

# **Baverstock Oaks School**

## **Annual Report for the year ended 31 December 2019**

<b>Ministry Number:</b>	6960
<b>Principal:</b>	Genee Crowley
<b>School Address:</b>	21 Baverstock Road, Auckland
<b>School Postal Address:</b>	21 Baverstock Road, Manukau 2016
<b>School Phone:</b>	09 278 6741
<b>School Email:</b>	office@baverstock.school.nz
<b>Service Provider:</b>	Edtech Financial Services Ltd

## Baverstock Oaks

# Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Lucy Schwaner	Chair	elected	Forensic Tech	Election 2022
Jo Russell	Trustee	elected	Interior designer	Election 2022
Simon Lipscombe	Trustee	elected	Business Manager	Election 2022
Sanjay Govind	Trustee	elected	Business Manager	Election 2022
Reena Singh	Trustee	elected	Home Exec	Election 2022
Hari Jawahar	Trustee	co-opted	Bank Manager	Election 2022
Genée Crowley	Trustee		Principal	
Andrew Flanagan	Trustee	elected	Associate Principal	Election 2022

# **Baverstock Oaks School**

## **Annual Report**

For the year ended 31 December 2019

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**Baverstock Oaks 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.

Lucy Marion Schwaner  
Full Name of Board Chairperson

Geneé Lynaire Crowley  
Full Name of Principal

  
Signature of Board Chairperson

  
Signature of Principal

9-12-20  
Date:

9-12-20  
Date:

**Baverstock Oaks 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	6,090,826	5,379,815	6,218,070
Locally Raised Funds	3	324,552	346,100	345,182
Interest Income		46,234	48,380	51,675
International Students	4	91,313	115,000	141,469
		<hr/>	<hr/>	<hr/>
		6,552,925	5,889,295	6,756,396
<b>Expenses</b>				
Locally Raised Funds	3	147,664	127,250	144,026
International Students	4	7,631	7,000	4,584
Learning Resources	5	3,759,520	3,724,084	3,747,757
Administration	6	328,386	351,400	328,014
Finance		5,194	2,000	10,052
Property	7	2,226,093	1,699,250	2,337,034
Depreciation	8	85,691	100,000	65,727
Loss on Disposal of Property, Plant and Equipment		4,870	-	-
		<hr/>	<hr/>	<hr/>
		6,565,049	6,010,984	6,637,194
<b>Net Surplus / (Deficit) for the year</b>		(12,124)	(121,689)	119,202
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(12,124)	(121,689)	119,202

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

**Baverstock Oaks School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	2019	2019	2018
Notes	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	\$
Balance at 1 January	2,033,670	2,033,670	1,914,468
Total comprehensive revenue and expense for the year	(12,124)	(121,689)	119,202
<b>Equity at 31 December</b>	<b>2,021,546</b>	<b>1,911,981</b>	<b>2,033,670</b>
	23		
Retained Earnings	2,021,546	1,911,981	2,033,670
<b>Equity at 31 December</b>	<b>2,021,546</b>	<b>1,911,981</b>	<b>2,033,670</b>

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.

# Baverstock Oaks 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	9	253,653	123,556	168,230
Accounts Receivable	10	291,889	240,000	285,430
GST Receivable		-	5,000	18,439
Prepayments		15,681	15,000	20,786
Investments	11	1,249,261	1,000,000	1,506,261
		<u>1,810,484</u>	<u>1,383,556</u>	<u>1,999,146</u>
<b>Current Liabilities</b>				
GST Payable		6,609	-	-
Accounts Payable	13	332,894	286,500	365,121
Revenue Received in Advance	14	21,444	-	30,003
Provision for Cyclical Maintenance	15	67,359	102,091	166,131
Finance Lease Liability - Current Portion	16	25,021	20,260	47,743
Funds Held for Capital Works Projects	17	90,793	-	116,067
		<u>544,120</u>	<u>408,851</u>	<u>725,065</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,266,364</b>	<b>974,705</b>	<b>1,274,081</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	894,942	994,129	790,129
		<u>894,942</u>	<u>994,129</u>	<u>790,129</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	121,603	50,511	1,294
Finance Lease Liability	16	18,157	6,342	29,246
		<u>139,760</u>	<u>56,853</u>	<u>30,540</u>
<b>Net Assets</b>		<b><u>2,021,546</u></b>	<b><u>1,911,981</u></b>	<b><u>2,033,670</u></b>
<b>Equity</b>	23	<b><u>2,021,546</u></b>	<b><u>1,911,981</u></b>	<b><u>2,033,670</u></b>

