



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 291

Principal: Maree Furness

School 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 2021

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Rai Valley Area School

Statement of Responsibility

For the year ended 31 December 2021

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

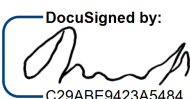
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the School.

The School's 2021 financial statements are authorised for issue by the Board.

Tony O'Donnell

Full Name of Presiding Member

DocuSigned by:

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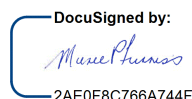
Signature of Presiding Member

30 May 2022

Date:

Maree Furness

Full Name of Principal

DocuSigned by:

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Signature of Principal

30 May 2022

Date:

Rai Valley Area School

Members of the Board

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expired/ Expires
Tony O'Donnell	Presiding Member	Elected	Sep 2022
Maree Furness	Principal ex Officio		
Jamie Knight	Parent Representative	Elected	Sep 2022
Tania Billingsley	Parent Representative	Co-opted	May 2021
Nadine Maisey	Parent Representative	Co-opted	Sep 2022
Justin Morrison	Parent Representative	Elected	Sep 2022
Gabrielle Pooley	Parent Representative	Elected	Sep 2022
Renee Jope	Staff Representative	Elected	Sep 2022
Katie Roeske	Student Representative	Elected	Sep 2021

Rai Valley Area School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Revenue				
Government Grants	2	2,105,180	1,930,723	2,013,075
Locally Raised Funds	3	70,630	53,850	50,310
Interest Income		5,039	4,500	14,561
		<u>2,180,849</u>	<u>1,989,073</u>	<u>2,077,946</u>
Expenses				
Locally Raised Funds	3	9,775	14,200	3,391
Learning Resources	4	1,643,168	1,441,344	1,404,425
Administration	5	169,497	142,702	141,023
Finance		1,438	300	1,137
Property	6	493,134	420,219	410,013
Depreciation	10	54,406	48,000	53,968
Loss on Disposal of Property, Plant and Equipment		327	-	411
		<u>2,371,745</u>	<u>2,066,765</u>	<u>2,014,368</u>
Net (Deficit)/Surplus for the year		(190,896)	(77,692)	63,578
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(190,896)</u>	<u>(77,692)</u>	<u>63,578</u>

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

Rai Valley Area School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		998,691	998,691	924,029
Total comprehensive revenue and expense for the year		(190,896)	(77,692)	63,578
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	(15,000)	11,084
Contribution from Owner - Solar Power & Principal's Office/LSC Upgrade		(99,400)	-	-
Equity at 31 December		708,395	905,999	998,691
Retained Earnings		708,395	905,999	998,691
Equity at 31 December		708,395	905,999	998,691

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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	163,597	3,328	3,020
Accounts Receivable	8	109,896	94,662	94,662
GST Receivable		24,362	4,048	4,048
Prepayments		18,163	27,171	27,171
Investments	9	318,845	357,190	498,190
Funds owing for Capital Works Projects	16	-	104,918	104,918
		634,863	591,317	732,009
Current Liabilities				
Accounts Payable	11	248,757	165,626	165,626
Provision for Cyclical Maintenance	12	73,730	-	-
Painting Contract Liability	13	-	16,285	16,285
Finance Lease Liability	14	10,506	7,728	7,728
Funds held in Trust	15	4,476	4,779	4,779
Funds held for Capital Works Projects	16	50,996	-	-
		388,465	194,418	194,418
Working Capital Surplus/(Deficit)		246,398	396,899	537,591
Non-current Assets				
Property, Plant and Equipment	10	519,189	574,565	524,565
		519,189	574,565	524,565
Non-current Liabilities				
Provision for Cyclical Maintenance	12	44,750	39,373	37,373
Painting Contract Liability	13	-	16,285	16,285
Finance Lease Liability	14	12,442	9,807	9,807
		57,192	65,465	63,465
Net Assets		708,395	905,999	998,691
Equity		708,395	905,999	998,691

