RANGIORA NEW LIFE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	418
Principal:	Stephen Walters
School Address:	Denchs Road, Southbrook, Rangiora, 7400
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Solutions & Services
Collaborative School Administration

RANGIORA NEW LIFE SCHOOL

Annual Report - For the year ended 31 December 2020

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Rangiora New Life School

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflect the financial position and operations of the School.

The School's 2020 financial statements are authorised for issue by the Board.

Paul Warwick Schultz.
Full Name of Board Chairperson

Signature of Board Chairperson

31 May 2021
Date:

STEPHEN MARK WALTERS
Full Name of Principal

Signature of Principal

31 May 2021
Date:

Rangiora New Life School

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Paul Schulz	Chairperson	Elected	May 2022
Stephen Walters	Principal	ex Officio	
Albert Couperus	Parent Rep	Elected	May 2022
Petro Swart	Parent Rep	Co-opted	Jun 2020
Elsa Wright	Parent Rep	Elected	May 2022
Aaron Schulz	Parent Rep	Elected	May 2022
Diana Stevenson	Parent Rep	Elected	May 2022
Stan Stewart	Proprietor's Rep		May 2022
Andre Linton	Proprietor's Rep		May 2022
Karen Rennie	Proprietor's Rep		May 2022
Erica Abelen-Freeman	Staff Rep	Elected	May 2022
Sam King	Student Rep	Elected	Dec 2022

In Attendance

Bernadette Calder	Board Secretary
Sasha Duke	Minute Secretary

Rangiora New Life School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue				
Government Grants	2	4,732,375	4,564,023	4,322,873
Locally Raised Funds	3	145,193	75,594	238,542
Use of Proprietor's Land and Buildings		625,600	625,600	625,600
Interest Income		277	650	640
International Students	4	147,240	203,000	154,648
		5,650,685	5,468,867	5,342,303
Expenses				
Locally Raised Funds	3	103,531	57,530	177,671
International Students	4	87,089	113,000	80,290
Learning Resources	5	4,019,810	4,009,578	3,832,922
Administration	6	221,780	227,541	233,558
Finance		12,003	-	13,156
Property	7	999,282	958,617	922,640
Depreciation	8	166,833	166,000	160,308
Loss on Disposal of Property, Plant and Equipment		1,547	-	3,765
		5,611,875	5,532,266	5,424,310
Net Surplus/ (Deficit) for the year		38,810	(63,399)	(82,007)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		38,810	(63,399)	(82,007)

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

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Rangiora New Life School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	2020 $ Actual	2020 $ Budget (Unaudited)	2019 $ Actual
Balance at 1 January		431,037	431,037	435,503
Total comprehensive revenue and expense for the year		38,810	(63,399)	(82,007)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		17,711	-	77,541
Equity at 31 December	24	487,558	367,638	431,037
Retained Earnings		487,558	367,638	431,037
Equity at 31 December		487,558	367,638	431,037

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.

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Rangiora New Life School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Current Assets				
Cash and Cash Equivalents	9	383,466	572,578	469,977
Accounts Receivable	10	298,399	271,100	271,100
GST Receivable		6,304	14,697	14,697
Prepayments		20,450	17,348	17,348
Inventories	11	2,775	2,184	2,184
		711,394	877,907	775,306
Current Liabilities				
Accounts Payable	13	344,237	327,367	327,367
Revenue Received in Advance	14	83,657	235,052	235,052
Provision for Cyclical Maintenance	15	31,091	4,050	4,050
Finance Lease Liability - Current Portion	16	66,161	77,784	77,784
Funds held in Trust	17	372	21,610	21,610
Funds Held on Behalf of COL Cluster	18	8,693	15,086	15,086
		534,211	680,949	680,949
Working Capital Surplus/(Deficit)		177,183	196,958	94,357
Non-current Assets				
Property, Plant and Equipment	12	446,827	325,173	491,173
		446,827	325,173	491,173
Non-current Liabilities				
Provision for Cyclical Maintenance	15	105,900	83,000	83,000
Finance Lease Liability	16	30,552	71,493	71,493
		136,452	154,493	154,493
Net Assets		487,558	367,638	431,037
Equity	24	487,558	367,638	431,037