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

# Baverstock Oaks School

## Statement of Cash Flows

For the year ended 31 December 2019

	2019	2019	2018
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,282,868	1,183,742	1,209,986
Locally Raised Funds	343,573	378,478	423,746
International Students	86,821	91,725	114,309
Goods and Services Tax (net)	25,048	13,439	(52,661)
Payments to Employees	(926,818)	(975,218)	(894,980)
Payments to Suppliers	(730,145)	(748,177)	(603,407)
Cyclical Maintenance Payments in the year	(56,508)	-	-
Interest Paid	(5,194)	(2,000)	(10,052)
Interest Received	60,605	57,326	38,810
<b>Net cash from Operating Activities</b>	<b>80,250</b>	<b>(685)</b>	<b>225,751</b>
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	2	-	30,868
Purchase of PPE (and Intangibles)	(174,310)	(394,285)	(392,716)
Purchase of Investments	-	-	(417,670)
Proceeds from Sale of Investments	257,000	506,261	-
<b>Net cash from Investing Activities</b>	<b>82,692</b>	<b>111,976</b>	<b>(779,518)</b>
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	-	-	244,821
Finance Lease Payments	(48,549)	(39,898)	-
Funds Held for Capital Works Projects	(28,970)	(116,067)	(198,953)
<b>Net cash from Financing Activities</b>	<b>(77,519)</b>	<b>(155,965)</b>	<b>45,868</b>
<b>Net Increase/(decrease) in cash and cash equivalents</b>	<b>85,423</b>	<b>(44,674)</b>	<b>(507,899)</b>
Cash and cash equivalents at the beginning of the year	9 168,230	168,230	676,129
<b>Cash and cash equivalents at the end of the year</b>	<b>9 253,653</b>	<b>123,556</b>	<b>168,230</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.



# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2019

### 1. Statement of Accounting Policies

#### **Reporting Entity**

Baverstock Oaks 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.

#### **Basis of Preparation**

##### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

##### ***Basis of Preparation***

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

##### ***Financial Reporting Standards Applied***

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

##### ***Standard Early Adopted***

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

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

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

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

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

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

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

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

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

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

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

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

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### *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 carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

### **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.

#### ***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.

#### ***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.

#### ***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.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 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.

### 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.

### 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.

The School has met the requirements under Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

### 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.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### *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:

Buildings - School	10-40 years
Furniture and equipment	3-15 years
Information and communication technology	3-15 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

### **Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

### **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.

### **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.

## Baverstock Oaks School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### Revenue Received in Advance

Revenue received in advance relates to fees received from Camp 2020 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

### 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).

### 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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

### 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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

### Budget Figures

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

### 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.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 2 Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	953,873	829,679	788,413
Teachers' Salaries Grants	2,929,682	2,800,000	2,933,133
Use of Land and Buildings Grants	1,871,946	1,362,000	2,045,667
Other MoE Grants	313,963	362,536	419,617
Other Government Grants	21,362	25,600	31,240
	<u>6,090,826</u>	<u>5,379,815</u>	<u>6,218,070</u>

### 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	99,433	93,300	104,996
Activities	223,014	242,250	225,228
Trading	1,961	550	1,924
Fundraising	144	10,000	13,034
	<u>324,552</u>	<u>346,100</u>	<u>345,182</u>
<b>Expenses</b>			
Activities	145,896	124,250	137,703
Trading	661	-	1,691
Fundraising (Costs of Raising Funds)	1,107	3,000	4,632
	<u>147,664</u>	<u>127,250</u>	<u>144,026</u>
	<u>176,888</u>	<u>218,850</u>	<u>201,156</u>

*Surplus/ (Deficit) for the year Locally Raised Funds*

### 4 International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	2	2	0

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
International Student Fees	91,313	115,000	141,469
<b>Expenses</b>			
International Student Levy	3,135	4,000	830
Other Expenses	4,496	3,000	3,754
	<u>7,631</u>	<u>7,000</u>	<u>4,584</u>
	<u>83,682</u>	<u>108,000</u>	<u>136,885</u>

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

## Baverstock Oaks School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 5 Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	67,332	75,964	48,487
Equipment Repairs	-	3,200	3,892
Information and Communication Technology	33,702	42,500	33,544
Library Resources	1,771	7,000	2,907
Employee Benefits - Salaries	3,616,872	3,551,720	3,631,811
Staff Development	39,843	43,700	27,116
	<u>3,759,520</u>	<u>3,724,084</u>	<u>3,747,757</u>

