Rangiora New Life School

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	Denchs Road, Southbrook, Ragniora
School Postal Address:	Denchs Road, Southbrook, Christchurch, 7400
School Phone:	03 313 6332
School Email:	admin@rnls.school.nz
Ministry Number:	418

RANGIORA NEW LIFE SCHOOL

Financial Statements - For the year ended 31 December 2017

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6	Statement of Accounting Policies
11	Notes to the Financial Statements

Rangiora New Life School

Statement of Responsibility

For the year ended 31 December 2017

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Paul Warwick Schmitz
Full Name of Board Chairperson

Signature of Board Chairperson

24/5/2018
Date:

Stephen Mark Walter
Full Name of Principal

Signature of Principal

24/5/2018
Date:

Rangiora New Life School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Revenue				
Government Grants	2	3,760,731	3,486,943	3,471,222
Locally Raised Funds	3	226,705	68,255	263,012
Use of Land and Buildings Integrated		612,000	612,000	521,500
Interest Earned		4,207	4,100	7,353
International Students	4	144,194	10,094	207,223
		4,747,837	4,181,392	4,470,311
Expenses				
Locally Raised Funds	3	131,633	34,505	135,850
International Students	4	68,550	10,094	89,027
Learning Resources	5	3,224,760	3,009,148	3,026,717
Administration	6	218,800	243,484	231,634
Finance Costs		8,638	-	7,568
Property	7	904,617	859,572	786,983
Depreciation	8	164,321	95,000	150,179
Loss on Disposal of Property, Plant and Equipment		3,684	-	8,975
		4,725,003	4,251,803	4,436,932
Net Surplus / (Deficit)		22,834	(70,411)	33,378
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		22,834	(70,411)	33,378

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

BDO Christchurch

Rangiora New Life School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 $	Budget (Unaudited) 2017 $	Actual 2016 $
Balance at 1 January	452,268	452,268	418,889
Total comprehensive revenue and expense for the year	22,834	(70,411)	33,378
Equity at 31 December	475,102	381,857	452,268
Retained Earnings	475,102	381,857	452,268
Equity at 31 December	475,102	381,857	452,268

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

BDO Christchurch

Rangiora New Life School
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Current Assets				
Cash and Cash Equivalents	9	382,944	265,365	240,775
Accounts Receivable	10	240,412	180,950	180,950
GST Receivable		11,957	3,979	3,979
Prepayments		5,413	1,680	1,680
Inventories	11	5,197	4,209	4,209
		645,923	456,183	431,594
Current Liabilities				
Accounts Payable	13	215,030	195,725	195,725
Revenue Received in Advance	14	232,078	112,373	112,373
Provision for Cyclical Maintenance	15	22,700	19,800	19,800
Finance Lease Liability - Current Portion		84,705	70,541	70,541
Funds held in Trust	17	9,750	2,668	2,668
		564,263	401,106	401,106
Working Capital Surplus/(Deficit)		81,660	55,077	30,488
Non-current Assets				
Property, Plant and Equipment	12	599,879	569,887	664,887
		599,879	569,887	664,887
Non-current Liabilities				
Provision for Cyclical Maintenance	15	79,150	64,400	64,400
Finance Lease Liability		127,287	178,707	178,707
		206,437	243,107	243,107
Net Assets		475,102	381,857	452,268
Equity		475,102	381,857	452,268

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

BDO Christchurch

Rangiora New Life School
Statement of Cash Flows
For the year ended 31 December 2017

	Note	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Cash flows from Operating Activities				
Government Grants		902,427	859,865	843,964
Locally Raised Funds		323,812	142,531	264,355
Hostel		-	-	(36)
International Students		128,121	(158,335)	38,794
Goods and Services Tax (net)		(7,978)	3,808	3,808
Payments to Employees		(462,556)	(439,970)	(522,529)
Payments to Suppliers		(586,403)	(321,871)	(498,663)
Cyclical Maintenance Payments in the Year		(17,650)	-	-
Interest Received		4,207	4,100	7,533
Net cash from / (to) the Operating Activities		283,980	90,128	137,226
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(8,975)
Purchase of PPE (and Intangibles)		(63,292)	(325,604)	(73,820)
Net cash from / (to) the Investing Activities		(63,292)	(325,604)	(82,795)
Cash flows from Financing Activities				
Finance Lease Payments		(85,601)	249,248	(65,284)
Funds Administered on Behalf of Third Parties		7,082	(4,805)	(4,769)
Net cash from Financing Activities		(78,519)	244,443	(70,053)
Net increase/(decrease) in cash and cash equivalents		142,169	8,967	(15,622)
Cash and cash equivalents at the beginning of the year	9	240,775	256,397	256,397
Cash and cash equivalents at the end of the year	9	382,944	265,364	240,775

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

BDO Christchurch

Rangiora New Life School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

1.1. Reporting Entity

Rangiora New Life School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

BDO Christchurch

Critical Judgements in applying accounting policies
Management has exercised the following critical judgements in applying accounting policies:

Classification of leases
The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants
The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. Revenue Recognition

Government Grants
The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests
Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue
Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

1.4. Use of Land and Buildings Expense
The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Accounts Receivable
Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

BDO Christchurch

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

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

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

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

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

1.11. Property, Plant and Equipment
Land and buildings owned by the Proprietor 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 Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under $500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets
Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

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 – Crown	20-50 years
Furniture and equipment	10 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

Audit Christchurch

1.12. 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.

1.13. 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.

1.14. Employment Entitlements
Short-term employee entitlements
Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.
These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

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

• likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and

• the present value of the estimated future cash flows

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

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

1.16. 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.