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

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Rangiora New Life School
Statement of Cash Flows
For the year ended 31 December 2020

	Note	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash flows from Operating Activities				
Government Grants		1,094,104	890,859	974,256
Locally Raised Funds		168,193	75,594	78,371
International Students		(14,629)	203,000	316,517
Goods and Services Tax (net)		8,393	-	(924)
Payments to Employees		(533,616)	(399,456)	(540,625)
Payments to Suppliers		(616,152)	(469,355)	(667,178)
Funds Administered on Behalf of Third Parties		(27,631)	-	29,113
Cyclical Maintenance Payments in the Year		(5,500)	(10,000)	(4,000)
Interest Received		277	650	640
Net cash from/(to) Operating Activities		73,439	291,292	157,057
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(90,905)	(188,691)	(57,161)
Net cash from/(to) Investing Activities		(90,905)	(188,691)	(57,161)
Cash flows from Financing Activities				
Furniture and Equipment Grant		17,711	-	77,541
Finance Lease Payments		(86,756)	-	(93,297)
Net cash from/(to) Financing Activities		(69,045)	-	13,357
Net increase/(decrease) in cash and cash equivalents		(86,511)	102,601	113,253
Cash and cash equivalents at the beginning of the year	9	469,977	469,977	356,724
Cash and cash equivalents at the end of the year	9	383,466	572,578	469,977

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.

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Rangiora New Life School

Notes to the Financial Statements
For the year ended 31 December 2020

1. Statement of Accounting Policies

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 and Training Act 2020. 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as “having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders”.

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

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

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

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

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

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

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.

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Cyclical Maintenance
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

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

1.3. Revenue Recognition

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

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

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

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.

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1.5. Finance Lease Payments
Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

1.6. Cash and Cash Equivalents
Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

1.7. Accounts Receivable
Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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

1.9. 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.

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

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

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

The estimated useful lives of the assets are:

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

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1.10. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

1.11. Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

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

Long-term employee entitlements

Employee benefits that are 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

1.13. Revenue Received in Advance

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

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

1.14. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

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1.15. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.16. Provision for Cyclical Maintenance

The property from which the school operates is owned by the 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).

1.17. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

1.18. Borrowings

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

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

1.19. Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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

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2. Government Grants

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Operational Grants	922,319	897,014	887,778
Teachers' Salaries Grants	3,627,331	3,627,350	3,348,617
Other MoE Grants	112,414	14,659	50,178
Other Government Grants	70,311	25,000	36,300
	4,732,375	4,564,023	4,322,873

Other MOE Grants total includes additional COVID-19 funding totalling $7912 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue			
Donations	14,809	10,000	24,094
Fundraising	2,493	3,047	3,798
Other Revenue	32,957	29,647	77,313
Trading	9,049	2,400	8,603
Activities	85,885	30,500	124,734
	145,193	75,594	238,542
Expenses			
Activities	82,678	39,930	156,117
Trading	4,085	600	4,549
Fundraising (Costs of Raising Funds)	960	1,000	1,197
Other Locally Raised Funds Expenditure	15,808	16,000	15,808
	103,531	57,530	177,671
Surplus for the year Locally raised funds	41,662	18,064	60,871

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	8	7	7

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue			
International Student Fees	147,240	203,000	154,648
Expenses			
International Student Levy	2,950	5,200	5,168
Employee Benefit - Salaries	25,006	23,000	28,825
Other Expenses	59,133	84,800	46,297
	87,089	113,000	80,290
Surplus for the year International Students	60,151	90,000	74,358

