabilities Measured at Amortised Cost	349,185	274,543	311,623

### 28. Events After Balance Date

On March 11, 2020, the World Health Organisation declared an outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, 2020, 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 Easter School holidays early. In the periods the school was 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 continued to receive funding from the Ministry of Education, even while closed.

### 29. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

### 30. 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 10 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 12 Investments:

The measurement categories and carrying amounts for financial liabilities have not changed between the closing 31 Dec 2018 and opening 1 Jan 2019 dates as a result of the transition to PBE IFRS 9.

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

## Independent Auditor's Report

# To the Readers of Bellevue School's Financial Statements

## For the Year Ended 31 December 2019

The Auditor-General is the auditor of Bellevue School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

### Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 28 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

### Basis for our opinion

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

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.

#### ACCOUNTANTS & ADVISORS

Level 2, 60 Durham Street  
Tauranga 3110, New Zealand  
PO Box 222  
Tauranga 3144, New Zealand  
Telephone: +64 7 927 1234  
[williambuck.co.nz](http://williambuck.co.nz)

William Buck Audit (NZ) Limited



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

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

## **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to



the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and on pages 24 to 29, 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.



**Richard Dey**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Tauranga, New Zealand

# Principal's Report

For the Year Ended 31 December 2019



## Curriculum – Teaching & Learning

### 2019 Focus Areas of Development

The key areas of focus in 2019 were, to continue raising student achievement against expected levels in Writing (COL) with an emphasis on Maori students, boys and other priority learners, who are achieving below expectations.

- **2019 Year 2 to Year 6 students in Writing with an emphasis Year 4 to Year 6 Maori boys and all boys.– a positive shift of 15%**

The COL focus on raising achievement in Writing continued across the school, through teacher professional development, effective teaching practices and literacy support groups. Consequently, all student year groups have exceeded the target of a 15% positive shift. Perhaps this is not such an aspirational target, and we need to increase this? However, we now need to closely monitor those children who are not making the expected shifts. Drilling down deeper into the data, and closely analysing the trends within the school, will highlight specific year groups that need additional support, whilst providing us with quality tracking of individual students.

Bellevue School is continuing to experience higher levels of children achieving at/above expected levels in Reading, as they move through the school. These elevated levels may be attributed to the school's early intervention, and enhanced teaching and learning practices. Students have been given support through Literacy Support groups, Reading Recovery and the Yolanda Soryl Phonics Programmes.

Other focus areas were the implementation of the Digital Technology's curriculum, Behaviour Management, MASSAM (Maori Achieving Success as Maori).

### Personnel

The following resignations were received in 2019 – David Bell, Melanie Cunliffe, Domini MacPhee, Roanna Gornall, Suzanne Russell, Isabella Dunn, and Bianca Thompson. We have been very fortunate to employ very capable and competent staff. We welcome to Bellevue School: Irene Martin, Karina Fry, Aimee Martin-Accoroni, Angela Hockens, Lana Rose, and Kylie Hodson. We also warmly welcome Melissa Nelson, as our new Principal for 2020.

Retirement: Raewyn McKenzie

## Students

### Roll Growth

In March 1 2019, the school roll was 400, (March 1 2017 – 409 & 2016 - 398).

An enrolment scheme, implemented in March 2016, may subsequently influence current roll growth, and it seems to settle around these numbers.

The number of International Students has grown from 9 in 2017, to 18 in 2018, and were 14 in 2019.

## Property

### Multi-Purpose Facility (SPAC)

The Board of Trustees has worked tirelessly to try and secure the funding for this project, and they must be commended for their passion and drive to achieve such a goal. With the change of leadership in the school, it has been decided to place the project on hold.

### Skylights/Toilets Project

5YA funding was used to install replacement skylights in the Administration building, which have been leaking. Administration Sickbay/Toilet floors and student toilet block floors, have been refurbished.

# Principal's Report

For the Year Ended 31 December 2019

---



## Learning Support Co-ordinator's Office

The Learning Support Co-ordinators office is close to completion, with work starting at the end of 2019. The MoE provided funding to refit the old dental clinic. We are looking forward to having a dedicated space for learning support.