1.17. Provision for Cyclical Maintenance
The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

BDO Christchurch

1.18. Financial Assets and Liabilities
The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.19. 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 at the start of the year.

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.

BDO Christchurch

2. Government Grants

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Operational grants	816,624	806,517	799,694
Teachers' salaries grants	2,861,572	2,622,026	2,622,026
Other MoE Grants	80,129	58,400	44,270
Other government grants	2,406	-	5,232
	3,760,731	3,486,943	3,471,222

3. Locally Raised Funds

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

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Revenue			
Donations	61,852	24,000	86,500
Fundraising	3,522	2,778	2,739
Other revenue	24,753	7,377	42,644
Trading	4,703	2,100	5,094
Activities	127,761	30,000	122,071
Curriculum Recoveries	4,114	2,000	3,964
	226,705	68,255	263,012
Expenses			
Activities	128,719	31,405	130,375
Trading	666	2,100	4,000
Fundraising (costs of raising funds)	1,835	1,000	1,476
Other Locally Raised Funds Expenditure	413	-	-
	131,633	34,505	135,850
Surplus for the year Locally raised funds	95,072	33,750	127,162

4. International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	6	8	11

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Revenue			
International student fees	144,194	10,094	207,223
Expenses			
Advertising	-	-	50,281
International student levy	736	-	-
Employee Benefit - Salaries	31,189	10,094	38,746
Other Expenses	36,625	-	-
	68,550	10,094	89,027
Surplus for the year International Students'	75,644	-	118,196

BDO Christchurch

5. Learning Resources

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Curricular	108,114	117,970	86,296
Equipment repairs	-	1,000	3,713
Library resources	513	1,458	669
Employee benefits - salaries	3,093,376	2,872,220	2,912,035
Staff development	22,757	16,500	24,004
	3,224,760	3,009,148	3,026,717

6. Administration

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Audit Fee	3,191	3,191	3,144
Board of Trustees Fees	6,148	6,250	5,453
Board of Trustees Expenses	3,554	2,881	1,657
Communication	6,757	16,000	16,883
Consumables	35,860	62,220	32,091
Operating Lease	5,697	8,500	13,041
Other	15,250	14,650	16,278
Employee Benefits - Salaries	139,481	126,542	140,861
Insurance	87	750	-
Service Providers, Contractors and Consultancy	2,775	2,500	2,225
	218,800	243,484	231,634

7. Property

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Caretaking and Cleaning Consumables	21,009	16,830	19,339
Consultancy and Contract Services	83,379	80,000	82,207
Cyclical Maintenance Provision	17,650	-	17,850
Adjustment to the Provision	-	-	350
Grounds	2,075	2,000	1,853
Heat, Light and Water	43,744	31,000	33,364
Rates	5,225	5,156	4,967
Repairs and Maintenance	61,007	59,500	52,696
Use of Land and Buildings	612,000	612,000	521,500
Employee Benefits - Salaries	58,528	53,086	52,858
	904,617	859,572	786,983

The use of land and buildings figure represents 8% of the school's total property value, as used for rating purposes. This is used as a 'proxy' for the market rental yield on the value of land and buildings.

BDO Christchurch

8. Depreciation of Property, Plant and Equipment

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Buildings	79	80	80
Furniture and Equipment	53,321	35,000	52,345
Information and Communication Technology	27,049	15,000	35,301
Textbooks	3,823	2,500	4,944
Leased Assets	77,735	40,000	55,154
Library Resources	2,314	2,420	2,355
	164,321	95,000	150,179

9. Cash and Cash Equivalents

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Cash on Hand	150	150	150
Bank Current Account	37,263	8,000	8,235
Bank Call Account	345,531	257,214	232,390
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	382,944	265,364	240,775

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

10. Accounts Receivable

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Receivables	58,665	23,263	23,263
Teacher Salaries Grant Receivable	181,747	157,687	157,687
	240,412	180,950	180,950
Receivables from Exchange Transactions	58,665	23,263	23,263
Receivables from Non-Exchange Transactions	181,747	157,687	157,687
	240,412	180,950	180,950

11. Inventories

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Stationery	5,197	4,209	4,209
	5,197	4,209	4,209

BDO Christchurch

12. Property, Plant and Equipment

2017	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	3,203	-	-	-	(79)	**3,124**
Furniture and Equipment	334,156	33,436	(2,774)	-	(53,321)	**311,497**
Information and Communication	51,095	27,757	(840)	-	(27,049)	**50,963**
Textbooks	8,140	-	-	-	(3,823)	**4,317**
Leased Assets	251,810	39,706	-	-	(77,735)	**213,781**
Library Resources	16,483	2,097	(69)	-	(2,314)	**16,197**
Balance at 31 December 2017	664,887	102,996	(3,683)	-	(164,321)	**599,879**

2017	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Buildings	5,153	(2,029)	**3,124**
Furniture and Equipment	871,239	(559,742)	**311,497**
Information and Communication	272,063	(221,100)	**50,963**
Textbooks	90,035	(85,718)	**4,317**
Leased Assets	346,670	(132,889)	**213,781**
Library Resources	49,070	(32,873)	**16,197**
Balance at 31 December 2017	1,634,230	(1,034,351)	**599,879**

2016	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	3,283	-	-	-	(80)	**3,203**
Furniture and Equipment	329,742	65,429	(8,670)	-	(52,345)	**334,156**
Information and Communication	72,968	13,428	-	-	(35,301)	**51,095**
Textbooks	11,350	1,734	-	-	(4,944)	**8,140**
Leased Assets	-	306,963	-	-	(55,154)	**251,810**
Library Resources	16,938	2,205	(305)	-	(2,355)	**16,483**
Balance at 31 December 2016	434,282	389,759	(8,975)	-	(150,179)	664,887