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5. Learning Resources

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Curricular	107,973	145,583	113,689
Equipment Repairs	120	1,000	1,728
Library Resources	1,760	1,175	1,082
Employee Benefits - Salaries	3,896,090	3,847,820	3,699,038
Staff Development	13,867	14,000	17,385
	4,019,810	4,009,578	3,832,922

6. Administration

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Audit Fee	3,927	4,000	3,813
Board of Trustees Fees	5,220	7,350	5,880
Board of Trustees Expenses	2,470	3,920	3,633
Communication	5,618	7,000	6,123
Consumables	22,855	34,480	36,178
Other	13,597	18,400	21,252
Employee Benefits - Salaries	160,692	142,800	150,290
Insurance	4,691	5,291	3,739
Service Providers, Contractors and Consultancy	2,710	4,300	2,650
	221,780	227,541	233,558

7. Property

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Caretaking and Cleaning Consumables	20,786	9,000	9,588
Consultancy and Contract Services	101,890	104,000	92,021
Cyclical Maintenance Provision	55,441	-	8,000
Grounds	1,411	8,000	2,449
Heat, Light and Water	46,249	40,000	41,815
Rates	6,497	6,417	6,321
Repairs and Maintenance	76,828	96,600	50,085
Use of Land and Buildings	625,600	625,600	625,600
Security	8,855	10,000	14,300
Employee Benefits - Salaries	55,725	59,000	72,461
	999,282	958,617	922,640

The Use of Land and Buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

8. Depreciation of Property, Plant and Equipment

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Buildings	80	100	80
Furniture and Equipment	61,683	55,000	56,592
Information and Communication Technology	16,657	15,000	15,733
Textbooks	787	1,300	1,297
Leased Assets	85,622	91,600	84,369
Library Resources	2,004	3,000	2,237
	166,833	166,000	160,308

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9. Cash and Cash Equivalents

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash on Hand	150	-	150
Bank Current Account	27,740	572,578	194,447
Bank Call Account	355,576	-	275,380
Cash and cash equivalents for Statement of Cash Flows	383,466	572,578	469,977

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

Of the $383,466 Cash and Cash Equivalents, $8,693 is held by the School on behalf of the COL cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

10. Accounts Receivable

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Receivables	24,370	36,896	36,896
Teacher Salaries Grant Receivable	274,029	234,204	234,204
	298,399	271,100	271,100
Receivables from Exchange Transactions	24,370	36,896	36,896
Receivables from Non-Exchange Transactions	274,029	234,204	234,204
	298,399	271,100	271,100

11. Inventories

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Stationery	2,775	2,184	2,184
	2,775	2,184	2,184

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	**Total (NBV)**
2020	**$**	**$**	**$**	**$**	**$**	**$**
Buildings	2,964	-	-	-	(80)	**2,884**
Furniture and Equipment	278,124	76,420	-	-	(61,683)	**292,861**
Information and Communication Technology	44,342	11,316	-	-	(16,657)	**39,001**
Textbooks	839	1,252	-	-	(787)	**1,304**
Leased Assets	149,242	33,129	-	-	(85,622)	**96,749**
Library Resources	15,662	1,917	(1,547)	-	(2,004)	**14,028**
Balance at 31 December 2020	491,173	124,034	(1,547)	-	(166,833)	**446,827**

	Cost or Valuation	**Accumulated Depreciation**	**Net Book Value**
2020	**$**	**$**	**$**
Buildings	5,153	(2,269)	**2,884**
Furniture and Equipment	914,656	(621,795)	**292,861**
Information and Communication Technology	284,309	(245,308)	**39,001**
Textbooks	82,527	(81,223)	**1,304**
Leased Assets	445,240	(348,491)	**96,749**
Library Resources	42,992	(28,964)	**14,028**
Balance at 31 December 2020	1,774,877	(1,328,050)	**446,827**

The net carrying value of equipment held under a finance lease is $96,749 (2019: $149,242)