### 6 Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,370	4,500	6,110
Board of Trustees Fees	3,685	4,500	5,295
Board of Trustees Expenses	19,216	24,600	30,951
Communication	8,319	9,100	8,478
Consumables	49,014	47,000	44,933
Operating Lease	21,223	50,000	15,746
Other	34,747	35,400	31,065
Employee Benefits - Salaries	161,295	151,600	161,465
Insurance	10,405	10,700	10,173
Service Providers, Contractors and Consultancy	14,112	14,000	13,798
	<u>328,386</u>	<u>351,400</u>	<u>328,014</u>

### 7 Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	24,990	23,050	23,816
Consultancy and Contract Services	71,920	77,000	70,613
Cyclical Maintenance Expense	78,045	60,000	18,023
Grounds	6,940	14,000	15,128
Heat, Light and Water	57,409	58,000	60,723
Repairs and Maintenance	31,645	29,800	23,994
Use of Land and Buildings	1,871,946	1,362,000	2,045,667
Security	4,663	5,000	4,430
Employee Benefits - Salaries	78,535	70,400	74,640
	<u>2,226,093</u>	<u>1,699,250</u>	<u>2,337,034</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year end reporting purposes.

### 8 Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	18,659	22,749	18,178
Furniture and Equipment	22,899	30,520	19,146
Information and Communication Technology	8,679	18,286	4,953
Leased Assets	29,283	27,758	23,450
Library Resources	6,171	687	-
	<u>85,691</u>	<u>100,000</u>	<u>65,727</u>

**Baverstock Oaks School**

**Notes to the Financial Statements (cont.)**

For the year ended 31 December 2019

**9 Cash and Cash Equivalents**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	200	200	200
Bank Current Account	35,476	13,356	58,038
Bank Call Account	217,977	110,000	109,992
Cash and cash equivalents for Cash Flow Statement	<u>253,653</u>	<u>123,556</u>	<u>168,230</u>

Of the \$253,653 Cash and Cash Equivalents, \$92,233 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.

**10 Accounts Receivable**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	89,038	15,000	54,106
Interest Receivable	9,575	15,000	23,946
Teacher Salaries Grant Receivable	193,276	210,000	207,378
	<u>291,889</u>	<u>240,000</u>	<u>285,430</u>
Receivables from Exchange Transactions	98,613	30,000	78,052
Receivables from Non-Exchange Transactions	193,276	210,000	207,378
	<u>291,889</u>	<u>240,000</u>	<u>285,430</u>

**11 Investments**

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	1,249,261	1,000,000	1,506,261
Total Investments	<u>1,249,261</u>	<u>1,000,000</u>	<u>1,506,261</u>



Baverstock Oaks School

**Notes to the Financial Statements (cont.)**

For the year ended 31 December 2019

**12 Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2019</b>	\$	\$	\$	\$	\$	\$
Buildings	551,871	27,443	-	-	(18,659)	560,655
Furniture and Equipment	100,326	92,477	-	-	(22,899)	169,904
Information and Communication Technology	38,036	57,769	(3,864)	-	(8,679)	83,262
Leased Assets	52,466	14,739	-	-	(29,283)	37,922
Library Resources	47,430	2,949	(1,009)	-	(6,171)	43,199
<b>Balance at 31 December 2019</b>	<b>790,129</b>	<b>195,377</b>	<b>(4,873)</b>	<b>-</b>	<b>(85,691)</b>	<b>894,942</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2019</b>	\$	\$	\$
Buildings	762,777	(202,122)	560,655
Furniture and Equipment	777,390	(607,486)	169,904
Information and Communication Technology	140,155	(56,893)	83,262
Motor Vehicles	30,010	(30,010)	-
Leased Assets	105,023	(67,101)	37,922
Library Resources	127,813	(84,614)	43,199
<b>Balance at 31 December 2019</b>	<b>1,943,168</b>	<b>(1,048,226)</b>	<b>894,942</b>

