

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:

291

Principal:

Maree Furness

School Address

6700 State Highway 6, Rai Valley

School Postal Address:

6700 State Highway 6, Rai Valley 7145

School Phone:

03 571 6016

School Email:

office@rai.school.nz



RAI VALLEY AREA SCHOOL

Annual Report - For the year ended 31 December 2019

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Rai Valley Area 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 reflect the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Catherine Sessica Patterson Full Name of Board Chairperson	Maree Patricia Furness Full Name of Principal		
Signature of Board Chairperson	Munu Plums Signature of Principal		
18.6.2020. Date:	18 - 6 - 2020 Date:		

Rai Valley Area School Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How Position Gained	Held Until
Jess Patterson	Chairperson	Elected	May 2022
Maree Furness	Principal		way zozz
Gabrielle Pooley	Parent Rep	Elected	May 2022
Jamie Knight	Parent Rep	Elected	May 2022
Justin Morrison	Parent Rep	Elected	May 2022
Tony O'Donnell	Parent Rep	Elected	May 2022
Renee Jope	Staff Rep	Elected	May 2022
Tania Billingsley	Parent Rep	Co-opted	May 2021
Aria Shallcrass	Student Rep	Elected	September 2020

Rai Valley Area School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019 Budget	2018
	Notes	Actual	(Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	1,841,771	1,808,297	1,755,880
Locally Raised Funds	3	60,418	47,150	53,298
Interest Income		21,164	14,000	17,358
		1,923,353	1,869,447	1,826,536
Expenses				
Locally Raised Funds	3	8,694	8,800	6,987
Learning Resources	3 4 5	1,264,090	1,288,689	1,137,357
Administration	5	125,075	127,927	105,031
Finance Costs		1,755	-	1,717
Property	6	555,384	472,255	476,537
Depreciation	7	44,326	37,000	39,402
Loss on Disposal of Property, Plant and Equipment	2	655	-	
		1,999,979	1,934,671	1,767,031
Net Surplus / (Deficit)		(76,626)	(65,224)	59,505
Other Comprehensive Revenue and Expenses		12	-	×
Total Comprehensive Revenue and Expense for the	Year =	(76,626)	(65,224)	59,505

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



Rai Valley Area School Statement of Changes in Net Assets/Equity For the year ended 31 December 2019

Tor the year ended or Beschiber Lore	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	1,000,655	1,000,655	934,135
Total comprehensive revenue and expense for the year Capital Contributions from the Ministry of Education	(76,626)	(65,224)	59,505
Contribution - Furniture and Equipment Grant	-2	2	7,015
Equity at 31 December	924,029	935,431	1,000,655
Retained Earnings	924,029	935,431	1,000,655
Equity at 31 December	924,029	935,431	1,000,655

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.



Rai Valley Area School Statement of Financial Position

As at 31 December 2019

		2019	2019 Budget	2018
	Notes	Actual	(Unaudited)	Actual
		\$	\$	\$
Current Assets			10.125.0278146	190-1912
Cash and Cash Equivalents	8	256,447	92,900	121,124
Accounts Receivable	9	74,144	67,480	67,480
GST Receivable		1,738	(-)	7
Prepayments		13,467	12,188	12,188
Investments	10	497,220	543,026	543,026
Funds owing for Capital Works Projects	17 _	30,374	15,778	15,778
		873,390	731,372	759,596
Current Liabilities				
GST Payable			7,734	7,734
Accounts Payable	12	113,320	103,201	103,201
Provision for Cyclical Maintenance	13	110,020	4,500	4,500
Painting Contract Liability - Current Portion	14	16,285	16,285	16,285
Finance Lease Liability - Current Portion	15	10,919	9,038	9,038
Funds held in Trust	16	4,779	4,779	4,779
Funds held for Capital Works Projects	17	114,091	3,921	3,921
Tunus neid for Capital Works 1 Tojects	-	259,394	149,458	149,458
Working Capital Surplus/(Deficit)		613,996	581,914	610,138
Non-current Assets				
Property, Plant and Equipment	11	510,432	468,656	505,656
		510,432	468,656	505,656
Name and the little of				
Non-current Liabilities	13	146,565	54,308	54,308
Provision for Cyclical Maintenance		48,855	48,855	48,855
Painting Contract Liability	14 15		11,976	11,976
Finance Lease Liability	15 _	4,979 200,399	115,139	115,139
		200,399	115,158	115,159
Net Assets	-	924,029	935,431	1,000,655
292007 POT TOT	=	,	-	
Equity	-	924,029	935,431	1,000,655
70.55 R. (50.50 R.)	=			