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2019	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	3,044	-	-	-	(80)	**2,964**
Furniture and Equipment	306,722	30,255	(2,261)	-	(56,592)	**278,124**
Information and Communication Technology	37,328	23,015	(268)	-	(15,733)	**44,342**
Textbooks	2,136	-	-	-	(1,297)	**839**
Leased Assets	143,179	90,432	-	-	(84,369)	**149,242**
Library Resources	15,244	3,891	(1,236)	-	(2,237)	**15,662**
Balance at 31 December 2019	507,653	147,593	(3,765)	-	(160,308)	**491,173**

2019	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Buildings	5,153	(2,189)	**2,964**
Furniture and Equipment	914,656	(636,532)	**278,124**
Information and Communication Technology	284,309	(239,967)	**44,342**
Textbooks	82,526	(81,687)	**839**
Leased Assets	412,112	(262,870)	**149,242**
Library Resources	47,842	(32,180)	**15,662**
Balance at 31 December 2019	1,746,598	(1,255,425)	**491,173**

13. Accounts Payable

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Operating creditors	30,043	29,361	29,361
Accruals	2,227	2,430	2,430
Banking staffing overuse	32,653	45,814	45,814
Employee Entitlements - salaries	276,659	238,029	238,029
Employee Entitlements - leave accrual	2,655	11,733	11,733
	344,237	327,367	327,367
Payables for Exchange Transactions	344,237	327,367	327,367
	344,237	327,367	327,367

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
International Student Fees	-	161,869	161,869
Other	83,657	73,183	73,183
	83,657	235,052	235,052

15. Provision for Cyclical Maintenance

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Provision at the Start of the Year	87,050	87,050	83,050
Increase to the Provision During the Year	28,459	-	16,000
Adjustment to the Provision	26,982	-	(8,000)
Use of the Provision During the Year	(5,500)	-	(4,000)
Provision at the End of the Year	136,991	87,050	87,050
Cyclical Maintenance - Current	31,091	4,050	4,050
Cyclical Maintenance - Term	105,900	83,000	83,000
	136,991	87,050	87,050

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16. Finance Lease Liability

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

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	$	$	$
No Later than One Year	73,203	87,153	87,153
Later than One Year and no Later than Five Years	32,997	77,648	77,648
	106,200	164,801	164,801

17. Funds Held in Trust

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	$	$	$
Funds Held in Trust on Behalf of Third Parties - Current	372	21,610	21,610
	372	21,610	21,610

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.

18. Funds Held on Behalf of COL Cluster

Rangiora New Life School was the lead school and holds funds on behalf of the COL cluster, a group of schools funded by the Ministry of Education to share professional support.

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	$	$	$
Funds Held at Beginning of the Year	15,086	15,086	-
Funds Received from MoE	1,633	-	31,066
Funds Spent on Behalf of the Cluster	(8,026)	-	(15,980)
Funds Held at Year End	8,693	15,086	15,086

19. 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 have been disclosed appropriately, if the Proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

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 the current period 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 charges a $13,000 annual fee for this service. The school collected attendance dues on behalf of the proprietor of $364,750.

The Proprietor of the school pays a management unit ($8,000) for the teacher of religious education.

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20. Remuneration

Key management personnel compensation

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

	2020 Actual $	2019 Actual $
Board Members		
Remuneration	5,220	5,880
Full-time equivalent members	0.27	0.27
Leadership Team		
Remuneration	435,044	393,871
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	440,264	399,751
Total full-time equivalent personnel	3.27	3.27

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:

	2020 Actual $000	2019 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
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	2020 FTE Number	2019 FTE Number
100 - 110	7.00	-
110 - 120	-	2.00
120 - 130	2.00	-
	9.00	2.00

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

21. 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:

	2020 Actual	2019 Actual
Total	$ -	$ -
Number of People	-	-

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22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance - schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into any contract agreements.

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts.

