



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**

**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](mailto:office@rai.school.nz)

# RAI VALLEY AREA SCHOOL

Annual Report - For the year ended 31 December 2022

## Index

Page	Statement
------	-----------

### Financial Statements

<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 18</a>	Notes to the Financial Statements

### Other Information

Analysis of Variance

Kiwisport

Statement of Compliance with Employment Policy

Independent Auditor's Report

# Rai Valley Area School

## Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the School.

The School's 2022 financial statements are authorised for issue by the Board.

Jamie Knight

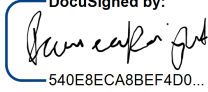
Maree Furness

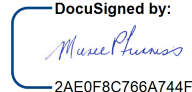
---

Full Name of Presiding Member

---

Full Name of Principal

DocuSigned by:  
  
540E8ECA8BEF4D0...

DocuSigned by:  
  
2AE0F8C766A744E...

---

Signature of Presiding Member

---

Signature of Principal

06 June 2023

06 June 2023

---

Date:

---

Date:

# Rai Valley Area School

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Tony O'Donnell	Presiding Member	Elected	Sep 2022
Maree Furness	Principal ex Officio		
Jamie Knight	Parent Representative Presiding Member	Elected Elected	Sep 2022 Sep 2025
Nadine Maisey	Parent Representative	Co-opted	Sep 2022
Justin Morrison	Parent Representative	Elected	Sep 2025
Gabrielle Pooley	Parent Representative	Elected	Sep 2022
Renee Jope	Staff Representative	Elected	Sep 2022
Aria Shallcrass	Student Representative	Elected	Sep 2022
Fraser Hill	Student Representative	Elected	Sep 2025
Tania Billingsley	Parent Representative	Elected	Sep 2025
Glen Hatcher	Parent Representative	Elected	Sep 2025
Sarah Hope	Parent Representative	Elected	Sep 2025
Kristen Aldridge	Parent Representative	Elected	Sep 2025
Jessica Massey	Staff Representative	Elected	Sep 2025

# Rai Valley Area School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	2,511,100	1,972,081	2,105,180
Locally Raised Funds	3	83,859	66,950	70,630
Interest Income		7,742	4,000	5,039
		<u>2,602,701</u>	<u>2,043,031</u>	<u>2,180,849</u>
<b>Expenses</b>				
Locally Raised Funds	3	11,603	11,200	9,775
Learning Resources	4	1,889,474	1,506,228	1,697,574
Administration	5	171,051	184,400	169,497
Finance		1,101	300	1,438
Property	6	513,827	430,399	493,134
Loss on Disposal of Property, Plant and Equipment		883	-	327
		<u>2,587,939</u>	<u>2,132,527</u>	<u>2,371,745</u>
<b>Net Surplus / (Deficit) for the year</b>		14,762	(89,496)	(190,896)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>14,762</u>	<u>(89,496)</u>	<u>(190,896)</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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		708,395	708,395	998,691
Total comprehensive revenue and expense for the year		14,762	(89,496)	(190,896)
Contribution to Ministry Project		(14,425)	-	(99,400)
<b>Equity at 31 December</b>		708,732	618,899	708,395
Accumulated comprehensive revenue and expense		708,732	618,899	708,395
<b>Equity at 31 December</b>		708,732	618,899	708,395

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 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	17,564	150,101	163,597
Accounts Receivable	8	140,449	109,896	109,896
GST Receivable		-	24,362	24,362
Prepayments		20,306	18,163	18,163
Investments	9	353,028	318,845	318,845
Funds Receivable for Capital Works Projects	16	-	33,511	33,511
		531,347	654,878	668,374
<b>Current Liabilities</b>				
GST Payable		15,786	-	-
Accounts Payable	11	164,742	248,757	248,757
Provision for Cyclical Maintenance	12	5,672	73,730	73,730
Painting Contract Liability	13	18,905	-	-
Finance Lease Liability	14	9,973	10,506	10,506
Funds held in Trust	15	3,013	4,476	4,476
Funds held for Capital Works Projects	16	3,969	84,507	84,507
		222,060	421,976	421,976
<b>Working Capital Surplus/(Deficit)</b>		309,287	232,902	246,398
<b>Non-current Assets</b>				
Investments	9	-	-	-
Property, Plant and Equipment	10	505,846	471,189	519,189
		505,846	471,189	519,189
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	49,108	72,750	44,750
Painting Contract Liability	13	54,825	-	-
Finance Lease Liability	14	2,468	12,442	12,442
		106,401	85,192	57,192
<b>Net Assets</b>		708,732	618,899	708,395
<b>Equity</b>		708,732	618,899	708,395