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$37,922 (2018: \$52,466).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2018</b>	\$	\$	\$	\$	\$	\$
Buildings	570,049	-	-	-	(18,178)	551,871
Furniture and Equipment	93,189	27,141	(858)	-	(19,146)	100,326
Information and Communication Technology	19,969	23,020	-	-	(4,953)	38,036
Leased Assets	24,365	51,548	-	-	(23,447)	52,466
Library Resources	41,895	5,535	-	-	-	47,430
<b>Balance at 31 December 2018</b>	<b>749,467</b>	<b>107,244</b>	<b>(858)</b>	<b>-</b>	<b>(65,724)</b>	<b>790,129</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2018</b>	\$	\$	\$
Buildings	735,334	(183,463)	551,871
Furniture and Equipment	688,292	(587,966)	100,326
Information and Communication Technology	88,073	(50,037)	38,036
Motor Vehicles	30,010	(30,010)	-
Leased Assets	90,285	(37,819)	52,466
Library Resources	127,579	(80,149)	47,430
<b>Balance at 31 December 2018</b>	<b>1,759,573</b>	<b>(969,444)</b>	<b>790,129</b>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 13 Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	106,488	50,000	95,962
Accruals	11,430	6,500	6,210
Banking Staffing Overuse	-	-	34,073
Employee Entitlements - Salaries	196,354	210,000	210,243
Employee Entitlements - Leave Accrual	18,622	20,000	18,633
	<u>332,894</u>	<u>286,500</u>	<u>365,121</u>
Payables for Exchange Transactions	<u>332,894</u>	<u>286,500</u>	<u>365,121</u>
	<u>332,894</u>	<u>286,500</u>	<u>365,121</u>

The carrying value of payables approximates their fair value.

### 14 Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	18,783	-	23,275
Other	2,661	-	6,728
	<u>21,444</u>	<u>-</u>	<u>30,003</u>

### 15 Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	167,425	167,425	164,502
Increase/(decrease) to the Provision During the Year	78,045	60,000	18,023
Use of the Provision During the Year	(56,508)	(74,823)	(15,100)
Provision at the End of the Year	<u>188,962</u>	<u>152,602</u>	<u>167,425</u>
Cyclical Maintenance - Current	67,359	102,091	166,131
Cyclical Maintenance - Term	121,603	50,511	1,294
	<u>188,962</u>	<u>152,602</u>	<u>167,425</u>

### 16 Finance Lease Liability

The school has entered into a number of finance lease agreements for Teia Laptops  
Minimum lease payments payable (includes interest portion):

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	28,219	20,260	47,743
Later than One Year and no Later than Five Years	19,071	6,342	29,246
	<u>47,290</u>	<u>26,602</u>	<u>76,989</u>

**Baverstock Oaks School**

**Notes to the Financial Statements (cont.)**

For the year ended 31 December 2019

**17 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:

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2019	\$	\$	\$		\$
Walkways	<i>In progress</i>	-	183,389	91,156	-	92,233
Floor Covering	<i>In progress</i>	116,067	-	117,507	-	(1,440)
Bird Proofing	<i>Completed</i>	-	-	1,073	(1,073)	-
Heat pumps	<i>Completed</i>	-	-	5,132	(5,132)	-
<b>Totals</b>		<b>116,067</b>	<b>183,389</b>	<b>214,868</b>	<b>(6,205)</b>	<b>90,793</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	92,233
Funds Due from the Ministry of Education	(1,440)
	<b>90,793</b>

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2018	\$	\$	\$	\$	\$
Floor Covering	<i>In progress</i>	310,936	-	194,869	-	116,067
Door Stop/Bird Proofing	<i>Completed</i>	4,084	-	4,084	-	-
Heat pumps	<i>Completed</i>	-	17,712	17,712	-	-
<b>Totals</b>		<b>315,020</b>	<b>17,712</b>	<b>216,665</b>	<b>-</b>	<b>116,067</b>

**18 Related Party Transactions**

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

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 19 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	3,685	5,295
Full-time equivalent members	0.11	0.12
<i>Leadership Team</i>		
Remuneration	457,816	536,017
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	<u>461,501</u>	<u>541,312</u>
Total full-time equivalent personnel	<u>4.11</u>	<u>4.12</u>

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

#### Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	135-155
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	3	-
	<u>3</u>	<u>-</u>

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

### 20 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 21 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019.

(Contingent liabilities and assets as at 31 December 2018: nil)

#### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

### 22 Commitments

#### (a) Capital Commitments

(a) As at 31 December 2019, the board has entered into a contract with Access NZ 2005 to complete Structural remediation to the Walkways. The project will be funded by the Ministry of Education. \$183,589 has been received and \$91,156 has been spent at year end.

(b) As at 31 December 2019, the board has entered into a contract with Beejays Solutions Flooring and Interiors to complete the floor covering replacement. The project will be funded by the Ministry of Education. \$313,321 has been received to date and \$314,761 has been spent at year end.

(Capital commitments as at 31 December 2018: nil)

#### (b) Operating Commitments

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

- operating lease of a photocopier

No later than One Year

	2019 Actual \$	2018 Actual \$
	-	19,987
	-	19,987

### 23 Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 24 Financial Instruments

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

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Financial assets measured at amortised cost (2018: Loans and receivables)</b>			
Cash and Cash Equivalents	253,653	123,556	168,230
Receivables	291,889	240,000	285,430
Investments - Term Deposits	1,249,261	1,000,000	1,506,261
<b>Total Financial assets measured at amortised cost</b>	<b>1,794,803</b>	<b>1,363,556</b>	<b>1,959,921</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	332,894	286,500	365,121
Finance Leases	43,178	26,602	76,989
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>376,072</b>	<b>313,102</b>	<b>442,110</b>

### 25 Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of 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.

### 26 Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 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 11 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

### 27 Failure to comply with section 87C of the Education Act 1989

The Board of Trustees has failed to comply with Section 87C of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the COVID-19 restrictions, including the closure of the School, meant that the audit could not progress as planned. This resulted in the School missing the statutory deadline.

## Independent Auditor's Report

### To the readers of Baverstock Oaks School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Baverstock Oaks School (the School). The Auditor-General has appointed me, Brendon Foy, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 18 December 2020. This is the date at which our opinion is expressed.

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

#### Emphasis of matter – COVID-19

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

#### Basis 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 arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, 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 Baverstock Oaks School.



**Brendon Foy**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand

# Analysis of Variance Reporting



<b>School Name:</b>	Baverstock Oaks School	<b>School Number:</b>	6960
<b>Strategic Aim:</b>	<ol style="list-style-type: none"> <li>1. <i>All students will make positive gains in literacy and numeracy.</i></li> <li>2. <i>Our graduate students will leave Baverstock Oaks equipped with the skills to be lifelong learners</i></li> <li>3. <i>To continue to develop sustainability practices school-wide</i></li> </ol>		
<b>Annual Aim:</b>	<ol style="list-style-type: none"> <li>1. <i>Increase teacher knowledge of delivering effective teaching programmes.</i></li> <li>2. <i>Students will display the following attributes to show we value:</i> <ol style="list-style-type: none"> <li>a. <i>Ensure our Six Core Values are embedded by providing a respectful environment</i></li> <li>b. <i>To develop learner agency</i></li> <li>c. <i>To develop strategies to help students regulate their emotions, practice mindfulness, cope with adversity and be resilient.</i></li> <li>d. <i>Enabling students to be able to relate a wide diverse community</i></li> </ol> </li> <li>3. <i>To continue to develop sustainability practices school-wide</i> <ol style="list-style-type: none"> <li>a. <i>Mentor programmes for all areas of the school</i></li> <li>b. <i>Continue to implement self-review tools to ensure continuous improvement across all areas of the school</i></li> <li>c. <i>Build capability and capacity with digital technology</i></li> <li>d. <i>Ensure all enviro projects are embedded with students and staff across the school to ensure the sustainability of practices as well as projects</i></li> </ol> </li> </ol>		
<b>Target:</b>	<p><b>Strategic Goal One: - All students will make positive gains in literacy and numeracy.</b></p> <ul style="list-style-type: none"> <li>● <i>Maori cohort groups to have 75% achieving within or above the appropriate curriculum level for reading.</i></li> <li>● <i>Pasifika cohort groups to have 80% achieving within or above the appropriate curriculum level for reading.</i></li> <li>● <i>After six months at school, 80% of year 1 students will know all letter names and sounds.</i></li> <li>● <i>After six months at school, 80% of year 1 students will know all letter names and sounds.</i></li> <li>● <i>For the 34% (35 students) who were at the end of 2018 working towards expectations for writing to achieve accelerated progress and meet the expectation for Y6 writing.</i></li> <li>● <i>Maori cohort groups to have 75% achieving within or above the appropriate curriculum level for writing.</i></li> </ul>		

## Tātaritanga raraunga

- *Pasifika cohort groups to have 80% achieving within or above the appropriate curriculum level for writing.*
- *Maori cohort groups to have 75% achieving within or above the appropriate curriculum level for mathematics.*
- *Pasifika cohort groups to have 80% achieving within or above the appropriate curriculum level for mathematics.*
- *32 students that are below in place value and basic facts in years three and four will make accelerated progress in each domain (more than 1 stage) by the end of 2019.*

### **Strategic Goal Two - Our graduate students will leave Baverstock Oaks equipped with the skills to be lifelong learners**

- *Discussions had with staff members*
- *Discussions had with students*
- *Trustees personal observations*
- *School truant / stand down / suspension statistics*
- *Annual attendance target data*

### **Strategic Goal Three: - To continue to develop sustainability practices school-wide**

- *This is noted by a reduced cost in waste removal*
- *Community education is evident leading to parental support*
- *Reduced waste = clean school*
- *More students walking to school*
- *Greater parental support for walking school buses*
- *Student annual report to BOT*
- *This is noted by regular produce is available for sale/use*
- *Board able to view gardens*
- *Student annual report to BOT*
- *Systems and structures throughout the school at all levels*
- *Distributed leadership & collaborative practices highly visible school-wide*
- *Regular reports to BOT*
- *Ensure all property is reviewed in line with our new 10YPP and plans created to upgrade facilities*
- *Effective systems of induction are implemented with students and staff to ensure they gain an understanding of their place in our organisation and find their place successfully*



## Tātaritanga raraunga

- A collaborative environment is evident across the school in all areas of employment i.e. admin, property, paraprofessionals, teaching staff, leadership, Board of Trustees, to ensure the sustainability of practice is maintained when staff move on.

### Baseline Data:

#### **Strategic Goal One: -**

##### *Baseline data: Reading*

##### *Y1 Cohorts*

- 40% of students in the Y1 cohorts 1- 4 arrived at school knowing their letter sounds and names. At the 5.5 assessment, this lifts to 64% knowing their letter sounds and names. This is 36% less than the desired 2018 target.

##### *Maori Achievement*

- Our Maori students are underachieving in reading.
- ( Reading 38% working towards the expected curriculum level)

##### *Pasifika Achievement*

- Our Pasifika cohort is achieving better than our Maori cohort.
- (Reading 23% working towards the expected curriculum level)

#### **Baseline data: Writing**

##### *Y6 Writing*

- The EOY 2018 data for the 2018 Y5 cohort (2019 Y6 cohort) shows that 34% (35 students) are working towards the expectation for writing. To meet the expectation for Y6 writing students will need to achieve accelerated progress, (more than 1 year's progress).

##### *Maori Achievement*

- There was no real movement for writing progress for our Maori cohort from 2017 to 2018. (2017 Towards: 48%, Within: 48%, Above: 3% - 2018 Towards: 47%, Within: 49%, Above: 4%).

##### *Pasifika Achievement*

- For writing Pasifika students have 32% working towards, 56% within and 12% above expectation for writing.

#### **Baseline data: Mathematics**

##### *Y3 and 4 Mathematics*

## Tātaritanga raraunga

- *Students needed to move 2 stages in 2018 to make accelerated progress in order to meet the 80% target. Please see the breakdown of data on how many students moved stages for Basic Facts and Place Value.*

### *Pasifika Mathematics*

- *At the end of 2018 for the Pasifika cohort, 29% were working towards the expectation for mathematics, 62% within and 8% achieving above.*

### *Maori Mathematics*

- *At the end of 2018 for the Maori cohort, 31% (14 students) were working towards the expectation for mathematics, 69% within and 0% achieving*

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																		
<p>2019 has been a year of self review for both curriculum delivery and assessment / reporting. From our self review we responded to the findings of teachers requiring more PLD on delivering accurate OTJ's and assessing post National Standards. As a school we have created school wide key documents to support and achieve a shared understanding of how to access correctly against the curriculum. The result of this is, is that teachers have had to inquire into their practice and implement intervention strategies to address identified barriers to learning. We have tracked our target students carefully and inquiry conversations at whanau meetings have taken place to ensure progress is happening and teachers collaboratively supporting each other with sharing interventions.</p>	<p><b>Reading:</b>  <b>Y1 Cohorts</b>  <b>Cohort 1, 2, 3 and 4 (62 students)</b></p> <ul style="list-style-type: none"> <li>69% (43 out of 62) of Cohort 1,2,3 and 4 are English language learners</li> <li>65% (40 students) of Cohort 1, 2, 3 and 4 children know their letter names</li> <li>43% (27 students) of Cohort 1, 2, 3 and 4 children know their letter sounds</li> <li>43% (27 students) of Cohort 1,2,3 and 4 children know both their letter names and sounds so therefore we have not met the target</li> <li>55% (18 of the 33 students who have not met the target) have made significant progress and are on track to meeting the target by the end of the term</li> <li>21% (13 of the 62) have diverse learning needs, one is an ORS funded and one is diagnosed with ASD</li> </ul> <p><b>Maori Achievement</b></p> <ul style="list-style-type: none"> <li>Y3, and Y5 have achieved the target at EOY</li> <li>School wide 66% of the Maori cohort are achieving within or above the appropriate curriculum level for reading. (31 students out of 47)</li> <li>Maori girls have 75% (18 students) achieving within or above the appropriate curriculum level for maths compared to 57% (13 students) for boys.</li> </ul> <p><b>Pasifika Achievement</b></p>	<p>Reasons why targets were not met:</p> <ul style="list-style-type: none"> <li>Significant growth in the roll from mid year to end of year for 2019, for some of our data this has resulted in a downward trend. Particularly noticeable in Y1. It is expected that many of these students will not be achieving within the curriculum expectation after such a short period of time within our school. As a result, you will view data that initially conveys downward achievement for this year group. This does not, however, reflect the growth in individual's achievements within our school or the cohort's data when considering only those Year 1 students who have been with this cohort for 12 months or more.</li> <li><b>ATTENDANCE:</b></li> </ul> <p><b>Maori Cohort Attendance EOY Year</b></p> <table border="1" data-bbox="1137 938 1594 1107"> <tbody> <tr> <td>Poor</td> <td>45%</td> <td>21 Students</td> </tr> <tr> <td>Satisfactory</td> <td>10%</td> <td>10 Students</td> </tr> <tr> <td>Excellence</td> <td>16%</td> <td>16 Students</td> </tr> </tbody> </table> <p><b>Pasifika Cohort Attendance Mid Year</b></p> <table border="1" data-bbox="1137 1200 1594 1369"> <tbody> <tr> <td>Poor</td> <td>30%</td> <td>27 Students</td> </tr> <tr> <td>Satisfactory</td> <td>33%</td> <td>30 Students</td> </tr> <tr> <td>Excellence</td> <td>37%</td> <td>34 Students</td> </tr> </tbody> </table>	Poor	45%	21 Students	Satisfactory	10%	10 Students	Excellence	16%	16 Students	Poor	30%	27 Students	Satisfactory	33%	30 Students	Excellence	37%	34 Students	<p>Based on our outcomes from this year, tells us with the pockets of progress we are making amidst the barriers of large amounts of new students and attendance issues we are on the right track as far as intervention strategies go.</p> <p>We will continue to have a Y3 maths intervention class, this has been very successful over the last two year, with our knowledge of addressing working memory issues and identifying that place value is a root cause of underachieving early on in mathematics we are in a good place to sustain this intervention and address some mathematical learning needs.</p> <p>We will also continue to track our Maori and Pasifika cohorts. This is also interwoven in our culturally responsive strategic goals. Attendance for these cohorts is concerning, particularly for our Maori students, we have some very high needs with our very youngest Maori students, to the point some have wrap around intervention and require significant resourcing and managing. These are our neuro diverse students.</p> <p>Learner agency will be a focus for 2020 so we empower our learners and equip them with the personal knowledge about how they learn, giving them strategies so they can best access their learning. We are also focusing on teacher agency, ie, ensuring our teachers know how to increase learner agency. This contributes to our curriculum strategic goal.</p>
Poor	45%	21 Students																			
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# Tātaritanga raraunga



- Target - 80% of Pasifika cohort to be within or above the appropriate curriculum level for reading
- School wide 63% of the Pasifika cohort are achieving within or above the appropriate curriculum level for Reading. (59 students out of 93)
- Pasifika girls have 69% (27 students) achieving within or above the appropriate curriculum level for Reading compared to 59% (32 students) for boys.

### Writing: Y6 Writing

- 24% out of the original 35 students are achieving where they should - this was an improvement from 14% mid year
- 6 students are funded learning support
- Only two students made no progress, there was good sublevel shifts
- We have 7 students meeting the expectation and 7 on the cusp on being at expectations

### Maori Achievement

- Y5 Maori cohort have achieved the target
- School wide 45% of the Maori cohort are achieving within or above the appropriate curriculum level for writing. (21 students out of 47)
- Maori girls have 63% (13 students) achieving within or above the appropriate curriculum level for writing compared to 26% (6 students) for boys.

### Pasifika Achievement

Baverstock also has a significant number of ESOL students, especially in the Y2 cohort, this drags down the data considerably.

However, we have had good areas of progress which is important to note. Some of the successful intervention strategies have been:

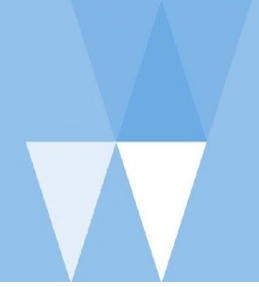
- Identification and tracking of target students
- SEA and Y6 net results were monitored carefully so early intervention can take place
- Learning support focuses on Y1-3 cohorts to try and address downward trends
- Being involved with ALL MOE programme, very successful with shifting some students and transferring teacher practice within the school
- Talk to learn programme in the school to aid with oral language development in the school with our ELL
- Intensive writing PLD with an external facilitator, an increasing focus on making connections between texts they are reading and creating with their prior knowledge
- Having small targeted workshops for identified students
- Intensive PLD around what curriculum looks like, so teachers are pitching programmes at the correct level, teachers can also state and articulate what they are doing differently in their writing practice, co-constructing success criteria with students, motivating students in diverse ways, modelling.

2020 will be a year of mathematics. We were successful in our application for mathematics inquiry PLD. The mathematics inquiry approach will benefit all students but particularly our Maori and Pasifika students. Inquiry maths encourages students to regulate their own thinking, encourage students to be mathematical thinkers and the inquiry maths approach allows maths to be *culturally attuned* which will engage our Maori and Pasifika learners. For example, seeing the sophistication in the mathematical concepts which are incorporated into, tapa-cloth making or the making of other materials.

We have done a robust breakdown of student data for the end of 2019, whole school and year group data. We can clearly see who our target students will be, these students have been identified and will form teacher inquiry over the course of 2020.

We have also identified teacher needs. Moderation and assessment practices against the curriculum will be a big focus for 2020, with little direction from the MOE post National Standards we are establishing a shared understanding at Baverstock around this.

Teaching mathematics effectively will also be a priority which is supported by our funded PLD. We are hoping this will have a very positive impact on teacher practice in mathematics.



# Tātaritanga raraunga

	<ul style="list-style-type: none"> <li>• School wide 54% of the Pasifika cohort are achieving within or above the appropriate curriculum level for writing. (50 students out of 93)</li> <li>• Pasifika girls have 66% (26 students) achieving within or above the appropriate curriculum level for writing compared to 44% (24 students) for boys.</li> <li>• No Pasifika cohort has reached the target at mid year</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Students that spent all of 2019 in the programme, it was encouraging to see 63% of Year 3 students improve a curriculum sub-level from their mid year report. There was good improvement in basic facts but the lack of positive gains in Place Value is disappointing</li> <li>• In relation to the students that joined in Term 3, despite being only in the programme a short period of time, pleasing results were achieved. 55% of Year 3's improved at least 1 stage in Place Value and 66% improved at least 1 stage in Basic Facts. The Year 4's also showed positive gains. 75% of students improved their curriculum sub-level and also at least 1 domain in the GLoSS assessments.</li> </ul> <p><b>Maori Achievement</b></p> <ul style="list-style-type: none"> <li>• Y6, Y4, and Y1 Maori students achieved this target.</li> <li>• School wide 55% of the Maori cohort are achieving within or above the appropriate curriculum level for</li> </ul>	<ul style="list-style-type: none"> <li>• A focus on assessment and moderation which will be continued for 2020</li> </ul> <p>If there was one significant barrier to learning it would be around the concepts of developing working and long-term memory function in relation to mathematics. It is evident from the data that despite extensive teaching over multiple terms, some students continue to have issues retaining key number knowledge which suggests issues with their memory. We need to incorporate into intervention programmes to assist the learners that continue to struggle despite many terms of intervention teaching.</p>	
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# Tātaritanga raraunga

	<p>maths. A significant improvement from 37% mid year.</p> <ul style="list-style-type: none"> <li>• Maori girls have 54% (13 students) achieving within compared to 56% (13 students) for boys.</li> </ul> <p><i>Pasifika Achievement</i></p> <ul style="list-style-type: none"> <li>• At mid year no year group for our Pasifika reached this target of 80%</li> <li>• School wide 57% of the Pasifika cohort are achieving within or above the appropriate curriculum level for maths. (57 students out of 93)</li> <li>• Pasifika girls have 59% (39 students) achieving within or above the appropriate curriculum level for maths compared to 56% (54 students) for boys.</li> <li>• No cohort met the target</li> </ul>		
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## Planning for next year:

The BOT, Principal and senior leaders have written strategic goals, focusing on having a responsive curriculum, developing the well being of all members of our school, developing leadership capability and cultural responsiveness. All these strategic goals have strategic initiatives around them and clear actions and outcomes which will also be reflected in the annual plan. The board will be funding intervention programmes will allow us to address the identified underachievement. We will be having targets around, 1) maths - in particular tracking our 2019 y5 cohort and the influence and impact our maths inquiry PLD will have, 2) having a target group around well being, as low self esteem and anxiety are clearly a barrier to achievement, we will have an intensive focus on Mindfulness and an inquiry group to drive it, this will also feed into our focus on learner agency, 3) a focus on Y3 literacy, this cohort has a very large number of ELL in it, we will track and monitor this cohort in both reading and writing.



February 2020

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Kiwisport is a Government funding initiative to support students' participation in organised sports.

In 2019, the school received a total of \$10,253 (excluding GST). The funding was spent to increase participation in sporting activities, particularly giving children the opportunity to try out sports which they otherwise may not have access to. The goal in relation to this has been achieved.