## Recarpeting

5YA funds have enabled Rooms 10, 11, 14, 15, 16&17 to be recarpeted with new carpet tiles. This has made a significant difference to the look and feel within the rooms.

## Airconditioning

We continue to ensure there is warmth and air conditioning provided in every room. This year we installed an additional two air conditioning units in Rooms 10 & 11.

## Program Property Maintenance

Annual wash down of the school and touch up painting of the school was completed.

## Finance

### Planning & Finance

Bellevue School Board of Trustees have been able to maintain a capital reserve fund.

Funding is held in On-line/on-call and/or investment accounts, to ensure flexibility of availability.

## Physical Resources

The Bellevue School Board of Trustees has a property occupancy agreement with the Ministry of Education for the 2.08 hectare site.

The land has been developed to include:

- 11 permanent classrooms
- 6 relocatable classrooms
- 2 toilet blocks
- 3 modular transportable classrooms
- 2 small Teaching & Learning withdrawal rooms (toilet block conversions)
- 4 small storage rooms
- Administration/Library block
- Hall (owned by the BOT)
- a LSC office
- a caretakers shed
- a physical education/art shed
- a swimming pool and two changing rooms/toilets
- an extensive playing field
- a large artificial turf area
- 2 hard court areas, one of which as had artificial turf laid
- 2 adventure playgrounds

The Board of Trustees has a library with 6518 titles, and full sets of texts for all classes.

# Principal's Report

For the Year Ended 31 December 2019



## Co-Curricular Activities:

### Achievements

Team entries in week / weekend sport overall were similar to previous years.

2 Netball teams	2 MiniVolleyball teams
4 Miniball teams	3 Kiwi Tag teams
4 Hockey teams	1 Flippa Ball team

- All Year 3-6 students were involved in a wide range of KiwiSport activities, plus summer and winter minor games.
- The whole school participated in a range of sporting activities, including swimming, triathlon / duathlon, cross-country, Bellevue 500 and athletics sports days.
- Senior students competed in East Cluster and Western BOP swimming, cross-country, Sevens Tournament, and athletics sports days.
- A school council, involving x12 Year 6 students, selected by their peers, assumed a range of responsibilities in the playground, at fund raising events and at assemblies.
- All students participated in Road Safety programmes, Cool Bananas and Life Education - which supports the schools values and health programmes.
- Year 3 to 6 students were given opportunity to take part in Tauranga's Choir Festival, Kids for Kids Choir, and Kapa Haka Festival.
- Year 5 & 6 students were given opportunity to participate in the local Young Einstein Quiz, and Mathematics Challenges.
- Year 5 & 6 students participated in an Outdoor Education camp at Finlay Park.
- Senior students were given numerous leadership opportunities during these sporting and cultural activities.

Cost	Actual	Budget
KiwiSport (Physical Education and Health)	\$4452	\$6068

### Analysis & Evaluation

The people and financial resources committed to this co- curricular area has provided a range of opportunities, to express the skills and attitudes developed in The Arts, and our Physical Education/Health programmes. Their play and manner in which children have participated, is testimony to this.

## Staff Professional Development:

- All staff received ongoing support and tutoring from Jonathan Janse and Melanie Cunliffe TIC of IT, with a focus on implementing the Digital Literacies curriculum.
- Teachers of Y3–Y6 students received professional development in Writing through the COL, and Dr Ian Hunter.
- Teachers of Y0–Y2 received professional development in Oral Language through the COL, and Dr Jane van der Zeyden.
- All staff were involved in a 1-day Restorative Justice professional development day.
- Reading Recovery ongoing professional development and support provided for Deborah Butler.
- All staff received a series of workshops exploring the Treaty of Waitangi, with a lens on cultural competencies.