2016	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Buildings	5,153	(1,949)	3,203
Furniture and Equipment	851,643	(517,488)	334,156
Information and Communication	398,992	(347,897)	51,095
Textbooks	120,525	(112,386)	8,140
Leased Assets	306,963	(55,154)	251,810
Library Resources	47,156	(30,673)	16,483
Balance at 31 December 2016	1,730,432	(1,065,546)	664,887

The net carrying value of equipment held under a finance lease is **$213,781 (2016: $251,810)**

BDO Christchurch

13. Accounts Payable

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Operating creditors	27,302	35,418	35,418
Accruals	4,915	-	-
Employee Entitlements - salaries	182,813	160,307	160,307
	215,030	195,725	195,725
Payables for Exchange Transactions	215,030	195,725	195,725
	215,030	195,725	195,725

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Grants in Advance - Ministry of Education	13,911	10,643	10,643
International Student Fees	2,826	18,899	18,899
Hostel Fees	-	-	-
Other	215,341	82,832	82,832
	232,078	112,373	112,373

15. Provision for Cyclical Maintenance

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Provision at the Start of the Year	84,200	84,200	71,500
Increase to the Provision During the Year	17,650	-	17,850
Adjustment to the Provision	-	-	350
Use of the Provision During the Year	-	-	(5,500)
Provision at the End of the Year	101,850	84,200	84,200
Cyclical Maintenance - Current	22,700	19,800	19,800
Cyclical Maintenance - Term	79,150	64,400	64,400
	101,850	84,200	84,200

BDO Christchurch

16. Finance Lease Liability

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

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	$	$	$
No Later than One Year	90,640	76,607	76,607
Later than One Year and no Later than Five Years	130,346	181,637	181,637
Later than Five Years	-	-	-
	220,986	258,244	258,244

17. Funds Held in Trust

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	$	$	$
Funds Held in Trust on Behalf of Third Parties - Current	9,750	2,668	2,668
	9,750	2,668	2,668

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

18. Related Party Transactions

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

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

The Proprietor of the School (Rangiora New Life Fellowship) is a related party of the Board because the Proprietor appoints representatives to the Board, giving the Proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred has been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1.4. The estimated value of this use during 2017 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings ".

The Board provides administration services to the Proprietor, including the collection of attendance dues, and charge a $13,000 annual fee for this service.

BDO Christchurch

19. Remuneration

Key management personnel compensation

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

	2017 Actual $	2016 Actual $
Board Members		
Remuneration	6,148	5,453
Full-time equivalent members	0.24	0.34
Leadership Team		
Remuneration	341,938	325,483
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	348,086	330,936
Total full-time equivalent personnel	3.24	3.34

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

Principal

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

	2017 Actual $000	2016 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120-130
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration $000	2017 FTE Number	2016 FTE Number
110 - 120	-	-
100 - 110	2	-
	2	-

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

20. Compensation and Other Benefits Upon Leaving

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

	2017 Actual	2016 Actual
Total	$ -	$ -
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

BDO Christchurch

22. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has not entered into any contract agreements.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2017 Actual $	2016 Actual $
No later than One Year	1,365	5,344
Later than One Year and No Later than Five Years	-	1,365
Later than Five Years	-	-
	1,365	6,709

23. Managing Capital

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

24. Financial Instruments

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

Loans and Receivables

	2017 Actual $	2017 Budget (Unaudited) $	2016 Actual $
Cash and Cash Equivalents	382,944	265,364	240,775
Receivables	240,412	180,950	180,950
Total Loans and Receivables	623,356	446,314	421,725

Financial liabilities measured at amortised cost

Payables	215,030	195,725	195,725
Finance Leases	211,992	249,248	249,248
Total Financial Liabilities Measured at Amortised Cost	427,022	444,972	444,972

25. Events After Balance Date

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

BDO Christchurch

2017 Analysis of Variance

Wednesday, 20 April 2016 11:05 AM

2017 Report on progress towards school goals of Strategic Plan *(Analysis of Variance)*

Rangiora New Life School	**Te Kura Oranga Hou O Rangiora**	**School number 418**
Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.		
Strategic Aim 1: Seek first the kingdom of God *To SEEK involves truth, experiencing God's grace, and discovering who Jesus really is. "Seek first the kingdom of God and all his righteousness…" (Matt 6.33)*		
Annual Aim 1.1: Christian educational philosophy is throughout the school curriculum and across the life of the school		
Targets: A. Completing a Special Character review across the school to review its implementation B. Having regular staff worship		
Baseline data: *In 2016 Our Special Character was central in the front page of our newsletter. It was promoted and seen in action during CASAFest. Through the programmes that are taught at school, students are encouraged to put Christ first and to seek His will in everything they do. Children are encouraged in assemblies to be a community of people who care for one another and to seek to serve the areas in which we live. Year 9 and 10 have had comprehensive units written for them which are now being taught and refined. The units allow for a lot of student directed engagement and are broad enough to include differences of style and interest yet remain part of the overall design of Christian Living in the Secondary School. Staff organise worship 3 times a week, taking turns to provide devotions and leading prayer.*		

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• All new teaching staff participated in 2 days of "Christian Education Matters :Re-examining foundations for our future" from Bethlehem Tertiary Institute. • Staff were encouraged to try varied methods of worship for our staff worship sessions. • Staff PLD at the start of the year looking at how we teach Christianly - led by Leigh Page. • The proprietors spent time reviewing how we wanted to review our Special Character. We determined to use the AIS structure of Special Character review. We determined it would be carried out by the 3 members of the SLT and a member of the proprietors.	• Staff had a common framework to discuss Teaching Christianly • We had varied worship styles and much more variety than previously. This allowed all staff and new staff to understand how our Term themes can be used in classes • The results of our Special Character survey showed overwhelmingly positive feedback from staff, parents and students on the centrality of our Special Character. It also gave us a baseline for future reviews.	• Continue enrolling new staff on this course. • Continue to encourage this • Publish the results to the community -

Planning for next year: We need to make sure that we continue enrolling new staff on BTI courses, and act on any recommendations from the Special Character Survey. We need to publicise the results of the survey to the RNLS community.

Rangiora New Life School	Te Kura Oranga Hou O Rangiora	School number 418

Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

Strategic Aim 1: Seek first the kingdom of God

To SEEK involves truth, experiencing God's grace, and discovering who Jesus really is. "Seek first the kingdom of God and all his righteousness…" (Matt 6.33)

Annual Aim 1.2: Have a Christ centered and community oriented spirituality in both staff and students

Targets:

A. Further enhancing Founders day and Easter, & Anzac day as significant celebrations in our school calendar
B. Having regular Prayer meetings with parents and students & encouraging student led worship and testimony in assemblies
C. Having Christian performance events linked to our special character
D. Be an active partner and leader in CSN locally and NZACS nationally

Baseline data: *In 2016 Founders day was reset as part of the annual school calendar on a theme of sacrifice. The parent and student prayer groups were supported and encouraged. We had a number of testimonies shared by students in assemblies. We had a choir singing Christmas carols at the end of the year. We had a school commemoration of Anzac day. We participated in CSN Board and Principal meetings.*

Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
• Held a student led Easter service. • We fully participated in the Rangiora Anzac service. • Worship Band performed at Mid –Winter community Gala • Continued a weekly Parent prayer meetings. • Continue to be an active member of CEN. • Participation in the NZACS conference. • We held a Founders day service. • We held a Primary Christmas music celebration in Term 4.	• Had a successful student led Easter service well attended by parents. • Local RSA rep spoke to our primary assembly. We fully participated in the Rangiora Anzac service. • In Term 2 the PTA had a winter gala that brought into the school the wider North Canterbury Community. The mid winter community Gala highlighted the performances of our worship bands. • We had weekly Parent prayer meetings during term time. We also had an email community setup for keeping the wider group in touch with prayer requests • RNLS was asked to assist in the development of the CEN strategic plan. • Two staff members attended the NZACS conference, delivering two workshop sessions highlighting best practice ICT use at RNLS. • We held a successful Founders day service involving original founders, students, staff and parents. • We held a Primary Christmas music celebration in Term 4 that was held during the day and involved performances from each year level/class. We also had performances from school worship bands, individual performers, and local community ballet groups. This was well attended by parents.	• Continue to add to the service. • Continue to involve RSA within and outside the school. Aim for a speaking role at the Anzac service for one of our Head students in the future. • Maintain the presence of our Worship bands at the Gala in the future • Principal to continue to support growth and initiatives of Parent prayer group. • Make sure RNLS maintains contact with CEN by attending CEN meetings and events. • Make sure RNLS maintains contact with NZACS by attending NZACS meetings and events. Encourage attendees to lead workshops/talks. • Start to plan the upcoming 40th celebration of the school founding in 2019. • Continue to support Musical celebrations.

Planning for next year: *The yearly programme of events are set and established now. The participation in the local CEN and the national NZACS is also well established. We have started to provide leadership here and look to continue what has already started. Planning needs to start for the 40th anniversary of the founding of the school.*

Rangiora New Life School	Te Kura Oranga Hou O Rangiora	School number 418
Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.		
Strategic Aim 1: Seek first the kingdom of God *To SEEK involves truth, experiencing God's grace, and discovering who Jesus really is. "Seek first the kingdom of God and all his righteousness…" (Matt 6.33)*		
Annual Aim 1.3 : To promote and resource missions outside the school and enhance participation of overall spirituality within the school		
Targets: A. Reviewing and enhancing our overseas missions plans B. Exploring other mission opportunities locally C. Being Salt & Light in our Community of Schools		
Baseline data:		

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• School participated in CASAFEST and National Area Schools Sports Tournament. • We reviewed our Mission plan and affirmed our triennial trip to Cambodia. We also determined that we would look to provide other Mission opportunities in the interceding 3 years. • Our school has been the host of Community of Learning meetings and continues to influence its development. .	• School participated in CASAFEST an interschool sports and cultural exchange of Canterbury Area schools at Hurunui College. We also took a team to the National Area Schools Sports Tournament in Whangarei. A number of our students were selected for the National Tournament teams. • A team for the Mission trip to Cambodia in 2018 was established. Representatives of the school met with Principal of Northern Christian Training Centre in Fiji to explore Mission opportunities there in addition to Cambodia every 3 years. • Principal of RNLS was appointed as a Principal Advisor to the Community of Learning. One of RNLS teaching staff members was appointed to one of the three COL Across Teacher roles.	• Maintain participation in CASAFEST and National Area Schools Sports Tournament (note in Christchurch in 2018) • Look to expand the Mission opportunities in the school. • Key RNLS staff members are leading in the COL, and continue to be influential in its development.

Planning for next year: *Supporting the successful sending of the Cambodia Mission trip, along with developing other Mission opportunities.*

Rangiora New Life School	Te Kura Oranga Hou O Rangiora	School number 418

Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

Strategic Aim 2: Students will soar high on wings like eagles

To SOAR is to aim high in all things, learning to become a wise and balanced person. *"Jesus grew in wisdom and in stature and in favour with God and all the people"* (Luke 2:52)

Annual Aim 2.1: Further development of pedagogy, curriculum and leadership across the school

Targets:

A. Implementing BYOD– strengthen Y9, Y10 in 2017, expanding in Y11 2018.
B. Developing an implementation roadmap of BYOD and communication plan to parents over the use of netbooks/tablets & BYOD devices in the school
C. Continuing to develop Sharepoint and Microsoft (or equivalent) Classroom pages for all levels.
D. Participation in Science(Y 0-8) & Writing (Y0-13) PLD programmes
E. Individual staff Inquiry learning as part of Appraisal on any one of : 2.1a, 2.1c or 2.1d

Baseline data: In 2016 parents were kept up to date on their child's learning and progress electronically through email and the parent portal. The attendance system on KAMAR was trialled this year, systems analysed and key areas addressed. The Inquiry learning was replaced with ICT PD across the school. Staff attended ICT PD every 2nd Thursday before school. Staff had an ICT goal as part of their appraisal. Staff also took part in the 4th year of the PB4L programme and 3 Restorative Practice sessions. The fortnightly ICT late start PLD allowed staff to achieve the goal of creating an online class page on Sharepoint. The school has been an active participant in the Rangiora LCC ICT cluster meetings. The school webpage was updated, a parent portal was created and shared with parents of Y11-13.

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• Expanded BYOD to Y10, refined support, connections systems to make them less labour intensive.	• The staff supported the introduction of school wide BYOD in Y9, Y10 & Y11. We have encouraged other Year Levels to optionally "buy in". The aim is to have the school (Y4-13) fully BYOD by 2020. Investment in new pods of netbooks in middle and upper primary, and further ipads in lower primary allowed students and staff to better improve learning experiences with devices.	• The full BYOD implementation target has been identified, the detailed roadmap is still being developed.
• Continued to offer teaching staff PLD to support migration of teaching resources and course work to online platforms.	• PLD moved from a just in case to a just in time model of support. We stopped the late start model for students in place of an early start model for staff.	• Ongoing support of a more personal nature to assist teachers move coursework online has been a successful approach to the large group approach to PLD.
• We were not successful in obtaining MOE support for Science PLD, but were successful in obtaining writing PLD support for up to 3 years.	• The writing PLD started as an after-school additional meeting time model, which proved unsustainable and did not provide the individual and differential support for teachers. A move to an in-school release model supporting smaller teams was seen to be more sustainable.	• The workload for the writing PLD has meant that missing out on Science PLD has not been as disappointing as first thought. The writing PLD has direct connection to improving the achievement of our priority and target students.
• All teaching staff completed a teaching inquiry based on writing PLD, or ICT online learning for BYOD.	• The second year of doing an inquiry deepened staff experience.	• Inquiry skills are being improved and having direct connections to improving experiences for student outcomes.

Planning for next year : *Still to develop the BYOD/ICT implementation roadmap to be accessible and transparent to the whole RNLS community.*

Rangiora New Life School **Te Kura Oranga Hou O Rangiora** **School number 418**

Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

Strategic Aim 2: Students will soar high on wings like eagles

To SOAR is to aim high in all things, learning to become a wise and balanced person. *"Jesus grew in wisdom and in stature and in favour with God and all the people"* (Luke 2:52)

Annual Aim: 2.2 Further enhance academic performance of senior students in NCEA and junior students in literacy and numeracy

Targets:

A. Having every student who leaves RNLS in Year 13 achieve at least NCEA Level 2 and students who leave before Year 13 will achieve at least NCEA Level 2.
B. Achieving a Level 1-3 pass rates at or above 90% and having 50% of students achieve Merit or Excellence passes
C. Having 85% of students at any level from Y0-Y8 achieve "At Standard" or higher in reading, writing and mathematics annually. .
D. Developing an explicit programme to support Gifted & Talented students.
E. Working with our Community of schools to identify Achievement Challenges and working with Tipu Māia - our community to meet these challenges.

Baseline data: NCEA

In 2016 95% of students passed NCEA L1, 98% passed NCEA L2, 70% of students passed NCEA L3. At L1 64% of students achieved Merit or excellence passes. At L2 48% of students achieved merit or excellence passes. At L3, 56% of students achieved merit or excellence passes. In 2016 83% of students achieved UE compared to a national average of 61%. Al RNLS pass rates were above national averages except the L1 Excellence. We also achieved a creditable 4 scholarships.

All our Year 13 students left with at least NCEA Level 2. Fifteen students left school at the end of Year 12. Fourteen left with NCEA Level 2 and one students left without NCEA Level 2. This students was repeating a Level 1 NCEA course so did not qualify for a Level 2 qualification. In looking at our Year 12 or 13 school leavers: 98% left with NCEA Level 2. The 2% balance represents the 1 student who left at the end of Year 12 who was completing an NCEA level 1 course.

National Standards

84% of students are "At" or "Above" for Reading. (57% of our students are "Above" for Reading.). 71% of students are "At" or "Above" for Writing. (47% of our students are "Above" for Writing.). 77% of students are "At" or "Above" for Maths. (45% of our students are "Above" for Maths.)

86% of Maori students are "At" or "Above" for Reading. (43% of our Maori students are "Above" for Reading.). 65% of Maori students are "At" or "Above" for Writing. (36% of our Maori students are "Above" for Writing.). 86% of Maori students are "At" or "Above" for Maths. (57% of our Maori students are "Above" for Maths.)

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• We obtained a 3 year National PLD contract from MOE in Writing, which has great synergy with our Community of Learning emerging Achievement Challenge. • We monitored student progress in all subjects and identified any students who were tracking towards successful completion of NCEA. • We encouraged staff to identify after the first assessment of the year – students who just missed out on Excellence & Merit passes and help them review and identify areas for improvement for further assessments that year.	• **National Standards** 84% of students are "At" or "Above" for Reading. (55% of our students are "Above" for Reading.) 77% of students are "At" or "Above" for Writing. (27% of our students are "Above" for Writing.) 83% of students are "At" or "Above" for Maths. (36% of our students are "Above" for Maths.) 94% of Māori students are "At" or "Above" for Reading. (53% of our Māori students are "Above" for Reading.) 84% of Māori students are "At" or "Above" for Writing. (17% of our Māori students are "Above" for Writing.) 95% of Māori students are "At" or "Above" for Maths. (28% of our Māori students are "Above" for Maths.) 100% of Pasifika students are "At" or "Above" for Reading. (67% of our Pasifika students are "Above" for Reading.) 100% of Pasifika students are "At" or "Above" for Writing. (33% of our Pasifika students are "Above" for Writing.) 100% of Pasifika students are "At" or "Above" for Maths. (33% of our Pasifika students are "Above" for Maths.) • **NCEA** ***Analysis of results from 2017 showed Level 1 pass rate was 90 %, Level 2 pass rate was 94 %, and Level 3 pass rate was 85 %.*** ***In 2017, 65 % of Level 1 students had endorsed NCEA passes at merit or excellence, 67 % of Level 2 and 65 % of Level 3 students.*** ***All our Year 13 students left with at least NCEA Level 2.*** ***6 students left school at the end of Year 12 they all left with NCEA Level 2.*** ***2 students left school during the end of Year 11 to employment without Level 1*** ***Year 12 or 13 school leavers: 100 % left with at least NCEA Level 2***	Using national benchmarks such as the Literacy Learning Progressions and the Number Framework Strategy Stages to formulate progress indicators and statements for each student in Years 0 to 8 • Look to consolidate existing practices, and to reduce the number of credits offered for assessment in each course to allow more time and likely higher levels of achievement – merit or excellence

Planning for next year: Development of alternative assessment tools to National standards to measure progression in primary, reduction in the volume of credit assessment in NCEA to improve the merit and excellence pass rates, now that high pass-rates are established.

Rangiora New Life School	Te Kura Oranga Hou O Rangiora	School number 418

Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

Strategic Aim 2 : Students will soar high on wings like eagles

To SOAR is to aim high in all things, learning to become a wise and balanced person. *"Jesus grew in wisdom and in stature and in favour with God and all the people"* (Luke 2:52)

Annual Aim 2.3: Further improve Maori learning outcomes by

Targets:

A. Working in the Rangiora Learning Community Cluster in the He Waka eke Noa project
B. Encouragement of participation in Kapa Haka – for school events and participation in community events and festivals with a new uniform made & used in 2017.
C. Wider participation in Maori language week, Matariki.
D. Implementation of Bi-lingual signage completely across the school.

- **Baseline data:**
- In 2016 Advertised and appointed a HOC Maori.
- Held a successful Maori & Pasifika whanau hui.
- Participated in two hui as part of the He Waka eke Noa project
- Korowai cloaks selected and purchased for head students.
- Matariki display and activities across the school
- Appointed senior Kapa Haka student leaders.

Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
• Participated in LCC cluster – developed links with other schools. • Kapa Haka uniforms made in 2017 • Bilingual signage in the school added to. • Continued to welcome all visiting groups with a powhiri.	• We met with other teachers and made connections with other schools. • We took 60 primary students to Akaroa for the Canterbury Area Schools Kapa Haka day to further engender interest and understanding of Kapa Haka. • Kapa Haka uniforms made in 2017. • Bilingual signage for Room numbers installed around school. • Continued to incorporate powhiri into the standard protocol of welcoming visitors to the school – where the Korowai cloaks are used. • Matariki focus for primary continued from 2016.	• This project and its funding is completed - the challenge is to maintain the connections made. • The trip was very successful in raising interest in Kapa Haka in primary – we need to look to build interest in Secondary now. • Our target is to have stock of 120 uniforms – we continue to seek funds for reaching this target. • Further signage for naming rooms and directions around the school is next to do. • Our senior Kapa Haka leaders complete their schooling in 2018, we need to make sure we develop the skills and confidence of younger students in the form of a succession plan. • Continue to support Matariki activities in primary.

Planning for next year: *Succession planning for Kapa Haka Leaders, building membership in Secondary, and looking to further implement bilingual signage.*

Rangiora New Life School	Te Kura Oranga Hou O Rangiora	School number 418

Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

Strategic Aim 2: Students will soar high on wings like eagles

To SOAR is to aim high in all things, learning to become a wise and balanced person. *"Jesus grew in wisdom and in stature and in favour with God and all the people"* (Luke 2:52)

Annual Aim 2.4: Provide a physical, emotional and spiritually safe learning environment by

Targets:

A. Implementing PB4L Year 5 goals – implementing Tier 2.
B. Engaging in PB4L SW restorative professional learning.

- **Baseline data:** In 2016
- Tier 1 of PB4L was implemented, with only signage to be installed to finish this.
- Referral plan embedded
- Reward system designed and implemented.
- Rewards system is working very well
- Identification by staff of embedding referral and rewards systems.

Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
• Implemented Year 5 PB4L goals. • Continued with reward systems • Reformation of PB4L team • Restorative conferencing PLD planned	• Achieved a creditable 95% in our PB4L survey. Plan to move to Tier 2 training in 2018. • Continued with reward systems throughout the year to great success. - embedded reward systems across the school. • Reformation of PB4L team to prepare us for Tier 2. We refined our processes, and created a plan to be ready to move to Tier 2 by Term 2 in 2018. • Restorative conferencing PLD delivered to staff in Term 3.	• While we did improve our PB4L score from 2016, we felt that we needed to better embed the Tier 1 systems before we moved to Tier 2 in 2018 • Focus on positive reinforcement means we hope to get all students to experience a reward. • The team has been made up of relevant Deans and other pastoral staff to better guide us into Tier 2. • The PB4L team feel that a focus on circle time to be implemented in 2018 would be a good school-wide strategy to create positive learning environments and teaching expectations.

Planning for next year: Consolidate Tier 1 Pb4L practices, and start to implement Tier 2 processes. Review the RNLS way of dealing with behaviour management of students.

Rangiora New Life School	Te Kura Oranga Hou O Rangiora	School number 418

Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

Strategic Aim 2 : Students will soar high likes wings of eagles

To SOAR is to aim high in all things, learning to become a wise and balanced person. *"Jesus grew in wisdom and in stature and in favour with God and all the people"* (Luke 2:52)

Annual Aim 2.5: Provide a diverse set of pathways for students and allow students to discover their strengths and passions

Targets:

A. Reviewing our current senior timetable structure and evaluate alternatives to better serve student needs.
B. Refining Career counselling with all senior students having a relevant career plan linked to their learning/subject choices.
C. Trialling alternative parent/student/teacher meetings.

- **Baseline data:** In 2016 Enrolled 14 students in Net NZ
- Planned to increase the number of places for Net NZ in 2017
- Introduced L1 Outdoor Education
- Met with Ara - liaison to look at expanding Star opportunities
- Refined our career questionnaire used with students
- Career questionnaire developed, deployed and being completed by students.
- Allowed for 2 more NET NZ places for 2017 in budget.
- Difficulty in creating senior timetable structure.

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• Made sure all senior students could access courses they wanted.	• We enrolled 16 students into Net NZ to support subjects we didn't offer as a school, and for any subject clashes. We also enrolled a number of student to Te Kura.	• Net NZ was very successful for students. Te Kura was not so successful. We will discourage Te Kura enrolments in future except for the occasional student for a subject that NET NZ does not offer.
• Actively encouraged secondary students to look at where courses at school might lead. • Career planning was a focus for senior students	• We had a Career visit to Ara by secondary students in Term 2 to look at Tertiary training opportunities. • Career planning interviews held with every senior student and recorded on KAMAR for reference and review by students, teachers and parents.	• Further refinement of the career planning process to include student goal setting.
• Examined our parent/teacher meeting structures.	• Determined to keep with current parent/teacher interview structures – as these are meeting our needs.	• Continue to monitor the parent/teacher meeting structures with surveys to make sure they are meeting the needs of our parents.

Planning for next year : Refinement of career planning tools on Kamar. Continue to support participation in NET NZ as a successful pathway for study at RNLS.

Rangiora New Life School	Te Kura Oranga Hou O Rangiora	School number 418

Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

Strategic Aim 3: Serve God, the community, nations, & the world.
To SERVE means deciding to put others before ourselves, learning the meaning of empathy. *"The son of man did not come to be served but to serve…"* (Matt. 20:28)

Annual Aim 3.1: Improve communication and community connection

Targets: In 2017

A. Having consistent communication processes including newsletter, text, and email.
B. Expanding the use of the Parent Portal.

- **Baseline data:** In 2016 Had 95% of Year's events on Elec. calendar on Web.
- Promoted Smartphone App.
- Prepared all student achievement reports to be delivered by Kamar.
- Updated and refined content on Webpage.
- Senior Assessment statements emailed to all parents/students
- 402 downloads of smartphone app. Added newsletter access to the app, and extended the use for 12 more months
- Parent Portal launched across the school Y1-13
- All reports on Kamar at all levels - part of longitudinal profiling of students
- Website further enhanced with blogs, and class newsletters added - including fishcam
- Comprehensive online Community survey of parents completed.
- All reports delivered electronically, and able to be downloaded from parent portal.

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• Actively promoted school through App, webpage, local news paper and other publications. • Continued to post our fortnightly newsletter to North Canterbury Churches. • Student reports continue to be delivered electronically. • Placed Kamar online & expanded the RNLS connect portal • Continued to support the Parent Facebook page	• Over 70 more downloads of the Smartphone App, 32 articles in the local newspapers. • NC Churches are informed about the school. • Digital delivery of newsletters, news, and student reports (push services) • Kamar portal and the RNLS connect page allows parents to view information about the school in general and their children in particular (pull services) • Parent Facebook page used for notices, buying and selling uniforms, as well as for general Questions and Answers.	• Look to utilise the unused features of the app – eg electronic signing of permission slips. • Continue to inform churches of the school and its activities. • Continue to refine the ease of obtaining information • Continue to support and expand the use of this portal.i

Planning for next year: Maximise the use of our digital connectivity to parents and the wider community. Make sure that electronic calendars fully loaded at the start of the year and updated when necessary.