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 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		557,195	559,469	527,332
Locally Raised Funds		70,230	53,850	50,210
Goods and Services Tax (net)		(20,314)	-	(2,310)
Payments to Employees		(405,071)	(265,823)	(296,828)
Payments to Suppliers		(209,898)	(379,388)	(272,105)
Interest Received		5,445	4,500	15,120
Net cash (to) /from Operating Activities		(2,413)	(27,392)	21,419
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(31,718)	(98,000)	(55,008)
Purchase of Investments		-	-	(970)
Proceeds from Sale of Investments		179,345	141,000	-
Net cash from/(to) Investing Activities		147,627	43,000	(55,978)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(15,000)	11,084
Distribution of Equity		(99,400)	-	-
Finance Lease Payments		(8,278)	(300)	(8,747)
Painting Contract Payments		(32,570)	-	(32,570)
Funds Administered on Behalf of Third Parties		155,611	-	(188,635)
Net cash from/(to) Financing Activities		15,363	(15,300)	(218,868)
Net increase/(decrease) in cash and cash equivalents		160,577	308	(253,427)
Cash and cash equivalents at the beginning of the year	7	3,020	3,020	256,447
Cash and cash equivalents at the end of the year	7	163,597	3,328	3,020

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 Statement of Cash Flows 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

For the year ended 31 December 2021

1. Statement of Accounting Policies

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 and Training Act 2020. 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

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 and Training Act 2020 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'.

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.

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 12.

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 disclosed at note 10.

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.

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

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. Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

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 (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

1.8. 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.

1.9. 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.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10 - 75 years
Furniture and equipment	5 - 15 years
Information and communication technology	4 - 5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.10. 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.

1.11. 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.

1.12. 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

1.13. 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.

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

1.14. 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.

1.15. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts 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.

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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

1.17. Financial Instruments

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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, painting contract liability 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. Borrowings

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

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

1.19. 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.

1.20. Budget Figures

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

1.21. 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

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	463,477	426,866	435,747
Teachers' Salaries Grants	1,311,774	1,141,778	1,176,573
Use of Land and Buildings Grants	220,999	220,999	294,428
Other MoE Grants	80,267	121,480	72,298
Other Government Grants	28,663	19,600	34,029
	<u>2,105,180</u>	<u>1,930,723</u>	<u>2,013,075</u>

The School has opted in to the donations scheme for this year. Total amount received was \$18,450 (2020: \$16,350).

3. Locally Raised Funds

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

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	13,282	1,000	2,941
Fees for Extra Curricular Activities	-	3,500	1,511
Trading	1,385	1,000	1,749
Fundraising & Community Grants	384	-	1,188
Other Revenue	55,579	48,350	42,921
	<u>70,630</u>	<u>53,850</u>	<u>50,310</u>
Expenses			
Extra Curricular Activities Costs	6,989	13,200	1,709
Trading	2,786	1,000	747
Fundraising & Community Grant Costs	-	-	935
	<u>9,775</u>	<u>14,200</u>	<u>3,391</u>
	<u>60,855</u>	<u>39,650</u>	<u>46,919</u>

Surplus / (Deficit) for the year Locally raised funds

4. Learning Resources

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	76,757	131,366	44,207
Equipment Repairs	6,252	400	-
Information and Communication Technology	4,741	8,400	3,548
Library Resources	2,058	1,900	(289)
Employee Benefits - Salaries	1,546,703	1,278,278	1,349,331
Staff Development	6,657	21,000	7,628
	<u>1,643,168</u>	<u>1,441,344</u>	<u>1,404,425</u>

5. Administration

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	5,750	1,602	3,401
Board Fees	4,665	6,000	3,590
Board Expenses	6,818	8,000	12,247
Communication	4,676	5,500	4,826
Consumables	13,977	9,750	9,091
Other	27,588	31,950	24,825
Employee Benefits - Salaries	72,810	52,800	62,403
Insurance	16,165	14,000	11,329
Service Providers, Contractors and Consultancy	17,048	13,100	9,311
	<u>169,497</u>	<u>142,702</u>	<u>141,023</u>

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,770	8,250	8,803
Consultancy and Contract Services	-	8,120	-
Cyclical Maintenance Provision	68,322	2,000	(109,192)
Grounds	4,141	3,200	2,590
Heat, Light and Water	23,144	16,000	25,833
Repairs and Maintenance	54,959	74,650	102,721
Use of Land and Buildings	220,999	220,999	294,428
Security	6,979	2,000	2,012
Employee Benefits - Salaries	106,820	85,000	82,818
	<u>493,134</u>	<u>420,219</u>	<u>410,013</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% 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. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	163,597	3,328	3,020
Cash and cash equivalents for Statement of Cash Flows	<u>163,597</u>	<u>3,328</u>	<u>3,020</u>