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



Rai Valley Area School Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019 Budget	2018
	Note	Actual \$	(Unaudited)	Actual \$
Cash flows from Operating Activities		100	- 5	
Government Grants		455,395	421,921	452,580
Locally Raised Funds Goods and Services Tax (net)		60,418 (9,472)	47,150	53,298 3,876
Payments to Employees		(184,184)	(176,643)	(150,012)
Payments to Suppliers		(293,982)	(334,652)	(254,495)
Interest Received		22,396	14,000	15,485
Net cash from / (to) the Operating Activities		50,571	(28,224)	120,732
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(45,546)	25	(30,291)
Purchase of Investments		45,806	-	(161,644)
Proceeds from Sale of Investments		-	5 = -	-
Net cash from the Investing Activities		260		(191,935)
Cash flows from Financing Activities				
Furniture and Equipment Grant			2	7,015
Finance Lease Payments		(11,082)	8	(8,197)
Painting contract payments		±.	75	(10,688)
Funds Administered on Behalf of Third Parties		(4)	22	4,779
Funds held for Capital Works Projects	9	95,574	*	9,195
Net cash from Financing Activities		84,492	7	2,104
Net increase/(decrease) in cash and cash equivalents		135,323	(28,224)	(69,099)
Cash and cash equivalents at the beginning of the year	8	121,124	121,124	190,223
Cash and cash equivalents at the end of the year	8	256,447	92,900	121,124

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 omitted.

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



Rai Valley Area School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

1.1. Reporting Entity

Rai Valley Area 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.

1.2. 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 11.



Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance 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.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.



1.7. 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.

1.8. 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.

1.9. 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 of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

1.10. 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 10 - 75 years
Furniture and equipment 10 - 15 years
Information and communication technology 4 - 5 years
Motor vehicles 5 years
Textbooks 3 years
Leased assets held under a Finance Lease 3 - 4 years

Library resources 12.5% Diminishing value

1.11. 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.

1.12. 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.

1.13. Employment 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

1.14. Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

1.15. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.



1.16. 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 properly plan (10YPP).

1.17. 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.

1.18. 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.

1.19. Budget Figures

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

1.20. Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2019	2019 Budget	2018
	Actual \$	(Unaudited) \$	Actual \$
Operational grants	354,881	330,235	382,534
Teachers' salaries grants	1,097,691	1,097,691	1,018,056
Use of Land and Buildings grants	288,685	288,685	285,244
Other MoE Grants	79,520	77,286	56,967
Other government grants	20,994	14,400	13,079
	1,841,771	1,808,297	1,755,880

3. Locally Raised Funds

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

Local funds raised within the School's community are made up of:	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
Revenue	\$	\$	\$
Donations	9,835	2,000	10,755
Fundraising	419	*	756
Other revenue	42,693	41,750	35,728
Trading	854	1,000	872
Activities	6,617	2,400	5,187
	60,418	47,150	53,298
Expenses			
Activities	3,930	7,800	6,364
Trading	2,709	1,000	623
Fundraising (costs of raising funds)	2,055		12
	8,694	8,800	6,987
Surplus for the year Locally raised funds	51,724	38,350	46,311

4. Learning Resources

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	54,416	98,355	45,891
Equipment repairs	3,850	400	(2011)
Information and communication technology	7,790	10,700	7,864
Library resources	1,756	4,700	2,064
Employee benefits - salaries	1,179,904	1,156,534	1,068,771
Staff development	16,374	18,000	12,767
	1,264,090	1,288,689	1,137,357

5. Administration

	2019	2019	2018
		Budget	
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	3,302	3,500	2,359
Board of Trustees Fees	4,100	6,000	3,855
Board of Trustees Expenses	4,703	12,000	8,064
Communication	3,105	2,500	2,663
Consumables	12,869	9,300	11,024
Other	24,588	19,050	14,938
Employee Benefits - Salaries	46,551	52,800	41,922
Insurance	13,377	12,827	9,851
Service Providers, Contractors and Consultancy	12,480	9,950	10,355
	125,075	127,927	105,031