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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		623,524	577,304	557,195
Locally Raised Funds		83,515	66,950	70,230
Goods and Services Tax (net)		40,148	-	(20,314)
Payments to Employees		(292,717)	(311,000)	(405,071)
Payments to Suppliers		(532,725)	(350,450)	(209,898)
Interest Received		3,590	4,000	5,445
Net cash from/(to) Operating Activities		(74,665)	(13,196)	(2,413)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(40,344)	-	(31,718)
Purchase of Investments		(34,183)	-	-
Proceeds from Sale of Investments		-	-	179,345
Net cash from/(to) Investing Activities		(74,527)	-	147,627
<b>Cash flows from Financing Activities</b>				
Distribution of Equity		(14,425)	-	(99,400)
Finance Lease Payments		(7,656)	(300)	(8,278)
Painting Contract Payments		73,730	-	(32,570)
Funds Administered on Behalf of Third Parties		(48,490)	-	155,611
Net cash from/(to) Financing Activities		3,159	(300)	15,363
<b>Net increase/(decrease) in cash and cash equivalents</b>				
		(146,033)	(13,496)	160,577
Cash and cash equivalents at the beginning of the year	7	163,597	163,597	3,020
<b>Cash and cash equivalents at the end of the year</b>	7	<b>17,564</b>	<b>150,101</b>	<b>163,597</b>

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

The above 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 2022

#### 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 statements have been prepared for the period 1 January 2022 to 31 December 2022 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 whole 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance 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 equipment is 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21b.

**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 to which they relate. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period to which they relate. The grants are not received in cash by the School and are paid directly 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. Grants for the use of land and buildings 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 where conditions exist**

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 recognised as revenue as the conditions are fulfilled.

**Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

**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 expected 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. Inventories**

Inventories are consumable items held for sale and comprised of stationery, canteen 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.

**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 funded by the Board to buildings owned by the Crown or directly by the board 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 Statement of Comprehensive Revenue and Expense 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	5 - 15 years
Information and communication technology	4 - 5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available 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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

**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. Employee Entitlements***Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide 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 by non teaching staff, but not yet taken at balance date.

*Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 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. Remeasurements are recognised in Statement of Comprehensive Revenue and Expense in the period in which they arise.

**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.

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.

**1.15. 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 Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**1.16. Funds held for Capital Works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**1.17. Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the Resource Teachers of Learning & Behaviour programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**1.18. 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.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the School is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

**1.19. 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as financial assets at fair value through other comprehensive revenue and expense in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investments' fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in the Statement of Comprehensive Revenue and Expense unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to the Statement of Comprehensive Revenue and Expense.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in the Statement of Comprehensive Revenue and Expense.

**1.20. 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.

**1.21. 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.

**1.22. Budget Figures**

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

**1.23. 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**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	615,583	561,704	543,744
Teachers' Salaries Grants	1,618,653	1,173,778	1,311,774
Use of Land and Buildings Grants	260,993	220,999	220,999
Other Government Grants	15,871	15,600	28,663
	<u>2,511,100</u>	<u>1,972,081</u>	<u>2,105,180</u>

The School has opted in to the donations scheme for this year. Total amount received was \$18,000 (2021: \$18,450).

**3. Locally Raised Funds**

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	16,787	2,000	13,282
Fees for Extra Curricular Activities	1,937	1,000	-
Trading	1,323	1,000	1,385
Fundraising & Community Grants	826	500	384
Other Revenue	62,986	62,450	55,579
	<u>83,859</u>	<u>66,950</u>	<u>70,630</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	6,088	10,200	6,989
Trading	4,300	1,000	2,786
Fundraising & Community Grant Costs	1,215	-	-
	<u>11,603</u>	<u>11,200</u>	<u>9,775</u>
	<u>72,256</u>	<u>55,750</u>	<u>60,855</u>

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

**4. Learning Resources**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	66,059	100,250	76,757
Equipment Repairs	258	1,000	6,252
Information and Communication Technology	1,747	6,950	4,741
Library Resources	1,399	2,250	2,058
Employee Benefits - Salaries	1,752,448	1,330,278	1,546,703
Staff Development	12,193	17,500	6,657
Depreciation	55,370	48,000	54,406
	<u>1,889,474</u>	<u>1,506,228</u>	<u>1,697,574</u>

**5. Administration**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,038	6,000	5,750
Board Fees	4,085	-	4,665
Board Expenses	10,981	15,000	6,818
Communication	4,362	5,400	4,676
Consumables	11,895	10,500	13,977
Other	36,295	46,000	27,588
Employee Benefits - Salaries	69,648	64,500	72,810
Insurance	17,814	21,000	16,165
Service Providers, Contractors and Consultancy	9,933	16,000	17,048
	<u>171,051</u>	<u>184,400</u>	<u>169,497</u>

**6. Property**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,590	8,250	7,770
Cyclical Maintenance Provision	28,935	28,000	68,322
Grounds	5,497	4,400	4,141
Heat, Light and Water	20,611	25,000	23,144
Repairs and Maintenance	100,197	51,750	54,959
Use of Land and Buildings	260,993	220,999	220,999
Security	3,058	2,000	6,979
Employee Benefits - Salaries	87,946	90,000	106,820
	<u>513,827</u>	<u>430,399</u>	<u>493,134</u>

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**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	17,564	150,101	163,597
Cash and Cash Equivalents for Statement of Cash Flows	<u>17,564</u>	<u>150,101</u>	<u>163,597</u>

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

Of the \$17,564 Cash and Cash Equivalents, \$3,969 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 2023 on Crown owned school buildings.

**8. Accounts Receivable**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	844	500	500
Interest Receivable	5,098	946	946
Banking Staffing Underuse	1,279	-	-
Teacher Salaries Grant Receivable	133,228	108,450	108,450
	<u>140,449</u>	<u>109,896</u>	<u>109,896</u>
Receivables from Exchange Transactions	5,942	1,446	1,446
Receivables from Non-Exchange Transactions	<u>134,507</u>	<u>108,450</u>	<u>108,450</u>
	<u>140,449</u>	<u>109,896</u>	<u>109,896</u>

**9. Investments**

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	353,028	318,845	318,845
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>353,028</u>	<u>318,845</u>	<u>318,845</u>

**10. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2022</b>						
Building Improvements	382,199	-	-	-	(11,914)	<b>370,285</b>
Furniture and Equipment	53,971	24,231	-	-	(12,985)	<b>65,217</b>
Information and Communication Technology	22,232	15,312	-	-	(10,156)	<b>27,388</b>
Motor Vehicles	20,821	-	-	-	(7,129)	<b>13,692</b>
Leased Assets	23,014	-	-	-	(10,756)	<b>12,258</b>
Library Resources	16,952	3,367	(883)	-	(2,430)	<b>17,006</b>
<b>Balance at 31 December 2022</b>	<b>519,189</b>	<b>42,910</b>	<b>(883)</b>	<b>-</b>	<b>(55,370)</b>	<b>505,846</b>

The net carrying value of equipment held under a finance lease is \$12,258 (2021: \$23,014)

**Restrictions**

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	717,465	(347,180)	<b>370,285</b>	717,465	(335,266)	<b>382,199</b>
Furniture and Equipment	320,420	(255,203)	<b>65,217</b>	296,189	(242,218)	<b>53,971</b>
Information and Communication Technology	237,197	(209,809)	<b>27,388</b>	221,885	(199,653)	<b>22,232</b>
Motor Vehicles	67,473	(53,781)	<b>13,692</b>	67,473	(46,652)	<b>20,821</b>
Leased Assets	33,816	(21,558)	<b>12,258</b>	38,027	(15,013)	<b>23,014</b>
Library Resources	130,247	(113,241)	<b>17,006</b>	133,853	(116,901)	<b>16,952</b>
<b>Balance at 31 December</b>	<b>1,506,618</b>	<b>(1,000,772)</b>	<b>505,846</b>	<b>1,474,892</b>	<b>(955,703)</b>	<b>519,189</b>

**11. Accounts Payable**

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	7,784	115,494	115,494
Accruals	4,288	4,000	4,000
Employee Entitlements - Salaries	139,181	118,552	118,552
Employee Entitlements - Leave Accrual	13,489	10,711	10,711
	<b>164,742</b>	<b>248,757</b>	<b>248,757</b>
Payables for Exchange Transactions	164,742	248,757	248,757
	<b>164,742</b>	<b>248,757</b>	<b>248,757</b>

The carrying value of payables approximates their fair value.

**12. Provision for Cyclical Maintenance**

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	118,480	118,480	37,373
Increase to the Provision During the Year	28,935	28,000	28,935
Other Adjustments	-	-	113,117
Use of the Provision During the Year	(92,635)	-	(60,945)
Provision at the End of the Year	<b>54,780</b>	<b>146,480</b>	<b>118,480</b>
Cyclical Maintenance - Current	5,672	73,730	73,730
Cyclical Maintenance - Non current	49,108	72,750	44,750
	<b>54,780</b>	<b>146,480</b>	<b>118,480</b>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.



**13. Painting Contract Liability**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Due within one year	18,905	-	-
Due after one year	54,825	-	-
	<u>73,730</u>	<u>-</u>	<u>-</u>

In 2022 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 school. The agreement has an annual commitment of \$18,905 (total for 7 years of \$132,335). 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:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	10,489	11,607	11,607
Later than One Year and no Later than Five Years	2,518	13,008	13,008
Future Finance Charges	(566)	(1,667)	(1,667)
	<u>12,441</u>	<u>22,948</u>	<u>22,948</u>
<b>Represented by:</b>			
Finance lease liability - Current	9,973	10,506	10,506
Finance lease liability - Non current	2,468	12,442	12,442
	<u>12,441</u>	<u>22,948</u>	<u>22,948</u>

**15. Funds Held in Trust**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	3,013	4,476	4,476
	<u>3,013</u>	<u>4,476</u>	<u>4,476</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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Junior Block Development - project 226720	84,507	59,373	(197,214)	53,334	-
SIP: Playing court resurfacing skateboard ramp - project 225719	(14,511)	-	14,511	-	-
Makos Project - Rugby field improvements	(19,000)	-	(34)	19,034	-
Site Wide Security Upgrade	-	33,315	(29,346)	-	3,969
Totals	<u>50,996</u>	<u>92,688</u>	<u>(212,083)</u>	<u>72,368</u>	<u>3,969</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education 3,969

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 - proejct 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	(104,918)	780,097	(723,583)	99,400	50,996

**Represented by:**

Funds Held on Behalf of the Ministry of Education	84,507
Funds Receivable from the Ministry of Education	(33,511)

**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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,085	4,665
<i>Leadership Team</i>		
Remuneration	494,429	440,477
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	498,514	445,142

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 Presiding Member 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	120-130
Benefits and Other Emoluments	3-4	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	2022 FTE Number	2021 FTE Number
100 -110	4.00	1.00
110 -120	1.00	1.00
	<u>5.00</u>	<u>2.00</u>

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 members, 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:

	2022 Actual	2021 Actual
Total	\$ -	\$ -
Number of People	-	-

**20. Contingencies**

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 2022, a contingent liability for the school may exist.

**Teacher Aide & Support Staff Settlement Wash Up**

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

**21. Commitments****(a) Capital Commitments**

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) Contract to have the Classroom & Toilet upgraded as agent for the Ministry of Education. The budget for this project was \$522,250 with \$487,250 from the Ministry and \$35,000 from the BOT. To date \$487,250 has been received from the Ministry. To date \$540,384 has been spent with \$14,225 of this now recognised as a BOT contribution via equity. This project has been approved by the Ministry; and

(b) Contract for the Site Wide Security Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$33,315 has been received of which \$29,346 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 2021: \$50,996)

**(b) Operating Commitments**

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: 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**

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	17,564	150,101	163,597
Receivables	140,449	109,896	109,896
Investments - Term Deposits	353,028	318,845	318,845
Total Financial assets measured at amortised cost	<u>511,041</u>	<u>578,842</u>	<u>592,338</u>

**Financial liabilities measured at amortised cost**

Payables	164,742	248,757	248,757
Finance Leases	12,441	22,948	22,948
Painting Contract Liability	73,730	-	-
Total Financial liabilities measured at amortised Cost	<u>250,913</u>	<u>271,705</u>	<u>271,705</u>

**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.

## Analysis of Variance for 2023 Strategic Targets 1

<b>Strategic Aim 1</b>	<b>To implement a curriculum framework that is designed to empower learners to grow their skills, interests, and is designed to empower learners</b>				
	<b>Student Achievement</b>				
<b>Baseline Data</b>	<ul style="list-style-type: none"> <li>In Years 1 - 4 67% (22/33) Students were at the expected Curriculum Standard in Reading by the end of 2022</li> <li>In Years 1 - 4 50% (8/16) Boys were at the expected Curriculum Standard in Reading by the end of 2022</li> <li>In Years 1 - 4 (2/3) Maori Students were at the expected Curriculum Standard in Reading by the end of 2022</li> </ul>				
<b>Achievement Target</b>	<ul style="list-style-type: none"> <li>By the end of the year all students will have made accelerated progress</li> </ul> <p>By the end of the year 77% (20/26) will be achieving at or above the Curriculum Standard in Reading</p> <ul style="list-style-type: none"> <li>By the end of the year 75% (12/16) of boys will be achieving at or above the Curriculum Standard in Reading</li> <li>By the end of the year (2/3) of Maori Students will be achieving at or above the Curriculum Standard in Reading</li> </ul>				
<b>Results</b>	<ul style="list-style-type: none"> <li>In Years 1 - 4 82% (23/28) Students were at the expected Curriculum Standard in Reading by the end of 2022</li> <li>In Years 1 - 4 75% (12/16) Boys were at the expected Curriculum Standard in Reading by the end of 2022</li> <li>In Years 1 - 4 100% (2/2) Maori Students were at the expected Curriculum Standard in Reading by the end of 2022</li> <li>All students will have made accelerated progress</li> </ul>				
<b>Goals</b>	<b>Actions</b>	<b>By When / Who</b>	<b>Outcomes</b>	<b>Monitoring and recording</b>	<b>Evaluation</b>
To improve the identification and early intervention of reading	<p>Introduce Reading Recovery programme KD undertake RC training</p> <p>Identify focus students Engage with whanau</p>	KD/University of Waikato	<p>Upskilling of Teacher</p> <p>Improved learner achievement</p>	OTJ's Running records	<p>Made the difference for some students</p> <p>Attendance and Whanau engagement sometimes a barrier</p>

<b>Goals</b>	<b>Actions</b>	<b>By When / Who</b>	<b>Outcomes</b>	<b>Monitoring and recording</b>	<b>Evaluation</b>
Continue to monitor Student progress	Appropriate PD for specific strategies to identify Learning needs	VC/DU	Improved identification of Learner need Increased strategies	Running Records Phonetics Check	Phonetics introduced into regular practice but will need to be embedded in 2023

Goals	Actions	By When / Who	Outcomes	Monitoring and recording	Evaluation
	Better Start  Formative assessment of reading		Teachers need to deliberately Teach reading for 30 minutes day		Ran until there was a staff change at the end of term 2  Worked well to be continued
Increase opportunities for students to read	Continue buddy Reading to build competency  Granny reading	Year 5&6 Weekly  Rosemary, Weekly	Improvement in students reading levels	End of term OTJ's	To be continued.  Granny reading discontinued occur due to COVID
To engage whanau	Work with Whanau share individual goals.	VC and KD Terms 1-4	Increase whanau engagement and strengthen Kura /whanau relationships	Goal setting meetings Reporting Informal catch up	To engage whanau more
To identify and support our neuro diverse learners	All Year 1-10 students interviewed and assessed for learning diversity  Teachers undertake whole school PLD  To implement the zones of regulation for all learners Students who are identified with dyslexia given additional support  Use of technologies to support individual students	SO  Term 1 & 2  All teachers Term 1 & 2  SO/DU/RF	Improve teachers understanding of learner diversity Share information with Whanau  Improved awareness and better access to strategies  Improved classroom engagement for individual students Improved student out comes and engagement.	Improved learner out comes OTJ's  Recording in Kamar School reports  Monitoring PB4L data  Read/Write/gold licence Lexia Licences	The term 4 reports moved to Kamar  Zones of regulation introduced but training incomplete due to COVID  Continue with Lexia and Read/Write/gold for 2023

Goals	Actions	By When / Who	Outcomes	Monitoring and recording	Evaluation
To identify and support our neuro diverse learners	All Year 1-10 students interviewed and assessed for learning diversity  Teachers undertake whole school PLD  To implement the zones of regulation for all learners  Students who are identified with dyslexia given additional support  Use of technologies to support individual students	SO  Term 1 & 2  All teachers Term 1 & 2  SO/DU/RF	Improve teachers understanding of learner diversity Share information with Whanau  Improved awareness and better access to strategies  Improved classroom engagement for individual students  Improved student out comes and engagement.	Improved learner out comes OTJ's  Recording in Kamar School reports  Monitoring PB4L data  Read/Write/gold licence Lexia Licences	All year 1-10's assessed but we need to make better use of the information  Limited success. COVID disrupted a lot of PLD  A strength but need to continue in 2023  Continue with Lexia and Read/Write/gold for 2023
Next Steps	Continue to grow Whanau engagement both formally and informally with the use of see-saw Reading recovery to continue in 2023 New LSC Co-ordinator to upskill primary syndicate through regular PLD on structured literacy and phonics Assessment for learning continues to be a Kahui Ako focus Whole school focus on Learning and behaviour for nuero -diverse students School Wide focus on attendance				

## Strategic Targets 2

<b>Strategic Aim 1.2</b>	<b>To implement a curriculum framework that is designed to empower learners to grow their skills, interests, and is designed to empower learners</b>
<b>Baseline Data</b>	In 2021 65%(53/82) of students in Year's 3-10 were at or above the Curriculum Standard for writing 46% 17/37)of Boys in Year's 3-10 were at or above the Curriculum Standard for writing 70% (7/10) of Māori students in Year's 3-10 will be at or above the Curriculum Standard for writing

<b>Achievement Target</b>	<ul style="list-style-type: none"> <li>• 75%( 57/75)of students in Year’s 3-10 will be at or above the Curriculum Standard for writing by the end of term 4</li> <li>• 75% (24 /32) of Boys will be at or above the Curriculum Standard for writing by the end of term 4</li> <li>• 75% ( 6/8) of Māori students will be at or above the Curriculum Standard for writing by the end of term 4</li> </ul>				
<b>Results</b>	<ul style="list-style-type: none"> <li>• In Years 3-10 71% (53/75) Students were at the expected Curriculum Standard in writing by the end of 2022</li> <li>• In Years 3-10 52% (17/33) Boys were at the expected Curriculum Standard in writing by the end of 2022</li> <li>• In Years 3-10 86% (6/7) Māori Students were at the expected Curriculum Standard in writing by the end of 2022</li> <li>• All students have made accelerated progress</li> </ul>				
<b>Goals</b>	<b>Actions</b>	<b>By When / Who</b>	<b>Outcomes</b>	<b>Monitoring and recording</b>	<b>Evaluation</b>
To have accurate Learner achievement information	E AsTTle testing Analysis of data	Teachers Identified staff	Improved Student outcomes	School reports Termly OTJ’s E-AsTTle	Effective at tracking student progress
Introduce Assessment for learning( AFL)	Participate in Kahui Ako PLD project Each teacher identify 4 focus students	KD VC,PM, KD, JM, SO, CW	Common understand of assessments and learning for years 1-10	Termly OTJ’s E-AsTTle Shared Kahui Ako data	AFL PLD continued. Based around E AsTTle which is only one tool. A greater sharing of information across the Kahui Ako



Goals	Actions	By When / Who	Outcomes	Monitoring and recording	Evaluation
To develop a clearer understanding	Complete and implement literacy progressions  Use literacy progressions to underpin teaching for NCEA literacy	MW  MM/CW/ SO	More targeted teaching to meet student need  Students ready for NCEA standards	OTJ's School reports External moderation	Literacy progressions developed but not fully implemented New NCEA Literacy standards postponed for 12 months
Up skill staff teaching practices through targeted PLD	External PLD Peer observations & Feedback Internal PD by confident staff	MW/DU	Upskilling of staff		Limited PD available due to COVID
To identify and support our neuro diverse learners	All Year 1-10 students interviewed and assessed for learning diversity  Teachers undertake whole school PLD  To implement the zones of regulation for all learners  Students who are identified with dyslexia given additional support  Use of technologies to support individual students	SO  Term 1 & 2  All teachers Term 1 & 2  SO/DU/RF	Improve teachers understanding of learner diversity Share information with Whanau  Improved awareness and better access to strategies  Improved classroom engagement for individual students  Improved student outcomes and engagement	Improved learner outcomes OTJ's  Recording in Kamar School reports Monitoring PB4L data	All year 1-10's assessed but we need to make better use of the information  School reports are now on Kamar  We are making progress with this but need to continue to increase our strategies in line with latest research  Continue in 2023  Read/Write/gold licence Lexia Licences
Next Steps	<ul style="list-style-type: none"> <li>• Complete the Assessment for Learning PLD</li> <li>• Boys writing need to be a key focus for years 1-8</li> <li>• The use of Paula Moore to support individual learners</li> <li>• Continue staff PLD especially around diverse learners</li> <li>• Continued engagement with whanau.</li> </ul>				

<b>Strategic Aim 1.3</b>	<b>To implement a curriculum framework that is designed to empower learners to grow their skills, interests, and is designed to empower learners</b>				
<b>Baseline Data</b>	<ul style="list-style-type: none"> <li>At the end of 2021 65% (63/97) students in Years 1 to 10 were at or above the Curriculum Standard in Mathematics</li> <li>65% (30/46) Boys in Years 1 to 10 were at or above the Curriculum Standard in Mathematics</li> <li>46% (7/15) Māori in Years 1 to 10 Students were at the Curriculum Standard in Mathematics</li> </ul>				
<b>Achievement Target</b>	<ul style="list-style-type: none"> <li>75% (68/90) students in Years 1 to 10 will be at or above the school standard by the end of term 4</li> <li>75% (32/42) Boys in Years 1 to 10 were at or above the Curriculum Standard in Mathematics</li> <li>70% (7/10) Māori in Years 1 to 10 Students were at the Curriculum Standard in Mathematics</li> </ul>				
<b>Results</b>	<ul style="list-style-type: none"> <li>In Years 1 - 10 81% (66/81) Students were at the expected Curriculum Standard in Mathematics by the end of 2022</li> <li>In Years 1 - 10 74% (31/42) Boys were at the expected Curriculum Standard in Mathematics by the end of 2022</li> <li>In Years 1 - 10 88% (7/8 Māori Students were at the expected Curriculum Standard in Mathematics by the end of 2022</li> <li>All students will have made accelerated progress</li> </ul>				
<b>Goals</b>	<b>Actions</b>	<b>By When / Who</b>	<b>Outcomes</b>	<b>Monitoring and recording</b>	<b>Evaluation</b>
Use Best practice Teaching Strategies	Authentic tasks used in the learning programme Deliberate Teaching for understanding Deliberate teaching of problem solving Students become more confident with decision making Collaboration	AVH	Improved Student Achievement Raise students Confidence Reduced maths anxiety in students Improved thinking strategies More positive attitude to Mathematics by students	Reporting  AVH	Year 9 and 10 had 3 maths teachers during the year. All with very different teaching styles

Goals	Actions	By When / Who	Outcomes	Monitoring and recording	Evaluation
Begin to develop a numeracy progressions for Years 1-10	Reviewing the new numeracy progressions Reviewing the maths curriculum for years 1-10 against the progressions	AVH/ PM/DMN/SO Term 4	Clear Identification of readiness for New NCEA numeracy standards	Ongoing	Needs to be a focus for 2023
RVAS be ready for the implementation of the new NCEA Numeracy standards	Collaborate with other teachers within the Kahui Ako • Engage with Moe numeracy PLD • Work with Nelson/Marl Maths Association	AVH Term 2 onwards	Students and teachers will be confident with the new standards	Ongoing	Is happening especially with New NCEA numeracy standards
To identify and support our neuro diverse learners	All Year 1-10 students interviewed and assessed for learning diversity  Teachers undertake whole school PLD  To implement the zones of regulation for all learners  Students who are identified with dyslexia given additional support  Use of technologies to support individual students	SO  Term 1 & 2  All teachers Term 1 & 2  SO/DU/RF	Improve teachers understanding of learner diversity Share information with Whanau  Improved awareness and better access to strategies  Improved classroom engagement for individual students  Improved student outcomes and engagement		All year 1-10's assessed but we need to make better use of the information  We are making progress but need to continue to increase our strategies in line with latest research  Read/Write/gold licence  Lexia Licences Education Perfect
Next Steps	<ul style="list-style-type: none"> <li>• Continue to focus on the new NCEA numeracy programme</li> <li>• Re new work on Numeracy standards across the school</li> <li>• A targeted approach to numeracy in years 9 and 10</li> <li>• Continue to develop a range of strategies for Year 9 and 10 student who are struggling to reach the standard.</li> <li>• The use of TA support where appropriate</li> <li>• A focus on improving attendance for some students.</li> </ul>				

<b>Strategic Aim 1.4</b>	<b>To implement a curriculum framework that is designed to empower learners to grow their skills, interests, and is designed to empower learners</b>
<b>Baseline Data</b>	<ul style="list-style-type: none"> <li>• In 2020 (6/7) students achieved an endorsement at level 1</li> <li>• (5/5) Girls received endorsement of Merit or Excellence</li> <li>• (1/1) Māori students achieved an endorsement</li> <li>• In Year 12 (0/6) students gained an endorsement</li> </ul>
<b>Achievement Target</b>	<ul style="list-style-type: none"> <li>• A Goal of 80% 8/10 Year 11 students in 2022 to gain NCEA Level 1</li> <li>• 88% 7/8 Year 12 students gain their NCEA level 2</li> <li>• 100% 3/3 Full time year 13 students gain their NCEA Level 3</li> <li>• 85% 6/7 of Māori Students at level 1 &amp;2 gain their qualification</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• 100% 4/4 Year 13 students gain their NCEA Level 3( One gained an excellence endorsement and one a merit endorsement)</li> <li>• 100% 8/8 Yr. 12 students gained their level 2 ( One gained an overall merit endorsement)</li> <li>• 6/10 Year 11 students completed the year 5/6 attempted a full academic course. Of those 4/4 gained Level1 and one student gained a merit endorsement</li> <li>• Of the 4 who left on turning 16, 2 went directly to employment</li> <li>• 71% 5/7 of Māori Students at level 1 &amp; 2 or 3 gained their NCEA qualification</li> </ul>

Goals	Actions	By When /Who	Outcomes	Monitoring and recording	Evaluation
Improved Attendance	Kamar, fortnightly print outs to follow up by FT Reporting of attendance with Communication with home	Form teacher ongoing	Attendance to improve	SO overall monitoring	This started but COVID
Build on a shared understanding of student progress and achievement	Identify/ present learning outcomes (goals)in A/M/E Provide regular tracking sheets to students and to whanau	LH/DM  LH	Whanau have a greater awareness of student progress		
Improved wellbeing for NCEA students	Develop and implement strategies and activities	Secondary Syndicate	Improved attendance and engagement	Improved attendance and engagement	COVID meant a disengagement particularly from year 11's
Improved students engagement	Gateway for students as required Individual Curriculum opportunities(eg NetNZ)  Use of SPEC programme to support students who need additional literacy support	SS/LH  LH/DM  SO	Greater engagement Student have a wider curriculum  Enable students to gain their NCEA		Gateway slow to start due to Covid
Increase Student knowledge of post school career options	Year 13 students to experience hands on Science  Selection of our students to Attend Marlborough Career EXPO	LH Term 2	To give Rai student wider opportunities		This was successful and should be repeated
Next Steps	<ul style="list-style-type: none"> <li>• Change of staff responsibilities re- getaway and trades</li> <li>• Secondary and school wide focus on attendance</li> <li>• Credit tracking of Year 11-13 in secondary syndicate on a weekly basis</li> <li>• A deliberate focus on widening student interests and courses</li> <li>• 5 Students enrolled in Te Kura and 5 enrolled in Net NZ</li> <li>• Parent meetings scheduled before the end of February</li> </ul>				



RAI VALLEY AREA SCHOOL  
6700 STATE HIGHWAY 6  
RD 2, RAI VALLEY  
MARLBOROUGH7194

TELEPHONE: (03) 571 6016  
EMAIL: [office@rai.school.nz](mailto:office@rai.school.nz)  
WEB ADDRESS: [www.rai.school.nz](http://www.rai.school.nz)

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

Rai Valley Area School received \$1968.32 2022 (Excluding GST).

Kiwisport Y1 - Y8	\$1069.56
Kiwisport Y9 - Y13	\$ 988.33
	\$2057.89 EXC GST

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

The number of students that participated in organised sport was 112 students.

06 June 2023

Warren Johnstone  
BDO Christchurch  
Level 4, 287/293 Durham Street North,  
Christchurch Central  
CHRISTCHURCH 8013

#### REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2022

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Rai Valley School (the School) for the year ended 31 December 2022 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
  - the financial position as at 31 December 2022; and
  - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

#### General representations

To the best of our knowledge and belief:

- the resources, activities, under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

#### Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87 of the Education Act 1989 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2022; and
    - the financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter at appendix 1;
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

#### Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

**Going concern basis of accounting**

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2022. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

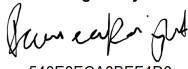
**Publication of the financial statements and related audit report on a website**

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

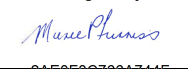
- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully,

DocuSigned by:  
  
540E8ECA8BEF4D0...

Presiding Member

DocuSigned by:  
  
2AE0F8C706A744F...

Principal



## Appendix 1 - Uncorrected misstatements

There are no uncorrected misstatements.