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

Of the \$163,597 Cash and Cash Equivalents, and \$318,845 Investments, \$186,745 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	500	100	100
Receivables from the Ministry of Education	-	-	-
Interest Receivable	946	1,352	1,352
Teacher Salaries Grant Receivable	108,450	93,210	93,210
	<u>109,896</u>	<u>94,662</u>	<u>94,662</u>
Receivables from Exchange Transactions	1,446	1,452	1,452
Receivables from Non-Exchange Transactions	108,450	93,210	93,210
	<u>109,896</u>	<u>94,662</u>	<u>94,662</u>

9. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	318,845	357,190	498,190
Total Investments	<u>318,845</u>	<u>357,190</u>	<u>498,190</u>

10. Property, Plant and Equipment

	Opening					
	Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2021						
Building Improvements	394,113	-	-	-	(11,914)	382,199
Furniture and Equipment	47,380	19,898	-	-	(13,307)	53,971
Information and Communication Technology	21,370	9,137	-	-	(8,275)	22,232
Motor Vehicles	27,950	-	-	-	(7,129)	20,821
Leased Assets	17,684	16,689	-	-	(11,359)	23,014
Library Resources	16,068	3,633	(327)	-	(2,422)	16,952
Balance at 31 December 2021	<u>524,565</u>	<u>49,357</u>	<u>(327)</u>	<u>-</u>	<u>(54,406)</u>	<u>519,189</u>

The net carrying value of equipment held under a finance lease is \$23,014 (2020: \$17,684)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	717,465	(335,266)	382,199	717,465	(323,352)	394,113
Furniture and Equipment	296,189	(242,218)	53,971	276,291	(228,911)	47,380
Information and Communication Technology	221,885	(199,653)	22,232	212,747	(191,377)	21,370
Motor Vehicles	67,473	(46,652)	20,821	67,473	(39,523)	27,950
Leased Assets	38,027	(15,013)	23,014	38,156	(20,472)	17,684
Library Resources	133,853	(116,901)	16,952	132,926	(116,858)	16,068
Balance at 31 December	1,474,892	(955,703)	519,189	1,445,058	(920,493)	524,565

11. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	115,494	47,864	47,864
Accruals	4,000	3,401	3,401
Banking Staffing Overuse	-	8,477	8,477
Employee Entitlements - Salaries	118,552	93,210	93,210
Employee Entitlements - Leave Accrual	10,711	12,674	12,674
	<u>248,757</u>	<u>165,626</u>	<u>165,626</u>
Payables for Exchange Transactions	248,757	165,626	165,626
	<u>248,757</u>	<u>165,626</u>	<u>165,626</u>

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	37,373	37,373	146,565
Increase/ (decrease) to the Provision During the Year	28,935	2,000	27,568
Adjustment to the Provision	113,117	-	(136,760)
Use of the Provision During the Year	(60,945)	-	-
Provision at the End of the Year	<u>118,480</u>	<u>39,373</u>	<u>37,373</u>
Cyclical Maintenance - Current	73,730	-	-
Cyclical Maintenance - Term	44,750	39,373	37,373
	<u>118,480</u>	<u>39,373</u>	<u>37,373</u>

13. Painting Contract Liability

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Due within one year	-	16,285	16,285
Due after one year	-	16,285	16,285
	<u>-</u>	<u>32,570</u>	<u>32,570</u>

In 2021 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2022, with regular maintenance in subsequent years. The agreement has an annual commitment of \$18,905. 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 previous 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.

14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	11,607	8,027	8,027
Later than One Year and no Later than Five Years	13,008	9,879	9,879
Future Finance Charges	(1,667)	(371)	(371)
	<u>22,948</u>	<u>17,535</u>	<u>17,535</u>
Represented by:			
Finance lease liability - Current	10,506	7,728	7,728
Finance lease liability - Term	12,442	9,807	9,807
	<u>22,948</u>	<u>17,535</u>	<u>17,535</u>

15. Funds Held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	4,476	4,779	4,779
	<u>4,476</u>	<u>4,779</u>	<u>4,779</u>

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.

16. 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:

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Principal Office & LSC - project 218987	(83,913)	18,684	-	65,229	-
Junior Block Development - project 226720	(21,005)	427,877	(322,365)	-	84,507
Roofing Cladding - project 226717	-	62,079	(62,079)	-	-
Electrical Upgrade - project 226718	-	19,337	(19,337)	-	-
Solar Power - project 227041	-	65,937	(100,108)	34,171	-
Alteration Deck & Roof - project 227244	-	120,000	(120,000)	-	-
SIP: Playing court resurfacing skateboard ramp - project 225719	-	66,183	(80,694)	-	(14,511)
Makos Project - Rugby field improvements	-	-	(19,000)	-	(19,000)
Totals	<u>(104,918)</u>	<u>780,097</u>	<u>(723,583)</u>	<u>99,400</u>	<u>50,996</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	84,507
Funds Due from the Ministry of Education	<u>(33,511)</u>
	<u>50,996</u>