6. Property

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	6,435	4,400	10,971
Consultancy and Contract Services	1,812	4,320	3,641
Cyclical Maintenance Provision	16,285	_	-
Adjustment to the Provision	71,472		-
Grounds	3,452	4,500	8,153
Heat, Light and Water	27,006	19,800	23,235
Repairs and Maintenance	72,195	83,550	85,561
Use of Land and Buildings	288,685	288,685	285,244
Security	2,137	2,000	4,494
Employee Benefits - Salaries	65,905	65,000	55,238
	555,384	472,255	476,537

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

7. Depreciation of Property, Plant and Equipment

	2019	2019 Budget	2018
	Actual \$	(Unaudited) \$	Actual \$
Building Improvements	16,094	10,000	16,698
Furniture and Equipment	8,578	10,000	6,394
Information and Communication Technology	5,473	5,000	4,677
Motor Vehicles	3,130	2,000	3,132
Leased Assels	8,938	8,000	6,331
Library Resources	2,113	2,000	2,170
	44,326	37,000	39,402

8. Cash and Cash Equivalents

	2019	2019	2018
		Budget	
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Current Account	253,583	92,900	118,267
Bank Call Account	2,864		2,857
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	256,447	92,900	121,124

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

Of the \$256,447 Cash and Cash Equivalents, \$114,091 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Grown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Interest Receivable	1,911	3,143	3,143
Teacher Salaries Grant Receivable	72,233	64,337	64,337
	74,144	67,480	67,480
Receivables from Exchange Transactions	1,911	3,143	3,143
Receivables from Non-Exchange Transactions	72,233	64,337	64,337
	74,144	67,480	67,480



10. Investments

The School's investment activities are classified as follows:	2019	2019 Budget	2018
Current Asset	Actual \$	(Unaudited) \$	Actual \$
Short-term Bank Deposits	497,220	543,026	543,026
Total Investments	497,220	543,026	543,026

11. Property, Plant and Equipment

Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
\$	\$	\$	\$	\$	\$
409,103	-	24	-	(16,094)	393,009
32,251	32,450	290		(8,578)	56,123
13,655	10,732	(5)		(5,473)	18,914
15,909	-	2	<u> </u>	(3,130)	12,779
19,545	4,211	(4)	*	(8,938)	14,818
15,193	2,364	(655)	-	(2,113)	14,789
505,656	49,757	(655)	-	(44,326)	510,432
	Balance (NBV) \$ 409,103 32,251 13,655 15,909 19,545 15,193	Balance (NBV) Additions \$ \$ 409,103 - 32,251 32,450 13,655 10,732 15,909 - 19,545 4,211 15,193 2,364	Balance (NBV) Additions Disposals \$ \$ \$ 409,103 - - 32,251 32,450 - 13,655 10,732 - 15,909 - - 19,545 4,211 - 15,193 2,364 (655)	Balance (NBV) Additions Disposals Impairment \$ \$ \$ \$ 409,103 - - - 32,251 32,450 - - 13,655 10,732 - - 15,909 - - - 19,545 4,211 - - 15,193 2,364 (655) -	Balance (NBV) Additions Disposals Impairment Depreciation \$ \$ \$ \$ \$ 409,103 - - - (16,094) 32,251 32,450 - - (8,578) 13,655 10,732 - - (5,473) 15,909 - - - (3,130) 19,545 4,211 - - (8,938) 15,193 2,364 (655) - (2,113)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	699,725	(306,716)	393,009
Furniture and Equipment	272,667	(216,544)	56,123
Information and Communication	203,083	(184,169)	18,914
Motor Vehicles	47,478	(34,699)	12,779
Leased Assets	31,899	(17,081)	14,818
Library Resources	137,555	(122,766)	14,789
Balance at 31 December 2019	1,392,407	(881,975)	510,432

The net carrying value of equipment held under a finance lease is \$14,818 (2018: \$19,545)

\$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
421,298	4,503	-	-1	(16,698)	409,103
25,044	13,601	-	-	(6,394)	32,251
12,962	5,370	-	-	(4,677)	13,655
19,041	2	-	-	(3,132)	15,909
9,058	16,818	2.0	(-)	(6,331)	19,545
10,546	6,817	-	-	(2,170)	15,193
497,949	47,109	()		(39,402)	505,656
	\$ 421,298 25,044 12,962 19,041 9,058 10,546	25,044 13,601 12,962 5,370 19,041 - 9,058 16,818 10,546 6,817	\$ \$ \$ \$ 421,298 4,503 - 25,044 13,601 - 12,962 5,370 - 19,041 9,058 16,818 - 10,546 6,817 -	\$ \$ \$ \$ \$ \$ \$ 421,298	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ 421,298 4,503 - (16,698) 25,044 13,601 - (6,394) 12,962 5,370 - (4,677) 19,041 - (3,132) 9,058 16,818 - (6,331) 10,546 6,817 - (2,170)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	699,725	(290,622)	409,103
Furniture and Equipment	240,216	(207,965)	32,251
Information and Communication	192,351	(178,696)	13,655
Motor Vehicles	47,478	(31,569)	15,909
Leased Assets	27,688	(8,143)	19,545
Library Resources	141,285	(126,092)	15,193
Balance at 31 December 2018	1,348,743	(843,087)	505,656

12. Accounts Payable

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operating creditors	28,759	16,134	16,134
Accruals	1,843	22,730	22,730
Banking staffing overuse	10,485	-	-
Employee Entitlements - salaries	72,233	64,337	64,337
Sold Reference - Materials violated de d	113,320	103,201	103,201
Payables for Exchange Transactions	113,320	103,201	103,201
	113,320	103,201	103,201

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2019	2019 Budget	2018
	Actual \$	(Unaudited) \$	Actual \$
Provision at the Start of the Year	58,808	58,808	58,808
Increase/ (decrease) to the Provision During the Year	16,285	(*)	
Adjustment to the Provision	71,472		
Provision at the End of the Year	146,565	58,808	58,808
Cyclical Maintenance - Current	-	4,500	4,500
Cyclical Maintenance - Term	146,565	54,308	54,308
	146,565	58,808	58,808

14. Painting Contract Liability

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Liability	16,285	16,285	16,285
Non Current Liability	48,855	48,855	48,855
	65,140	65,140	65,140

In 2010 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2012, with regular maintenance in subsequent years. The agreement has an annual commitment of \$16,285. The 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. The liability has not been adjusted for inflation and the effect of the time value of money.

In 2016 the Board signed a further agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an exterior repaint of the School houses in 2017. The agreement has an annual commitment of \$7,507. The 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. The liability has not been adjusted for inflation and the effect of the time value of money.



15. Finance Lease Liability

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

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
No Later than One Year	11,738	10,109	10,109
Later than One Year and no Later than Five Years	5,430	13,221	13,221
	17,168	23,330	23,330
16. Funds Held in Trust			
The state of the s	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	4,779	4,779	4,779
	4,779	4,779	4,779

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

17. Funds Held for Capital Works

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

MOE swimming pool Tech block upgrade Dispersal project LED lights Outdoor Area (roof over seating) Totals	2019 In Progress In Progress In Progress In Progress In Progress	Opening Balances \$ 3,921 (15,778)	Receipts from MoE \$ (2,724) - 99,606 24,352 22,938 144,172	Payments \$ - 14,596 22,308 683 11,011 48,598	BOT Contribution	Closing Balances \$ 1,197 (30,374) 77,298 23,669 11,927 83,717
Represented by: Funds Held on Behalf of the Minist Funds Due from the Ministry of Ed						114,091 (30,374) 83,717
MOE autimaing pool	2018	Opening Balances \$ 3,921	Receipts from MoE	Payments \$	BOT Contribution	Closing Balances \$
MOE swimming pool Hard surface repairs	In Progress Completed	(10,658)	10,658	2	2	3,321
Tech block upgrade	In Progress	(14,315)	85,149	86,612	*	(15,778)
Totals		(21,052)	95,807	86,612	5	(11,857)



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.

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
Board Members		
Remuneration	4,100	3,855
Full-time equivalent members	0.30	0.30
Leadership Team		
Remuneration	408,559	376,666
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	412,659	380,521
Total full-time equivalent personnel	4.30	4.30

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:

The total value of formation paid of payable to the firmtopal value in the following sames.	2019	2018
	Actual	Actual
Salaries and Other Short-term Employee Benefits:	\$000	\$000
Salary and Other Payments - Principal 1	110 - 120	60 - 70
Salary and Other Payments - Principal 2	0 - 5	50 - 60
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

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	2.00	
110 -120	는 보	S=1
120 - 130	=	(100)
	2.00	12

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



20. Compensation and Other Benefits Upon Leaving

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

	2019 Actual		018 ctual
Total	\$	-	\$
Number of People		-	

21. 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.

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into the following contract agreements for capital works.

(a) A \$78,556 contract for Climbing/Playground upgrade to be completed in 2020. The school spent \$24,198 in 2019 with the balance of \$54,358 to pay in 2020 which is to be partly funded by a MDC grant of \$38,416. This grant will be received at the end of the project.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

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

23. Managing Capital

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



24. Financial Instruments

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

Financial	accate	measured	at	amortised	cost
r iii ai i Giai	933613	measureu	aı	annonuscu	CUSE

Financial assets measured at amortised cost	2019	2019 Budget	2018
	Actual \$	(Unaudited)	Actual \$
Cash and Cash Equivalents	256,447	92,900	121,124
Receivables	74,144	67,480	67,480
Investments - Term Deposits	497,220	543,026	543,026
Total Financial assets measured at amortised cost	827,811	703,406	731,630
Financial liabilities measured at amortised cost			
Payables	113,320	103,201	103,201
Finance Leases	15,898	21,014	21,014
Painting Contract Liability	65,140	65,140	65,140
Total Financial liabilities measured at amortised Cost	194,358	189,355	189,355

25. Events After Balance Date

Impact from COVID-19

On the 11th March 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on the 26th 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 until 18 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 9 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 10 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 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 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.





Analysis of Variance Reporting



291 School Number: Rai Valley Area School School Name:

Strategic Aim:	To raise the number of student who are gaining NCEA with endorsements.
Annual Aim:	To increase the level of achievement of students at NCEA Level 1 by raising the number of endorsements of students gained at NCEA level 1
Target:	In 2019 35% of Year 11 students who gain NCEA will also gain a merit or excellence endorsement. (that is 50 credits that are earned will be at merit or excellence level)
Baseline Data:	In 2018 no year 11's gained an endorsement on their NCEA
Results	Target was achieved 4/8 (50%) students gained an excellence or merit endorsement at Level 1. A further student gained 49 endorsement credits. In addition at level 1, 5/8 students gained a subject endorsement in mathematics. students gained a subject endorsement in mathematics. I out of 2 Maori students received endorsement.
	All students who completed the school year in 2019 gained their NCEA at appropriate levels 8/8 students in Year 11 gained NCEA level 1 6/6 students who completed Year 12 Gained Level 2 3/3 students who completed Year 13 gained level 3

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Enhanced school based vocational pathways- Trades /Gateway	5/6 Year 12 student gained Level 2 NCEA.	Individual Plan for each student.	
Introduced NET NZ as a way of offering broader curriculum pathways.	Students enrolled in Net to widen their choices.	Students were able to follow subjects that interested	Continue with individualised programmes. Explore using NETNZ as a way of meeting individual needs
Differentiation of the Curriculum	We offer academic courses and pathway courses eg: growing coaches/technology etc.	Teachers work hard to adapt and adopt new programmes	Continue
Targeted mentor/Career/guidance.	Mentoring Programme set up. Careers Road Show		Continue
Teachers provide additional tutorials to enable to reach their potential	Students are able focus on back filling learning		Continue
Use of SEG fund to provide Teacher Aide Time to support students 1-1	Gives student 1-1 support	Gave student who needed it to have additional support	Continue
rialling for next year.			

Continue to focus on the individuation of programmes for senior students. The use of School Net NZ to widen the curriculum opportunities for senior courses. To continue to work closely with the COL and TOSI schools to enhance curriculum and moderation practices. Continue to set goals around NCEA Endorsements at Level 1 and 2.



Analysis of Variance Reporting



School Name:	Rai Valley Area School	chool	School Number:	291
Strategic Aim:	Students at RVAS	are able to access the New Z	ealand Curriculum a	Students at RVAS are able to access the New Zealand Curriculum and will look for strategies to enhance opportunities.
Annual Aim:	Raising the achiev	Raising the achievement in Mathematics Year's 4-8	8-4-8	
Target:	85% of students in Years 4-8 at		or above the school standard for Mathematics	thematics
Baseline Data:	Baseline data end 2018 In Year 1-8 77% (59/77) In Year 1-8 77% (30/39) In Year 1-8 73% (8/11)	Baseline data end 2018 In Year 1-8 77% (59/77) of students are achieving at or above School Standard in Mathematics In Year 1-8 77% (30/39) of Boys are achieving at or above School Standard in Mathematics In Year 1-8 73% (8/11) of Maori students are achieving at or above School Standard in Mathem	ng at or above Schoo at or above School St	Baseline data end 2018 In Year 1-8 77% (59/77) of students are achieving at or above School Standard in Mathematics In Year 1-8 77% (30/39) of Boys are achieving at or above School Standard in Mathematics In Year 1-8 73% (8/11) of Maori students are achieving at or above School Standard in Mathematics
Results	In Year's 4-8 of students 81% In Year's 4-8 of Boys 82% (18/ In Year's 4-8 of Maori Students		eving at or above the g at or about the schoachieving at or about	(38/47) are achieving at or above the school standard in Mathematics. (22) are achieving at or about the school standard in Mathematics (6/6) are achieving at or about the school standard in Mathematics
	Year 1 (All) Year 1 Boys Year 1 Maori	8/11 at or above the School Standard in Mathematics 3/6 at or above the School Standard in Mathematics 3/3 at or above the School Standard in Mathematics	ol Standard in Mathen Standard in Mathem Standard in Mathema	natics atics atics

10/14 at or above the School Standard in Mathematics 6/6 at or above the School Standard in Mathematics 1/2 at or above the School Standard in Mathematics.	3/5 at or above the School Standard in Mathematics 3/5 at or above the School Standard in Mathematics. 0/0 at or above the School Standard in Mathematics.	10/12 at or above the School Standard in Mathematics. 5/5 at or above the School Standard in Mathematics. 2/2 at or above the School Standard in Mathematics.	7/9 at or above the School Standard in Mathematics.2/4 at or above the School Standard in Mathematics.1/1 at or above the School Standard in Mathematics.	7/8 at or above the School Standard in Mathematics 4/4 at or above the School Standard in Mathematics. 0/0 at or above the School Standard in Mathematics.	8/10 at or above the School Standard in Mathematics. 4/4 at or above the School Standard in Mathematics. 12/2 at or above the School Standard in Mathematics.	6/8 at or above the School Standard in Mathematics 3/5 at or above the School Standard in Mathematics. 1/1 at or above the School Standard in Mathematics.	4/6 of students are achieving at or above School Standard in Mathematics 2/4 of Boys are achieving at or above School Standard in Mathematics 0/0 of Maori are achieving at or above School Standard in Mathematics	6/8 of students are achieving at or above School Standard in Mathematics 1/2 of Boys are achieving at or above School Standard in Mathematics 2/3 of Maori are achieving at or above School Standard in Mathematics
Year 2 (All) Year 2 Boys Year 2 Maori	Year 3 (All) Year 3 Boys Year 3 Maori	Year 4 (All) Year 4 Boys Year 4 Maori	Year 5 (All) Year 5 Boys Year 5 Maori	Year 6 (All) Year 6 Boys Year 6 Maori	Year 7 (All) Year 7 Boys Year 7 Maori	Year 8 (All) Year 8 Boys Year 8 Maori	Year 9 (All) Year 9 Boys Year 9- Maori	Year 10 (All) Year 10 Boys Year 10 Maori

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
We gained entry into the ALiM (Accelerated Learning in Mathematics project) This involve working with other	This involve working with other schools in the Marlborough Region.	. With PLD this has enable some teachers to trail new methods. Still some resistance to change	It is planned that we will use that strategies that were gained through the Alim project across years1-8
schools in the Mariborough Region. AliM project supported by the school with a management unit.	Led to staff commitment	Created a new commitment for PLD with ion the syndicate	Has led to shared resources and strategies within the syndicate.
Count together for programme for Year 1&3 parents	A five week programme that 6-7 families attended	Shared strategies between school and home	A continuation of sharing strategies between home and school
Rich tasks/Real life contexts	More in depth analysis of student voice.	Supporting and Scaffolding help for teachers This was extended into classrooms	Continuing to monitor and evaluate to strengthen the programme. Student voice formally included in Teacher Appraisal
The use of the Learning HUB across all 3-8 classes to provide children with target Learning.	School introduced chrome books in Years 3-8 to enable more children to access the hub	Additional PD for staff around the use of the hub.	Continue to develop
Student progress tracked regularly through formal meetings.	Targeted interventions for individual and small groups of children	More focusses PLD to support teachers	The ALiM (Accelerated Learning in Mathematics project) strategies shared within the syndicate
Identification of students who need acceleration	Use of teacher to work regularly (3xWeekly) with targeted children who need progress.	Individual children have intensive support to accelerated progress	Continue to provide additional support

Planning for next year:

Continue to enhance and build on the strategies that we have used in 2019. Continue to focus on individual students who need acceleration. 2020 annual goal will be focussed on Year 9 and 10. New enrolments in Year 9 support the need to focus on this area.



Analysis of Variance Reporting



291 School Number: Rai Valley Area School School Name:

Strategic Aim:	Students at RVAS are able to access the New Zealand Curriculum and will look for strategies to enhance opportunities.
Annual Aim:	Raising the achievement in Writing for Boys from Year's 3 -4.
Target:	85% of Boys in years 3-4 at or above the school standard for Writing
Baseline Data:	In Year 1-8 70% (55/77) of students are achieving at or above School Standard in Writing In Year 1-8 59% (23/39) of Boys are achieving at or above School Standard in Writing In Year 1-8 91% (10/11) of Maori students are achieving at or above School Standard in Writing
Results	In Year 3 &4 60% (6/10) boys achieved the school standard in Writing. Year 1 (All) 9/11 at or above the School Standard in Writing. Year 1 Boys 3/6 at or above the School Standard in Writing. Year 1 Maori 3/3 at or above the School Standard in Writing.

4/6 at or above the School Standard in Writing. 0/0 at or above the School Standard in Writing.	3/5 at or above the School Standard in Writing. 3/5 at or above the School Standard in Writing. 0/0 at or above the School Standard in Writing.	10/12 at or above the School Standard in Writing. 5/5 at or above the School Standard in Writing. 2/2 at or above the School Standard in Writing.	7/9 at or above the School Standard in Writing.2/4 at or above the School Standard in Writing.1/1at or above the School Standard in Writing.	8/9 at or above the School Standard in Writing. 2/4 at or above the School Standard in Writing. 0/0 at or above the School Standard in Writing.	8/10 at or above the School Standard in Writing. 4/4 at or above the School Standard in Writing. 2/2 at or above the School Standard in Writing.	6/8 at or above the School Standard in Writing. 3/5 at or above the School Standard in Writing. 1/1 at or above the School Standard in Writing.	
Year 2 Boys Year 2 Maori	Year 3 (All) Year 3 Boys Year 3 Maori	Year 4 (All) Year 4 Boys Year 4 Maori	Year 5 (All) Year 5 Boys Year 5 Maori	Year 6 (All) Year 6 Boys Year 6 Maori	Year 7 (All) Year 7 Boys Year 7 Maori	Year 8 (All) Year 8 Boys Year 8 Maori	

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Ongoing Moderation with in the School.	AsTTIe Moderation with in the school.	Shared PLD across the Pelorus Cluster	AsTTle PLD for teachers to ensure consistency.
Flexible Groupings based on needs.	Beginning of the year meetings with teachers of various levels.	Regular syndicate meetings to ensure that all staff are aware of student strengths and weaknesses.	Continue to build these relationships.
Effective Literacy Practices	Looking and using Research. Use of RLTB's to present at staff meetings. Use of MoE psychologist to share expertise.	Analysis of assessment Results. The use of student voice	Continue
Common Assessment practices used	More focus on assessment and identifying where students gaps where	Target students have made good progress	Targeted Literacy support by additional staffing and teacher aides
Targeted PLD with a focus on children with learning challenges	Focussed Staff professional Learning sessions held regularly throughout the year.	Coaching of syndicate Leader to build capacity.	Continue. Also target external PLD on Boys and Literacy.
	Use of whole school PLD for Autism and Dyslexia		Continue to develop knowledge for children who are below the standards
Regular monitoring of students	Testing throughout the year.	Thoughtful placing of testing and a variety of tests	Teacher PLD on e <u>-</u> asTTle
Planning for next year.			

To continue to embed Teaching Practices in Writing across the school with a particular focus for Year 3 and 4 students. The use of across the school activities with group writing in school house to raise the profile of writing. Continued Intervention by RTLBs and RT Lit for identified children Continued targeted intervention for individual students in1-1 programmes or small group learning. Use of Learning support co-ordinator to support children and their families. Continued use of Targeted Teacher Aids to support children's learning Continued staff PLD with Jenny Tebbutt on Autism and Dyslexia PLD for Year 1 - 4 teachers on phonics



Analysis of Variance Reporting

291

School Number:

Rai Valley Area School

eeSchool Name:



At the end of one year at school 85% of students were at or above the National Standard in Reading(8 students)after 40 weeks at school. It is expected that all students(100%) will make accelerated progress. Students at RVAS are able to access the New Zealand Curriculum and will look for strategies to enhance opportunities. After 40 weeks at school 83% (10/12)of students were at or above the School standard in Reading. All students made Acceleration of Reading for students after 40 weeks of school accelerated progress. Baseline Data: Strategic Aim: Annual Aim: Target:

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Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Engagement with families and Whanau.	Parent teacher interviews. Teachers available after school to talk with parents. Talking with preschool on Site. RTLB/ parent meetings. Principal build relationship with Whanau by showing parents around school. Information booklet for whanau of new entrants.	Teacher/whanau relationships well established. Use of school Facebook to share information and to keep parents informed.	More consistent monitoring of student progress Continuing to develop whanau relationships
Reading Together Programme	Programme ran at the beginning of the year.	Due to changes of staff it did not run again in term 4	Programme re-established with school funding Currently 5 families(7 children involved)
	Teacher only day with the Pelorus cluster	Sharing of practice with other new entrant teachers within the area.	Continue to strengthen within cluster relationships. Shared
Collaboration with in the syndicate and the identification of target children.	At syndicate meetings targeted children identified and all teacher share discussion on possible next steps. Use of RTLB for some interventions	Increased involvement of outside agencies eg CAMHS(Child and Adolescent Mental Health Services)	Teacher only Day end of term 1 Continue to build relationships with RTLB and other agencies to support children with specific needs.
Visit by Early Childhood students and teachers.			

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Continue to use strategies in 2020

Continue in 2020

Continue

time before their pre-school visits.

Continue to develop

Particularly useful for boys who are struggling to be school ready

investigate play based learning

Visits to other schools to

Targeted Teacher PLB focussed on

boys and literacy

Introduced some play based

learning activities

Introduction to new strategies

Students accelerate progress

Use of RT Lit to support individual Students

Use of Mrs Moore to work with small groups in a very targeted

way

Students made progress

Planning for next year:

are able as 4 year old to join the new entrants for short periods of

Childhood in Havelock. Children attending Rai Valley play group

Four Year old's become familiar with the school and their teacher

Regular visits by four year old's

and surroundings

Continue liaising with Early

To continue to embed play based learning. Continue with the additional support of RT Lit and Mrs Moore. Continue to use Targeted PLD for teacher Eg Phonics and Jenny Tebbutt Strategies

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MAIN ROAD, RAI VALLEY MARLBOROUGH 7156

Telephone: Facsimile: Email office:

Web address:

(03) 571 6016 (03) 571 6336 office@rai.school.nz www.rai.school.nz

2019 Kiwi Sport Funding Report

Kiwi Sport is a Government Funding initiative to support student's participation in organised sport.

Rai Valley Area School received \$1993.04 in 2019 (Excluding GST).

The funding was spent on employing a Sport Fit Co-ordinator.

The number of students that participated in organised sport was 121 students.



INDEPENDENT AUDIT REPORT TO THE READERS OF RAI VALLEY AREA SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Rai Valley Area School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, 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 3 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:
 - financial position as at 31 December 2019; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 18 June 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

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 Analysis of Variance, Kiwisport notice and Board of Trustees listing, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.

& DOO Clubb

Warren Johnstone BDO Christchurch

On behalf of the Auditor-General Christchurch, New Zealand