(a) operating lease of computer laptops in 2019

	2020 Actual $	2019 Actual $
No later than One Year	-	2,589
	-	2,589

24. 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.

25. 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

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash and Cash Equivalents	383,466	572,578	469,977
Receivables	298,399	271,100	271,100
Total Financial Assets Measured at amortised cost	681,865	843,678	741,077

Financial liabilities measured at amortised cost

Payables	344,237	327,367	327,367
Finance Leases	96,713	149,277	149,277
Total Financial Liabilities Measured at Amortised Cost	440,950	476,644	476,644

26. Events After Balance Date

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

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2020 Analysis of Variance

Report on progress towards school goals of Annual Plan

Rangiora New Life School Te Kura Oranga Hou O Rangiora School No. 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: 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: Making sure that Christ is at the centre of everything we do by utilizing prayer and scripture.

Targets:

A) Further enhancing Founders' day, Easter, and Anzac day as significant celebrations in our school calendar
B) Having Christian performance events linked to our special character.
C) Having regular staff worship.

Baseline data: *In 2019 Founders day, Easter service were student centred. Our Head student gave the address to the Rangiora community Anzac service. Staff organised worship 3 times a week, taking turns to provide devotions and leading prayer. We had a primary Christmas performance pageant.*

Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
• Staff were encouraged to try varied methods of worship for our staff worship sessions. • One of our head students wrote a piece for Anzac day in place of the Rangiora Anzac service (Covid affected) • Worked in conjunction of the proprietors to acknowledge the retirement of our last founding proprietor after over 40 years of service to the school.	• We had varied worship styles and much more variety than previously. • We participated in the covid version of the Rangiora Anzac remembrance. • We continue to honour the founding of the school with students, parents and the wider community	• Continue to encourage this

Planning for next year: We continue these initiatives to cement the progress made

Rangiora New Life School Te Kura Oranga Hou O Rangiora School No. 418

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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 2: **Developing a foundation of faith that allows students to strengthen their relationship with God.**

Targets:

A) **Having regular Prayer meetings with parents and students and encouraging student led worship and testimony in assemblies.**
B) **Utilising the Interact Curriculum themes for each term across RNLS to provide coherence.**
C) **Reviewing the multitude of values, principles, core values that drive the school.**

Baseline data: **In 2019 we had regular prayer meetings, the interact themes were used for each Term, and we started looking at our values, verses and documentation.**

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• Continued a weekly Parent prayer meetings.	• 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.	• Principal to continue to support growth and initiatives of Parent prayer group.
• An external Special Character review in 2020 was planned by the proprietors for Secondary.	• This did not happen (covid affected)	• An external Special Character review in 2021 to capture this and the work in Secondary.
• The within school team started to review the values and verses that the school holds central.	• The team made good progress with a range of stakeholders	• This work will continue in 2021.

Planning for next year: **We plan to continue these initiatives to cement the progress made**

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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 3 : Expecting high academic standards and developing a broader measure of student success beyond pass rates.

Targets:

A) Identifying target students in each class, creating a plan to accelerate learning, monitoring and reporting progress of these students' achievement.
B) Lifting 85% of students at least one sub-level annually using asTTle reading, writing and mathematics and other progress tools as indicators
C) Having every student who leaves RNLS in Year 13 achieving at least NCEA Level 2 and students who leave before Year 13 achieving at least NCEA Level 2.
D) Achieving NZQA Level 1-3 pass rates at or above 90% & having at least 50% of students achieve Merit or Excellence passes.
E) Investigate other measures that we can utilise to measure student success beyond pass rates.
F) Continuing to develop electronic classroom pages.
G) Participation in Kahui Ako across school PLG's for teaching staff.
H) Staff Inquiry as part of Appraisal on a matter that relates to student achievement to the students that the teacher teaches – this can be individual, or with other teachers within Tipu Māia Working with Tipu Māia in the shared Achievement challenges that apply to our school.
I) Encouragement of participation in Kapa Haka – for school events and participation in community events.
J) Wider participation in Maori language week, Matariki.
K) Ensure students use their digital fluency to participate in life enhancing opportunities, and establish digital citizens who have appropriate skills, strategies, attitude, understanding, and knowledge.