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE swimming pool	1,197	-	(1,197)	-	-
Tech block upgrade	(30,374)	-	30,374	-	-
Dispersal project	77,298	11,229	(88,527)	-	-
LED lights	23,669	-	(23,669)	-	-
Outdoor Area (roof over seating)	11,927	4,020	(15,947)	-	-
Principal Office & LSC - project 218987	-	73,000	(156,913)	-	(83,913)
Junior Block Development - contract 226720	-	-	(21,005)	-	(21,005)
Totals	<u>83,717</u>	<u>88,249</u>	<u>(276,884)</u>	<u>-</u>	<u>(104,918)</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	4,665	3,590
<i>Leadership Team</i>		
Remuneration	440,477	435,638
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	445,142	439,228

There are eight members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has Finance (four members) and Property (five members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	120 - 130
Benefits and Other Emoluments	0 - 5	0 - 5
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	2021 FTE Number	2020 FTE Number
100 -110	1.00	1.00
110 -120	1.00	1.00
	2.00	2.00

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee 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:

	2021 Actual \$	2020 Actual \$
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contract agreements for capital works.

(a) Contract to have the Junior Block Classroom & Toilet upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$427,877 has been received of which \$343,370 has been spent on the project to balance date. This project has been approved by the Ministry; and

(b) Contract for the Playing court resurfacing skateboard ramp as agent for the Ministry of Education. This project is fully funded by the Ministry and \$66,183 has been received of which \$80,694 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments in relation to Ministry projects at 31 December 2020: \$82,000)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	163,597	3,328	3,020
Receivables	109,896	94,662	94,662
Investments - Term Deposits	318,845	357,190	498,190
Total Financial assets measured at amortised cost	592,338	455,180	595,872

Financial liabilities measured at amortised cost

Payables	248,757	165,626	165,626
Finance Leases	22,948	17,535	17,535
Painting Contract Liability	-	32,570	32,570
Total Financial liabilities measured at amortised Cost	271,705	215,731	215,731

23. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

24. Comparatives

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

25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

There was a variation in roll numbers due to parental anxiety. There was also increased expenses due to additional cleaning hours and materials.



RAI VALLEY AREA SCHOOL
6700 STATE HIGHWAY 6
RD 2, RAI VALLEY
MARLBOROUGH 7194

TELEPHONE: (03) 571 6016
EMAIL: office@rai.school.nz
WEB ADDRESS: www.rai.school.nz

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

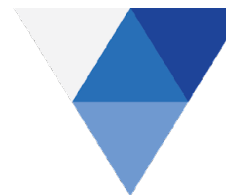
Rai Valley Area School received \$2145.96 2021 (Excluding GST).

Kiwisport Y1 - Y8	\$1,207.00
Kiwisport Y9 - Y13	\$ 938.96
	\$2145.96 EXC GST

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

The number of students that participated in organised sport was 123 students.

Analysis of Variance Reporting



School Name:	Rai Valley Area School	School Number:	291
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Strategic Aim:	<p>To implement a curriculum framework that is designed to empower learners to grow their skills, interests, and is designed to empower learners</p> <p>Student Achievement</p>
Annual Aim:	<ul style="list-style-type: none"> Acceleration of Reading for students after 40 weeks of school Improve the achievement in Reading for Year 2 students in 2021 All students in Years 1&2 will make accelerated progress
Target: Goal 1	<ul style="list-style-type: none"> At the end of one year at school 80% (8/10) will be achieving of students were at or above the curriculum standard in reading. It is expected that all students (100%) will make accelerated progress 100% (7/7) of students in Year 2 will be at or above the curriculum standard in reading. It is expected that all students (100%) will make accelerated progress
Baseline Data:	<ul style="list-style-type: none"> 1/7 students were at the expected curriculum standard at the end of 2020 Boys: 1/2 at the curriculum standard 0 Maori students in the group who had been at school for 40 weeks
Results:	<ul style="list-style-type: none"> After 40 weeks at school 4/7 (57%) of students were at or above the curriculum standard in reading. All students made accelerated progress 2/3 (67%) Boys were at the curriculum standard in reading 1/1 Maori students were at the expected curriculum standard 6/7(86%) of Students in Year 2 were at or above the curriculum level 2/2 Boys were at the curriculum standard in reading 0 Maori students in this group