**Scott Symes**  
**ACTING PRINCIPAL**  
**(Term 4)**

# Analysis of Variance - Writing

For the Year Ended 31 December 2019

<b>Focus: Writing 2019</b>			
<b>Strategic Aim:</b> To raise student achievement and progress in oral language and writing across Yrs 2-6			
<b>Annual Aim:</b> To enhance the writing progress of students at Year 3 to Year 6 boys with an emphasis on Maori boys. To raise achievement in writing for Year 4 to Year 6 boys with an emphasis on Maori boys. To monitor and record the progress and achievement in writing of these priority learners through moderation, and to analyse this data for future planning and learning pathways. To integrate child speak progressions into Writing programmes. To utilise in-school and across-school leaders within the COL / Kahui Ako.			
<b>Baseline data: Writing using e-AsTTle / OTJ / student daily writing</b>			
<b>Target:</b> • 2019 Year 2 to Year 6 students in Writing with an emphasis Year 4 to Year 6 Maori boys and all boys. <b>Aspirational goal – a positive shift of 15%</b>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<b>Teacher Group:</b> Continue to use digital tools to encourage students' engagement Established Literacy Support groups in writing for Y3 and Y6. Make use of child speak Writing progressions Collaboration with COL/Kahui Ako (in-school leader and across-school leaders Years 3-6). Use of e-AsTTle / OTJ in Writing as a formative and summative tool. In-school leader to refresh staff how to administer and analyse (different genre each term) Each Senior/Middle class will identify students just below the expected level to target.		Within the Otumoetai Learning Community in Literacy there has been the sharing of best practice across cluster schools. The in school teacher of writing at Bellevue School has organised and support professional learning with staff on specific areas within writing, using Write that Essay as a tool. Yolanda Soryl programmes taught across Y0-2, which built on students' phonological awareness. We continue to strengthen staffs knowledge of Yolanda Soryl via professional development to learning assistants that are working with target students. All staff have had intimate writing PLD sessions based on identified needs and term foci-Speeches Reviewed ESOL program, resulting in more collaborative and interactive sessions, utilising student's personal knowledge and scaffolding techniques.	We continue to work alongside the Otumoetai CoL and the direction the CoL has set. We will have limited hours in relation to Write that Essay PLD. However, the feedback from staff is that a much wider lens is required to be applied to writing, and the careful weaving of the wide range pf writing philosophies needs to be considered. We will also ensure a robust PLD plan is establish earlier in the year. This will ensure teacher's areas of development are identified, as well as professional support is targeted to need. Those teachers that have a strength in this area will have the opportunity to facilitate workshops and provide 'buddy' support for others, building a culture of sharing, and growing capacity.
Writing e-AsTTle (March 2019) used as a diagnostic tool to verify starting point for the group.	Writing e-AsTTle / OTJ (November 2019) used as a diagnostic tool to verify progress and achievement of the group.	Throughout the 2019, we have had the opportunity to engage in PLD, and refine both our analysis of writing using Asttle rubrics and develop consistent moderation practices across the school, this has resulted in a more cohesive approach to marking data and ensuring teachers are marking consistently with each other. We also explored both 'I CAN'	Units will be attached to literacy roles within school, working with both the in-school and across school CoL teachers, strengthen and aligning strategic goals. These leaders will ensure there are robust systems in place to monitor