Baseline data: *In 2019*

OTJ Analysis Years 0 to 8 December 2019

Reading: 88% of pupils performed at or above the expected curriculum level
(49% performed well above)
Writing: 87% of pupils performed at or above the expected curriculum level
(30% performed well above)
Maths: 88% of pupils performed at or above the expected curriculum level
(40% performed well above)

NCEA Results 2019

	N/A.	Pass	Ach.	M.	Ex	M/E
L1	**11%**	**89%**	**19%**	**28%**	**42%**	**70%**
L2	**18%**	**82%**	**55%**	**15%**	**13%**	**28%**
L3	**23%**	**77%**	**19%**	**19%**	**39%**	**58%**

	RNLS	**National***
UE	**68%**	**48%**

90 % of all leavers had at least L2 NCEA. 4 students didn't. 2 went on to further study at Polytech/PTE. 2 went to the workforce .

Actions	Outcomes (what happened?)	Evaluation
• **All teaching staff have identified target students that they are focussed on accelerating learning.** • **Academic Dean continues to support secondary students that are identified as possibly not achieving NCEA and working with them.** • **Careers advisor supports senior secondary students by providing access to external courses to boost students credits.** • **Primary staff continue work with UC facilitator on writing programme.** • **Target students are the focus.** • **RNLS planned to host the Area Schools Kapa Haka day.** • **Mihi Whakatau were planned.**	**OTJ Analysis Years 0 to 8 December 2020** **Reading**: 37% of pupils performed above the expected curriculum level (76 pupils). 46% of pupils performed at the expected curriculum level (95 pupils. 15% of pupils performed below the expected curriculum level (31 pupils).: 3% of pupils performed well below the expected curriculum level (6 pupils) **Writing**: 25% of pupils performed above the expected curriculum level (52 pupils). 56% of pupils performed at the expected curriculum level (116 pupils).16% of pupils performed below the expected curriculum level (34 pupils).2% of pupils performed well below the expected curriculum level (5 pupils) **Maths**: 33% of pupils performed above the expected curriculum level (72 pupils). 50% of pupils performed at the expected curriculum level (110 pupils).14/% of pupils performed below the expected curriculum level (31 pupils).2% of pupils performed well below the expected curriculum level (5 pupils) **Ethnicity**: **Reading**: **Māori**: 6% of pupils performed above the expected curriculum level (1 pupil).59% of pupils performed at the expected curriculum level (10 pupils).29% of pupils performed below the expected curriculum level (5 pupils) **Writing** **Māori**: 12% of pupils performed above the expected curriculum level (2 pupils). 47% of pupils performed at the expected curriculum level (8 pupils).35% of pupils performed below the expected curriculum level (6 pupils). **Mathematics** **Māori**: 16% of pupils performed above the expected curriculum level (3 pupils). 63% of pupils performed at the expected curriculum level (12 pupils).16% of pupils performed below the expected curriculum level (3 pupils). **NCEA Results 2020** **N/A. Ach. M. Ex M/E RNLS. Pass. NZ. Pass Decile 9 Pass** **L1 11% 31% 29% 29% 58% 89% 71% 71%** **L2 11% 30% 28% 30% 58% 82%. 80% 85%** **L3 32% 32% 21% 16% 37% 77%. 72%. 81%** **UE 58%. 52%. 68%** **88 % of all leavers had at least L2 NCEA.** • Covid affected - no Kapa Haka day. • Covid affected - no visitors	Reading: 83% of pupils performed at or above the expected curriculum level (37% performed well above) Writing: 81% of pupils performed at or above the expected curriculum level (25% performed well above) Maths: 83% of pupils performed at or above the expected curriculum level (33% performed well above) 100 % of Pasifika students were at or above for all areas, as were 86% of Asian students. Even accounting for small numbers for statistical analysis. We need to look at these Maori priority students to bring the stats in line with all students. **NCEA** We have an identified cohort in Y13 that have consistently performed below our target levels, but close to NZ pass levels. We are happy that Covid did not have an appreciable effect on performance. We continue to be pleased with the high M/E % across L1 & L2. Wit respect to Mãori students, their performance in NCEA was at or above all students for pass rates, endorsements and UE.

Planning 2021: Identifying and working with target students will continue. In NCEA the cohorts at L2 & L3 in 2021 have a good foundations in 2020. We will closely monitor L1 in 2021 to see how this cohort performs.

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Annual Aim: 4 Having good student wellbeing monitoring processes

Targets:

A) **Utilising the student survey data from 2018, to develop areas to establish baselines, investigate, monitor and develop action plans where necessary to support areas of concern.**

B) **Implementing PB4L Year 8 goals – strengthening Tier 1 &2.**

C) **Integrate the LSC position in the school.**

Baseline data: *In 2019*

- **Implemented Year 7 PB4L goals.**
- **Continued with reward systems**
- **Met regularly as a PB4L team**
- **Continued Tier 2 implementation.**
- **Continued with reward systems throughout the year to great success. - embedded reward systems across the school.**

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• **Continued with the Tier 1 & Tier 2 committee work**	• **This work was covid affected**	• **Covid stalled our Tier 2 work. The Tier 1 programmes are well embedded and ran well, with more students experiencing rewards for good behaviour.**
• **We appointed an LSC,**	• **We worked closely with RTLB, MOE, and the Kahui Ako to build a team of LSC's across Tipu Maia. RNLS hosted the meetings and trainings for the Kahui Ako LSC team.**	• **We will continue to support this very worthwhile MOE initiative.**

Planning for next year: **We plan to continue Tier 1 and progress the stalled Tier 2 work. We will continue o work with the various agencies to support the growth of capacity of the LSC's across Tipu Maia Kahui Ako.**

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Annual Aim 5 : **Supporting parents in educating their children as successful learners.**

Targets:

A) **BYOD – strengthen Y5-Y13, implement investigate Y3 & 4 in 2020.**

B) **Expanding parent engagement Portal, utilizing SeeSaw Y1-8, and fortnightly Kamar progress reports for Y9-13.**

Baseline data: ***In 2019 we completed rollout of BYOD to Y4 to Y13, and tested Kamar weekly reports.***

- **Completed Y5-113 Rollout of BYOD, Installed netbooks in library to support short-term borrowers (< 8 hours). Kept a stock of equity netbooks for medium to long term loans (24 hours to 12 months).**
- **Updated RNLS connect page to easier facilitate student connection.**
- **Made the Kamar calendar the central master for all other calendars.**
- **Embedded the fortnightly ATL (attitude to learning) report format for Y9-13.**

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• Maintained BYOD • We reorganised the school "COW"s (Computer pods on wheels) • We embedded high end pod of netbooks to support classes that • Implemented fortnightly ATL reports for Y9-13. • Staffroom had electronic calendar installed. • Lockdown extended our capability in a number of areas - particularly Teams	• It went well, we reorganised the school owned netbooks to support the changed environment, We also determined that Chromebooks work in our classes. • Students can borrow a netbook from the library for short-term needs (<8 hours). An equity netbook (1 day to 12 months). We reduced the secondary COW to one bookable only, providing for one in primary too. • This was well used by Arts and DVC students. We did have a software hiccup in Term 3 • Well received by parents, easy to complete by staff, giving fortnightly update of student activity in each class. • Staff usage of Kamar calendar increased, as no place to have whiteboard notices. Integration with Term values worked well. • The school operated smoothly during lockdown.	• Continue tweaking the use of devices. • Proof of concept done for possible rollout across the school. • Our IT dept has developed an app for Apple TV's to display school information.