Tātaritanga raraunga

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Continue to review Teaching strategies</p> <p>Continue to Monitor student progress</p> <p>Improved opportunities for student to read</p> <p>Work with Whanau to share individual goals</p>	<p>Regular discussion and review of teaching strategies focussed on improving reading</p> <p>Look for appropriate PD for specific strategies to identify learning needs Better start to Literacy Formative assessment for reading Mrs Moore worked with Year 1&2 Students to accelerate progress</p> <p>Re-introduce buddy Reading to build competency</p> <p>Granny reading</p> <p>Develop Rai Learning plans to for all students below or well below the standard</p>	<p>More consistent monitoring of student progress</p> <p>Best Start to Literacy Postponed for 2021 All students made progress</p> <p>Prior to Lock down the Years 5&6 students were buddy reader's weekly</p> <p>Rosemary, Weekly. This was interrupted by COVID</p> <p>Some learning plans developed with Whanau. The interruptions of COVID and social challenges meant this was not completed</p> <p>Some whanau struggled with learning during lockdowns</p>	<p>2022 Best Start to literacy with Learning Support Co-Ordinator as well as Years 1&2 Teacher has gone ahead</p> <p>Continue this in 2022</p> <p>Continue this in 2022</p> <p>Continuing to develop whanau relationships</p>

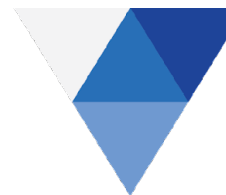


Tātaritanga raraunga

Planning for next year:

- Continue with a Goal of 85% at the school standard at the end of 2022
- However, widen the target group to included students who have completed 40 weeks of school to year 4
- The change of staffing for years 1-4, with Mrs Moore teaching Years 3&4
- Continue with buddy Reading to build competency
- Granny reading with Rosemary now we are out of lock down
- LSC to work with Year
- 1&2's with a focus on dyslexia and learning needs and to develop individual learning plans
- Develop Rai Learning plans to for all students below or well below the standard
- The use of See-Saw to enhance communication with families
- The LSC and Year 1&2 participate in Best Start for Literacy Programme'
- Mrs Davies is going to undertake the in reading recovery Training. She will work with selected children to accelerate their reading

Analysis of Variance Reporting



School Name:	Rai Valley Area School	School Number:	291
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Strategic Aim:	To implement a curriculum framework that is designed to empower learners to grow their skills, interests, and is designed to empower learners											
	Student Achievement											
Annual Aim:	<ul style="list-style-type: none">Raising the achievement in Writing for Boys from Year’s 3 -10 during 2021											
Target:	Goal 2	<ul style="list-style-type: none">75% (72/85) of students in Year’s 3-10 will be at or above the Curriculum Standard for Writing by the end of Term 475% (28 /38) of Boys will be at or above the Curriculum Standard for Writing by the end of Term 475% (11/15) of Maori students will be at or above the Curriculum Standard for Writing by the end of Term 4										
Baseline Data:	In 2020 <ul style="list-style-type: none">61% (51) of students in Year’s 3-10 were at or above the School Standard for Writing60% of Boys in Year’s 3-10 were at or above the School Standard for Writing54% (7/13) of Maori students in Year’s 3-10 were at or above the School Standard for Writing											
Results:	In 2021 <table><tr><td>Year 3 to10</td><td>53/82 (60%)</td><td>achieved the School Standard in Writing</td></tr><tr><td>Year 3 to10</td><td>17/35 (49%)</td><td>of boys achieved the School Standard in Writing</td></tr><tr><td>Year 3 to10</td><td>8/12 (66%)</td><td>of Maori Students achieved the School Standard in Writing</td></tr></table>			Year 3 to10	53/82 (60%)	achieved the School Standard in Writing	Year 3 to10	17/35 (49%)	of boys achieved the School Standard in Writing	Year 3 to10	8/12 (66%)	of Maori Students achieved the School Standard in Writing
Year 3 to10	53/82 (60%)	achieved the School Standard in Writing										
Year 3 to10	17/35 (49%)	of boys achieved the School Standard in Writing										
Year 3 to10	8/12 (66%)	of Maori Students achieved the School Standard in Writing										

Tātaritanga raraunga

Results:

Year 1 (All) & NE	9/10	at or above the School Standard in Writing
Year 1 Boys	5/5	at or above the School Standard in Writing
Year 1 Maori	1/1	at or above the School Standard in Writing
Year 2 (All)	6/7	at or above the School Standard in Writing
Year 2 Boys	2/2	at or above the School Standard in Writing
Year 2 Maori	0	Students
Year 3 (All)	0/4	at or above the School Standard in Writing
Year 3 Boys	0/4	at or above the School Standard in Writing
Year 3 Maori	0/1	at or above the School Standard in Writing
Year 4 (All)	9/12	at or above the School Standard in Writing
Year 4 Boys	2/5	at or above the School Standard in Writing
Year 4 Maori	1/1	at or above the School Standard in Writing
Year 5 (All)	2/7	at or above the School Standard in Writing
Year 5 Boys	2/7	at or above the School Standard in Writing
Year 5 Maori	0/1	at or above the School Standard in Writing
Year 6 (All)	9/11	at or above the School Standard in Writing
Year 6 Boys	4/5	at or above the School Standard in Writing
Year 6 Maori	0/2	at or above the School Standard in Writing
Year 7 (All)	5/12	at or above the School Standard in Writing
Year 7 Boys	0/2	at or above the School Standard in Writing
Year 7 Maori	2/3	at or above the School Standard in Writing
Year 8 (All)	11/12	at or above the School Standard in Writing
Year 8 Boys	2/6	at or above the School Standard in Writing
Year 8 Maori	1/2	at or above the School Standard in Writing



Tātaritanga raraunga

	Year 9 (All)	11/13	at or above the School Standard in Writing
	Year 9 Boys	4/5	at or above the School Standard in Writing
	Year 9 Maori	1/1	at or above the School Standard in Writing
	Year 10 (All)	9/11	at or above the School Standard in Writing
	Year 10 Boys	3/5	at or above the School Standard in Writing
	Year 10 Maori	6/6	at or above the School Standard in Writing

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
E AsTTle testing	AsTTle Moderation with in the school	Shared PLD across the Pelorus Cluster	AsTTle PLD for teachers to ensure consistency
Analysis of data	Initial sharing of information across the Pelorus Cluster	Delayed PLD until the end of November	Assessment for learning is a key focus for 2022
	This has begun under NFL		Targeted PLD across the Kahui Ako
Create Writing progressions tracking sheet (check list)	This has been completed but has not been in use yet	COVID delayed the work around the meetings for staff to work on this. This was also impacted by staff changes	Writing progressions to be implemented in 2022
Up skill staff teaching practices through targeted PLD	Some staff attended Sheena Cameron training	Murray Gadd was postponed until the beginning Term3 (from the beginning of Term 1.)	Continue to use PLD to support students Writing
External PLD	Full school teacher only day with Murray Gadd for whole school Writing		



Tātaritanga raraunga

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Peer observations & Feedback Internal PD by confident staff</p> <p>Focus on at risk students</p> <p>Apply effective strategies to small groups(skills) One on one or small groups</p> <p>Use of Learning Support Co-ordinator to develop expertise</p>	<p>There was some. The learning support co-ordinator worked with individual staff as well as students</p> <p>AB, PM and teacher Aides worked with individuals and small groups to Support students</p> <p>Target students were identified</p> <p>Use of whole school PLD for Autism and Dyslexia</p>	<p>Delayed PLD made this difficult to be a whole school focus but definitely a primary syndicate focus</p> <p>Target students have made good progress</p> <p>Target students have made good progress Has been a focus of whole school PLD</p>	<p>Continue to build these relationships Regular syndicate meetings to ensure that all staff are aware of student strengths and weaknesses</p> <p>Use of RTLB and RTLM Lit to support individual learners</p> <p>Each teacher in Year1-10 have identified target students for Writing</p> <p>New staff have bought new expertise</p> <p>Continue to develop knowledge for and use LSC expertise</p>

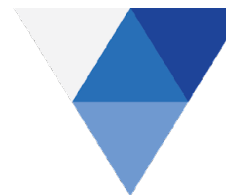


Tātaritanga raraunga

Planning for next year:

- To continue to embed Teaching Practices in Writing across the school with a particular focus for Year 1-10 students
- Continued targeted intervention for individual students in 1-1 programmes or small group learning
- KD lead staff in assessment for Learning practices from Kahui Ako PLD
- Access and share staff expertise particularly those with Literacy expertise
- Continued Intervention by RTLBs and RT Lit for identified children
- Strengthening the Pelorus Cluster relationship for our primary syndicate. Build on the use of the Hub within the primary classes to support student agency
- Continued use of Targeted Teacher Aids to support children's learning
- Use of Learning Support Co-ordinator to develop expertise for teacher's particularly in working with students with Autism and Dyslexia
- Use of Learning Support Co-ordinator to support children and their families