<p><b>Year 3</b> All students (19%) at / above the expected level (81%) below the expected level</p> <p>Maori students (20%) at / above the expected level (80%) below the expected level</p> <p>Maori boys (0%) at / above the expected level (100% / 5) below the expected level</p> <p>Boys (8%) at / above the expected level (93%) below the expected level</p> <p><b>Year 4</b> All students (25%) at / above the expected level (75%) below the expected level</p> <p>Maori students (38%) at / above the expected level (62%) below the expected level</p> <p>Maori boys (0%) at / above the expected level (100% / 2) below the expected level</p> <p>Boys (10%) at / above the expected level (90%) below the expected level</p> <p><b>Year 5</b> All students (29%) at / above the expected level (71%) below the expected level</p> <p>Maori students (25%) at / above the expected level (75%) below the expected level</p>	<p><b>Year 3</b> All students (65%) at / above the expected level (35%) below the expected level</p> <p>Maori students (71%) at / above the expected level (29%) below the expected level</p> <p>Maori boys (50%) at / above the expected level (50%) below the expected level</p> <p>Boys (54%) at / above the expected level (46%) below the expected level</p> <p><b>Year 4</b> All students (55%) at / above the expected level (45%) below the expected level</p> <p>Maori students (91%) at / above the expected level (8%) below the expected level</p> <p>Maori boys (0%) at / above the expected level (100%) below the expected level</p> <p>Boys (36%) at / above the expected level (64%) below the expected level</p> <p><b>Year 5</b> All students (54%) at / above the expected level (46%) below the expected level</p> <p>Maori students (50%) at / above the expected level (50%) below the expected level</p>	<p>sheets and 'WRITERS SCORECARDS' as a tool to align the Write that essay work and the previous writing work that has taken place at Bellevue. PD workshops throughout the year.</p> <ul style="list-style-type: none"> <li>April 2019- with Renae from WTE middles and seniors- planning, editing, chunking sentences, pre-paragraphing work.</li> </ul> <p>May 2019- Renae from WTE middles and seniors focus on sentences, helping children with planning, and pre paragraphing extension.</p> <p>June 2019 with Paula from WTE Middle Team: Creative Writing, Pre-paragraphing work and editing Senior Team: Creative Writing, Pre-paragraphing work and paragraph work- the multi-purpose introduction and the lawyer.</p> <p>August 2019 Senior Team: Persuasive writing. Lawyer paragraph and speeches Middle Team: pre-paragraphing work and editing.</p> <p>In-school PD was undertaken in a variety of ways: Sometimes, the facilitator taught in one of our classes, after a meeting first to talk through ideas/strategies etc. Alternatively, other teachers delivering the same lesson, with the facilitator watching and giving feedback, as well as reflections between the teachers and facilitators. Some PD focused on small groups in class with teachers practising a lesson, which was introduced by the facilitator. Also, discussions across teams and between teachers who had been part of the PD.</p>	<p>progress in school and the acceleration of target students in writing.</p> <p>Effective and efficient resourcing, closely monitoring both physical and human.</p> <p>With the introduction of the LSC and SENCO roles we anticipate an earlier identification of students with specific learning needs within writing, leading to targeted, timely interventions.</p> <p>We need to have a strong induction programme for new staff which will bring them up to speed quickly with school-wide expectations of "the way we writing" at Bellevue School</p>
--	--	---	---

<p>Maori boys (0%) at / above the expected level (100% / 5) below the expected level</p> <p>Boys (15%) at / above the expected level (85%) below the expected level</p> <p><b>Year 6</b> All students (18%) at / above the expected level (82%) below the expected level</p> <p>Maori students (15%) at / above the expected level (85%) below the expected level</p> <p>Maori boys (15%) at / above the expected level (85%) below the expected level</p> <p>Boys (13%) at / above the National Standard (87%) below the National Standard</p>	<p>Maori boys (25%) at / above the expected level (75%) below the expected level</p> <p>Boys (35%) at / above the expected level (66%) below the expected level</p> <p><b>Year 6</b> All students (37%) at / above the expected level (63%) below the expected level</p> <p>Maori students (50%) at / above the expected level (50%) below the expected level</p> <p>Maori boys (54%) at / above the expected level (45%) below the expected level</p> <p>Boys (29%) at / above the expected level (71%) below the expected level</p>		
<p><b>Planning for next year: (2020)</b></p> <ul style="list-style-type: none"> <li>Establish literacy roles within school (unit holders) Identify clear roles and how the relationship with the CoL with work</li> <li>Development of a PLD plan for 2020 based on identified needs via an analysis of teacher practice</li> <li>Align assessment tools-cohesiveness across the school</li> <li>Develop teachers capacity and capabilities to effectively and efficiently weave the range of writing tools they have-Ian Hunter, Gail Loan, Alision Davis, Dancing with the Pen etc.</li> <li>Continue to look for opportunities for writing to be seamlessly integrated into the inquiry process</li> <li>Continue to build teacher capability in analysis of assessment data and next steps.</li> <li>Establish PLG (Professional Learning Groups) whereas teacher share their practice, find support in others, and track targeted students.</li> </ul>			