Planning for next year: **We are prepared for further lockdowns and feel we have robust systems in place.**

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Annual Aim 6 : **Preparing students for careers and pathways outside school.**

Targets:

A) **Provide a diverse set of pathways for students and allow students to discover their strengths and passions by refining Career counselling with all senior students having a relevant career plan linked to their learning/subject choices.**

Baseline data: ***In 2019 we interviewed students, and used various survey instruments that assists students identify their own strengths.***

Actions **(what did we do?)**	**Outcomes** **(what happened?)**	**Evaluation** **(where to next?)**
• **RNLS sent all Y10 students to the ARA open day.** • **Expanded Net NZ offerings to better support student options choice.** • **The plan was to get all Y9-Y13 participated in a Holland careers survey to better illuminate their own strengths and possible career directions** • **Senior students all given the opportunity to have a 20 minute careers counselling session prior to options selection this year.**	• **All Y10 students exposed to possible tertiary pathways** • **Make sure that as many options choices are available in a small school.** • **Students better understand their strengths and weaknesses and possible career pathways that match those strengths.**	**Careers focus is working well. Continue and consolidate careers initiatives that allows students to better focus on the pathways out of school.**

Planning for next year : **We plan to continue these initiatives to cement the progress made**

Rangiora New Life School Te Kura Oranga Hou O Rangiora School No 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 : **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 7 : **Reaching out to those around us in the community by being a Christian witness**

Targets:

Being a leader in the wider Christian and educational community:

A) **Locally in our Christian Education Network (CEN), Tipu Māia Kāhui Ako, & Canterbury Area Schools Association (CASA)**
B) **Nationally in the NZ Association of Christian Schools (NZACS) and the New Zealand Area Schools Association (NZASA)**
C) **Internationally in Mission work.**

- **Baseline data:** **RNLS participates fully in the Christian organisations in NZ.**

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• Regularly the Principal and Pastor attend CEN Governance meetings • The RNLS Principal was appointed to the Lead Principal of the Tipu Maia Kahui Ako. • Both Associate Principals participate in DP meetings in the Area School group and the Christian Schools. • Principal represents NZ Area School Principals on PPTA Secondary Principals council. • The RNLS Principal was appointed to the Chair of the CEN for 2021. • School continues to support sponsored children through World Vision, and Christmas gift boxes, and cans for Christmas	• RNLS continues to contribute to CEN. The leadership of the 13 North Canterbury schools is influenced by a Christian leader. • RNLS Principal, represents the interests of Area Schools. • RNLS continues to demonstrate its commitment to Mission work. We support our sponsored students by holding mufti days each term. We hold a drive for the foodbank late in Term 4.	The RNLS Principal meets termly with the CEN COL Principals to maintain connection with CENCOL Having Associate Principal's involved in CEN COL Schools strengthens the relationship at all levels. Being an influencer in this space is useful, and intention is to continue in this role to the end of 2020.. School look in 2020 to alternative partners for Cambodia in 2021 (this is covid affected).

Planning for next year: **We plan to continue these initiatives to cement the progress made. Given covid restrictions, look to a more local based missions plan**

Rangiora New Life School
Te Kura Oranga Hou o Rangiora

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Kiwi Sport Funding 2020

Rangiora New Life School

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2020 the school received in total Kiwisport Funding of $2201.95 (excluding GST).

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RANGIORA NEW LIFE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Rangiora New Life (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the 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 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the board of trustees listing, analysis of variance and kiwisport report but does not include the financial statements, and our auditor's report thereon.

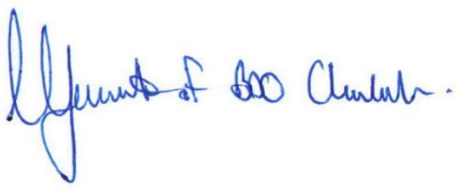
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



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