Analysis of Variance Reporting



School Name:	Rai Valley Area School	School Number:	291
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Strategic Aim:	To implement a curriculum framework that is designed to empower learners to grow their skills, interests, and is designed to empower learners Student Achievement											
Annual Aim:	To improve the achievement of year 9 sand 10 students mathematical achievement											
Target:	Goal 3	70% (16/21) of Years 9 & 10 students will be at or above the School Standard by the end of Term 4										
Baseline Data:	At the beginning of 2021 <ul style="list-style-type: none">48% (10/21) Students were at or above the Curriculum Standard in Mathematics44% (4/9) Boys were at or above the Curriculum Standard in Mathematics33% (2/6) Maori Students were at the Curriculum Standard in Mathematics											
Results:	In 2021 <table><tr><td>Year 9 to10</td><td>11/22 (50%)</td><td>Achieved the School Standard in Mathematics</td></tr><tr><td>Year 9 to10</td><td>5/9 (56%)</td><td>Boys achieved the School Standard in Mathematics</td></tr><tr><td>Year 9 to10</td><td>3/3 (100%)</td><td>Maori Students achieved the School Standard in Mathematics</td></tr></table>			Year 9 to10	11/22 (50%)	Achieved the School Standard in Mathematics	Year 9 to10	5/9 (56%)	Boys achieved the School Standard in Mathematics	Year 9 to10	3/3 (100%)	Maori Students achieved the School Standard in Mathematics
Year 9 to10	11/22 (50%)	Achieved the School Standard in Mathematics										
Year 9 to10	5/9 (56%)	Boys achieved the School Standard in Mathematics										
Year 9 to10	3/3 (100%)	Maori Students achieved the School Standard in Mathematics										

Tātaritanga raraunga

Results:

Year 1 (All) & NE	3/10	at or above the School Standard in Writing
Year 1 Boys	1/5	at or above the School Standard in Writing
Year 1 Maori	0/1	at or above the School Standard in Writing
Year 2 (All)	5/7	at or above the School Standard in Writing
Year 2 Boys	1/2	at or above the School Standard in Writing
Year 2 Maori	0	Students
Year 3 (All)	1/4	at or above the School Standard in Writing
Year 3 Boys	1/4	at or above the School Standard in Writing
Year 3 Maori	1/1	at or above the School Standard in Writing
Year 4 (All)	10/12	at or above the School Standard in Writing
Year 4 Boys	4/5	at or above the School Standard in Writing
Year 4 Maori	1/1	at or above the School Standard in Writing
Year 5 (All)	3/7	at or above the School Standard in Writing
Year 5 Boys	3/5	at or above the School Standard in Writing
Year 5 Maori	0/1	at or above the School Standard in Writing
Year 6 (All)	10/11	at or above the School Standard in Writing
Year 6 Boys	4/5	at or above the School Standard in Writing
Year 6 Maori	1/1	at or above the School Standard in Writing
Year 7 (All)	8/12	at or above the School Standard in Writing
Year 7 Boys	0/2	at or above the School Standard in Writing
Year 7 Maori	2/3	at or above the School Standard in Writing
Year 8 (All)	11/12	at or above the School Standard in Writing
Year 8 Boys	5/6	at or above the School Standard in Writing
Year 8 Maori	2/2	at or above the School Standard in Writing



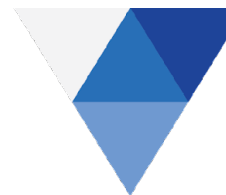
Tātaritanga raraunga

Year 9 (All)	6/11	at or above the School Standard in Writing
Year 9 Boys	3/4	at or above the School Standard in Writing
Year 9 Maori	1/1	at or above the School Standard in Writing
Year 10 (All)	5/11	at or above the School Standard in Writing
Year 10 Boys	2/5	at or above the School Standard in Writing
Year 10 Maori	1/2	at or above the School Standard in Writing

Planning for next year:

- To appoint a permanent maths teacher
- To manage the delivery of the maths curriculum in Term 1 by teachers who are qualified
- Give year 10 students the opportunity to gain NCEA numeracy credits
- To support the development of the new NCEA numeracy standards