Rangiora New Life School	Te Kura Oranga Hou O Rangiora	School number 418

Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

Strategic Aim 3 : Serve God, the community, nations, & the world.
To SERVE means deciding to put others before ourselves, learning the meaning of empathy. *"The son of man did not come to be served but to serve…"* (Matt. 20:28)

Annual Aim 3.2: Grow the school

Targets:

A. Increasing the school profile in local, national and International communities.

- **Baseline data:** In 2016
- Obtained an extra 50 places for our MRI.
- Proprietors investigated the purchase of 3 classrooms.
- Promotion of online version of new entrants DVD.
- Much more visible role in Rangiora Anzac service.
- School roll on 1 March was 402 - with 18 pre-enrolments. (current max roll 420)
- New Entrant enrolments continue with a additional new entrant teacher needed for a third new entrant class in Term 3.
- New Entrant teacher- advertised and appointed

Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
• Refined and lobbied MRI of 470	• Achieved MRI of 470 – 240 in primary, 230 in Secondary.	• Manage current roll cap of 470 so future MRI are looked on with favour
• Applied for EQ funding from MOE to build new classrooms	• Increased the number of classrooms by 3.	• Continue to work with Proprietors to look at options to replace the Ward block.
• Have 10 full-time primary classrooms operating over 8 levels to meet maximum roll of 240 in Primary.	• Have 10 full-time primary classrooms operating over 8 levels.	• Consolidate outside spaces around these classrooms.
• Look at how to manage increased enrolment demand that exceeds enrolment capacity.	• Have developed systems to monitor, and forecast roll levels, and alongside this improved enrolment procedures in light of our waiting lists.	• Continue to keep a close eye on enrolments and roll numbers

Planning for next year: Maintain profile in North Canterbury Community to sustain enrolments and keep roll on maximum.

Rangiora New Life School	Te Kura Oranga Hou O Rangiora	School number 418

Focus: To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.

Strategic Aim 3: Serve God, the community, nations, & the world.
To SERVE means deciding to put others before ourselves, learning the meaning of empathy. *"The son of man did not come to be served but to serve…"* (Matt. 20:28)

Annual Aim 3.3 : Manage resources wisely

Targets:

A. Actively marketing our International programme, maintaining International school short visits and building International enrolments.
B. Implement School Docs in 2017 to replace our current Policy framework.

- **Baseline data:** In 2016
- A new photocopier system was installed successfully.
- Budget holders given budgets and access to other budget areas for transparency.
- Tours by Junten school and Doshisha Kori school from Japan planned for Term 3 as well as 30 Japanese Primary Principals visit in Term 3.
- Visits by Junten & Doshisha Kori school and visit by Japanese Primary Principals.
- Visit by German school : Lucas Schule.

Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
• Hosted visit by Japanese Princpals. • Accepted the opportunity to have promotional videos made for the Chinese International student market. • Examined carefully the SchoolDocs platform as a Policy delivery and organisation device.	• Connections to these schools established. • Had two promotional videos shot by Chinese agencies, one traditional video style, the other a VR style video. • Adopted the SchoolDocs platform and as a BOT once the Area Schools Package became available. • A Subcommittee of the BOT implemented the School Docs platform in Term 3 & 4.	• Maintain connections to these schools by hosting short term visits. • Look to utilise these videos • Work through the policies on the School Doc platform and adopt them, identifying any changes or additional policies we need.

Planning for next year: Make use of the finished videos for marketing, focus on full School Docs implementation in the first half of the year.

RANGIORA NEW LIFE SCHOOL
TE KURA ORANGA HOU O RANGIORA

Denchs Road, Rangiora
Ph: (03) 313 6332 Fax: (03) 313 6237
Email: admin@rnls.school.nz Website: www.rnls.school.nz

Kiwi Sport Funding 2017

Rangiora New Life School

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2017, the school received in total Kiwisport Funding of $4,987.44 (excluding GST).

The funding was spent on employing staff to run sporting activities.

Rangiora New Life School

Members of the Board of Trustees 2017

Name	*Position*	*Held Until*
Petro Swart	*Parent Representative (Treasurer) (Retired Accountant)*	*May 2019*
Julie Cloughley	*Parent Representative (Teacher)*	*May 2019*
Karen Rennie	*Parent Representative (Business Partner)*	*May 2019*
Aaron Schulz	*Parent Representative (Software Development Manager)*	*May 2019*
Paul Schulz	*Parent Representative (Senior IT Systems Engineer)*	*May 2019*
Paul Abelen-Freeman	*Parent Representative*	*Oct - May 2019*
Stan Stewart	*Proprietors Represenative (Pastor)*	*May 2019*
Andre Linton	*Proprietors Representative (Self Employed)*	*May 2019*
Stephen Walters	*Principal*	*May 2019*
David Fazakerley	*Staff Representative (Property Manager)*	*May 2019*
Emma Collins	*Student Representative*	*Dec 2017*
Bernadette Calder	*Board Secretary*	*May 2019*
Sasha Duke	*Minute Secretary*	

INDEPENDENT AUDIT REPORT TO THE READERS OF RANGIORA NEW LIFE SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of Rangiora New Life 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 her behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18 that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - financial position as at 31 December 2017; and
  - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 24 May 2018. This is the date at which our opinion is expressed.

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

Basis of Opinion

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

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

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

Responsibilities of the Board of Trustees

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Kiwisport notice and Board of trustees listing, but does not include the financial statements, and our auditor's report thereon.

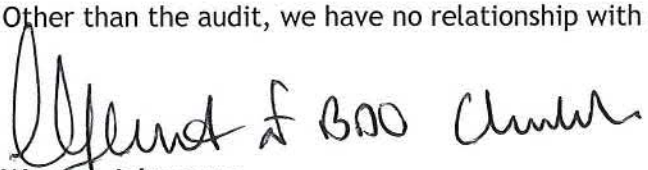
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Warren Johnstone
BDO Christchurch

On behalf of the Auditor-General
Christchurch, New Zealand