Analysis of Variance Reporting



School Name:	Rai Valley Area School	School Number:	291
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Strategic Aim:	To implement a curriculum framework that is designed to empower learners to grow their skills, interests, and is designed to empower learners
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: Goal 4	A Goal of 50% Year 11 Students in 2021 to gain Merit or Excellence endorsements and 3/5 year Students gain an Excellence or Merit endorsement at level 2
Baseline Data:	In 2020 (6/7) Students achieved an endorsement at level 1 (5/5) Girls received endorsement of Merit or Excellence (1/1) Maori Students achieved an endorsement
Results:	8/8 Year 11 Students gained NCEA level 1 5/5 Year 12 Students gained NCEA Level 2 3/8 Students gained a merit endorsement at level 1 0/2 Maori Students gained an endorsement at Level 1 (there were 0 Maori Students at level 2) 2/5 Students gained an excellence endorsement at Level 2



Tātaritanga raraunga

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>90% attendance</p> <p>Build on a shared understanding of Student progress and achievement</p> <p>Identify/ present learning outcomes (goals) in A/M/E</p> <p>Provide regular tracking sheets to Students and to Whanau</p> <p>Student centred Learning IEP's where necessary</p> <p>One of one tutoring</p>	<p>In Year 11 8/9 Students had 90% attendance or more</p> <p>(One Student left during the year due to non-attendance)</p> <p>Year 12 4/5 had 90% greater than 90% attendance</p> <p>Year 13 3/6 Students had than 90% attendance</p> <p>This was a focus within classes but not over the wider co-hort</p> <p>Sharing of progress at regular parent meetings</p> <p>This only happened in Term 4 and was not regular</p> <p>Individual Plan/goal setting for each Student</p> <p>Students were able to follow subjects that interested</p>	<p>We reached our target. However, COVID has made this challenging</p> <p>Whanau have a greater awareness of Student progress later in the year</p> <p>This happened prior to COVID and was revisited at report time</p> <p>Students were able to follow subjects that interested</p>	<p>This needs to continue as a focus for 2022 especially with Year 11</p> <p>Kamar, fortnightly print outs to follow up by FT</p> <p>Reporting of attendance on Reports</p> <p>Regular communication with home</p> <p>Need for greater whanau involvement earlier in the year</p> <p>Continue in 2022</p> <p>Continue in 2022</p>

Tātaritanga raraunga

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Individual Curriculum opportunities (eg NetNZ)	<p>Continue with individualised programmes. Explore using NETNZ as a way of meeting individual needs</p> <p>Staff NCEA Art with a Specialist Teacher</p> <p>Careers Road Show postponed until 2021</p> <p>Gave students who needed it to have additional support</p>	<p>Teachers worked hard to adapt and adopt new programmes</p> <p>All students gained endorsements</p> <p>Established a relationship with Marlborough Chamber of Commerce Careers Advisor</p> <p>Students had further opportunity for success</p> <p>Really valuable for those students impacted by COVID</p>	<p>Continue with individualised programmes. Explore using NETNZ as a way of meeting individual needs. Continue Art</p> <p>Continue in 2022</p> <p>Continue in 2022</p> <p>Continue in 2022</p> <p>Continue in 2022</p>
Planning for next year:			
<ul style="list-style-type: none"> ➤ A Goal of Year 11 Students in 2022 in 2022 to gain endorsements and 2/ 5 year Students gain an endorsement at level 2 ➤ Continue to focus on the individuation of programmes for senior Students. The use of School Net NZ and Te Kura to widen the curriculum opportunities for senior courses and to provide provision for NCEA Art. To continue to work closely with the COL and TOSI schools to enhance curriculum and moderation practices. Continue to employ a teacher to deliver NCEA Art ➤ Continue to set goals around NCEA Endorsements at Level 1 and 2 with Students ➤ Share with and update parents using the online target /goal setting sheets 			

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RAI VALLEY AREA SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

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 [18], that comprise the statement of financial position as at 31 December 2021, 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 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board 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 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board 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's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board 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 school 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 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 is responsible for the other information. The other information comprises the statement of responsibility, members of board, analysis of variance and kiwisport reports, but does not include the financial statements, and our auditor's report thereon.

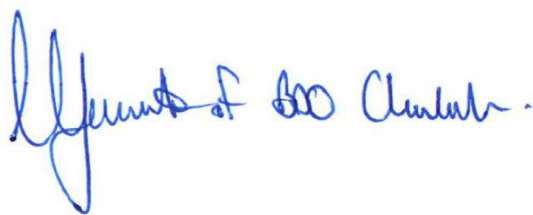
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.

A handwritten signature in blue ink, appearing to read 'Warren Johnstone', followed by a horizontal line.

Warren Johnstone
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand