RANGIORA NEW LIFE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	418
Principal:	Stephen Walters
School Address:	Denchs Road, Southbrook, Rangiora, 7400
School Phone:	03 313 6332
School Email:	admin@rnls.school.nz

Solutions & Services
Collaborative School Administration

RANGIORA NEW LIFE SCHOOL

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 18	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport
	Independent Auditor's Report

Rangiora New Life School

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Albert Couperus	Stephen Walters
Full Name of Presiding Member	Full Name of Principal
DocuSigned by: 343759B273454DF...	DocuSigned by: Stephen Walters F60D9412EB9B4F1...
Signature of Presiding Member	Signature of Principal
25 May 2022	25 May 2022
Date:	Date:

Rangiora New Life School
Members of the Board
For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expired/ Expires
Paul Schulz	Presiding Member	Elected	Sep 2022
Stephen Walters	Principal ex Officio		
Albert Couperus	Parent Representative	Elected	Sep 2022
Elsa Wright	Parent Representative	Elected	Sep 2022
Aaron Schulz	Parent Representative	Elected	Sep 2022
Diana Stevenson	Parent Representative	Elected	Sep 2022
Stan Stewart	Proprietors Representative		Sep 2022
Andre Linton	Proprietors Representative		Sep 2022
Karen Rennie	Proprietors Representative		Sep 2022
Erica Abelen-Freeman	Staff Representative	Elected	Sep 2022
Sam King	Student Representative	Elected	Dec 2021
In Attendance Sasha Duke	Minute Secretary		

Rangiora New Life School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Revenue				
Government Grants	2	4,758,509	4,682,182	4,732,375
Locally Raised Funds	3	193,321	83,876	145,193
Use of Proprietor's Land and Buildings		446,000	446,000	625,600
Interest Income		291	280	277
International Students	4	24,928	23,500	147,240
		5,423,049	5,235,838	5,650,685
Expenses				
Locally Raised Funds	3	99,444	48,145	83,600
International Students	4	31,282	24,420	87,089
Learning Resources	5	4,220,887	4,093,256	4,039,741
Administration	6	253,075	232,621	221,780
Finance		11,029	-	12,003
Property	7	804,395	777,017	999,282
Depreciation	11	132,868	168,000	166,833
Loss on Disposal of Property, Plant and Equipment		29,433	-	1,547
		5,582,413	5,343,459	5,611,875
Net (Deficit) / Surplus for the year		(159,364)	(107,621)	38,810
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(159,364)	(107,621)	38,810

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

Rangiora New Life School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Notes	2021 Actual	2021 Budget (Unaudited)	2020 Actual
		$	$	$
Equity at 1 January		487,558	487,558	431,037
Total comprehensive revenue and expense for the year		(159,364)	(107,621)	38,810
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		15,567	-	17,711
Equity at 31 December		343,761	379,937	487,558
Retained Earnings		343,761	379,937	487,558
Equity at 31 December		343,761	379,937	487,558

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.

Rangiora New Life School
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Current Assets				
Cash and Cash Equivalents	8	232,492	350,025	383,466
Accounts Receivable	9	337,844	298,399	298,399
GST Receivable		13,680	6,304	6,304
Prepayments		19,352	20,450	20,450
Inventories	10	5,009	2,775	2,775
		608,377	677,953	711,394
Current Liabilities				
Accounts Payable	12	374,764	344,237	344,237
Revenue Received in Advance	13	39,023	83,657	83,657
Provision for Cyclical Maintenance	14	31,500	66,091	31,091
Finance Lease Liability	15	45,316	66,161	66,161
Funds held in Trust	16	19,338	372	372
Funds Held on Behalf of COL Cluster	17	-	8,693	8,693
		509,941	569,211	534,211
Working Capital Surplus/(Deficit)		98,436	108,742	177,183
Non-current Assets				
Property, Plant and Equipment	11	396,379	391,147	446,827
		396,379	391,147	446,827
Non-current Liabilities				
Provision for Cyclical Maintenance	14	99,900	89,400	105,900
Finance Lease Liability	15	51,154	30,552	30,552
		151,054	119,952	136,452
Net Assets		343,761	379,937	487,558
Equity		343,761	379,937	487,558

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

Rangiora New Life School
Statement of Cash Flows
For the year ended 31 December 2021

	Note	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Cash flows from Operating Activities				
Government Grants		985,999	932,319	1,094,104
Locally Raised Funds		149,272	83,876	168,193
International Students		24,928	23,500	(14,629)
Goods and Services Tax (net)		(7,376)	-	8,393
Payments to Employees		(587,204)	(454,923)	(533,616)
Payments to Suppliers		(642,079)	(506,173)	(621,652)
Interest Received		260	280	277
Net cash (to)/from Operating Activities		(76,200)	78,879	101,070
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(25,795)	(112,320)	(90,905)
Net cash (to) Investing Activities		(25,795)	(112,320)	(90,905)
Cash flows from Financing Activities				
Furniture and Equipment Grant		15,567	-	17,711
Finance Lease Payments		(74,819)	-	(86,756)
Funds Administered on Behalf of Third Parties		10,273	-	(27,631)
Net cash from/(to) Financing Activities		(48,979)	-	(96,676)
Net increase/(decrease) in cash and cash equivalents		(150,974)	(33,441)	(86,511)
Cash and cash equivalents at the beginning of the year	8	383,466	383,466	469,977
Cash and cash equivalents at the end of the year	8	232,492	350,025	383,466

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

Rangiora New Life School
Notes to the Financial Statements
For the year ended 31 December 2021

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 is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation
Reporting Period
The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

Cyclical Maintenance
A school recognises its obligation to maintain the Proprietor'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 14.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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

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

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

1.3. Revenue Recognition

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants
Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

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

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

1.4. 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.

1.5. 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.

1.6. 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.

1.7. Inventories
Inventories are consumable items held for sale and comprised 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.

1.8. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.9. Property, Plant and Equipment
Land and buildings owned by the 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	5-20 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Textbooks	3 years
Library resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

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

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

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

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

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

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

1.14. Funds Held in Trust

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

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

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

1.16. Provision for Cyclical Maintenance
The property from which the school operates is owned by the 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 provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

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

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

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Operational Grants	934,273	906,813	922,319
Teachers' Salaries Grants	3,717,210	3,717,210	3,627,331
Other MoE Grants	48,816	-	97,755
Other government grants	58,210	58,159	84,970
	4,758,509	4,682,182	4,732,375

3. Locally Raised Funds

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

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Revenue			
Donations & Bequests	95,541	33,000	69,884
Fees for Extra Curricular Activities	40,446	500	30,810
Trading	5,815	4,400	9,049
Fundraising & Community Grants	2,647	2,688	2,493
Other Revenue	48,872	43,288	32,957
	193,321	83,876	145,193
Expenses			
Extra Curricular Activities Costs	82,233	30,545	62,747
Trading	443	600	4,085
Fundraising & Community Grant Costs	960	1,000	960
Other Locally Raised Funds Expenditure	15,808	16,000	15,808
	99,444	48,145	83,600
Surplus / (Deficit) for the year Locally raised funds	93,877	35,731	61,593

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	2	8	8

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Revenue			
International Student Fees	24,928	23,500	147,240
Expenses			
Employee Benefit - Salaries	22,205	19,220	25,006
Other Expenses	9,077	5,200	62,083
	31,282	24,420	87,089
(Deficit) / Surplus for the year International Students	(6,354)	(920)	60,151

5. Learning Resources

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Curricular	133,504	112,237	127,904
Equipment Repairs	2,925	-	120
Library Resources	2,393	1,253	1,760
Employee Benefits - Salaries	4,066,101	3,969,266	3,896,090
Staff Development	15,964	10,500	13,867
	4,220,887	4,093,256	4,039,741

6. Administration

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Audit Fee	6,250	4,000	3,927
Board Fees	6,305	7,350	5,220
Board Expenses	2,632	3,100	2,470
Communication	9,691	7,000	5,618
Consumables	38,948	33,480	22,855
Other	14,108	16,400	13,597
Employee Benefits - Salaries	168,155	152,800	160,692
Insurance	4,226	4,191	4,691
Service Providers, Contractors and Consultancy	2,760	4,300	2,710
	253,075	232,621	221,780

7. Property

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Caretaking and Cleaning Consumables	10,799	9,500	20,786
Consultancy and Contract Services	118,692	104,000	101,890
Cyclical Maintenance Provision	24,409	28,500	55,441
Grounds	3,508	5,000	1,411
Heat, Light and Water	45,138	42,000	46,249
Rates	7,350	6,417	6,497
Repairs and Maintenance	66,457	63,100	76,828
Use of Land and Buildings	446,000	446,000	625,600
Security	6,118	9,000	8,855
Employee Benefits - Salaries	75,924	63,500	55,725
	804,395	777,017	999,282

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Bank Accounts	232,492	350,025	383,466
Cash and cash equivalents for Statement of Cash Flows	232,492	350,025	383,466

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

Of the $232,492 Cash and Cash Equivalents, $3,815 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these requirements are not met, the funds will need to be returned.

9. Accounts Receivable

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Receivables	19,970	24,370	24,370
Receivables from the Ministry of Education	6,067	-	-
Interest Receivable	31	-	-
Teacher Salaries Grant Receivable	311,776	274,029	274,029
	337,844	298,399	298,399
Receivables from Exchange Transactions	20,001	24,370	24,370
Receivables from Non-Exchange Transactions	317,843	274,029	274,029
	337,844	298,399	298,399

10. Inventories

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Stationery	5,009	2,775	2,775
	5,009	2,775	2,775

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	**Total (NBV)**
2021	**$**	**$**	**$**	**$**	**$**	**$**
Buildings	2,884	-	-	-	(80)	**2,804**
Furniture and Equipment	292,861	18,106	(694)	-	(60,855)	**249,418**
Information and Communication Technology	39,001	11,295	(327)	-	(15,218)	**34,751**
Textbooks	1,304	-	-	-	(432)	**872**
Leased Assets	96,749	78,139	(26,346)	-	(54,249)	**94,293**
Library Resources	14,028	2,644	(397)	-	(2,034)	**14,241**
Balance at 31 December 2021	446,827	110,184	(27,764)	-	(132,868)	**396,379**

The net carrying value of equipment held under a finance lease is $94,293 (2020: $96,749)

	2021 Cost or Valuation $	2021 Accumulated Depreciation $	2021 Net Book Value $	2020 Cost or Valuation $	2020 Accumulated Depreciation $	2020 Net Book Value $
Buildings	5,153	(2,349)	**2,804**	5,153	(2,269)	**2,884**
Furniture and Equipment	916,525	(667,107)	**249,418**	914,656	(621,795)	**292,861**
Information and Communication Technology	260,191	(225,440)	**34,751**	284,309	(245,308)	**39,001**
Textbooks	81,381	(80,509)	**872**	82,527	(81,223)	**1,304**
Leased Assets	314,729	(220,436)	**94,293**	445,240	(348,491)	**96,749**
Library Resources	44,364	(30,123)	**14,241**	42,992	(28,964)	**14,028**
Balance at 31 December	1,622,343	(1,225,964)	**396,379**	1,774,877	(1,328,050)	**446,827**

12. Accounts Payable

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Creditors	27,487	30,043	30,043
Accruals	4,500	2,227	2,227
Banking Staffing Overuse	-	32,653	32,653
Employee Entitlements - Salaries	327,670	276,659	276,659
Employee Entitlements - Leave Accrual	15,107	2,655	2,655
	374,764	344,237	344,237
Payables for Exchange Transactions	374,764	344,237	344,237
	374,764	344,237	344,237

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Grants in Advance - Ministry of Education	3,815	-	-
Other revenue in Advance	35,208	83,657	83,657
	39,023	83,657	83,657

14. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	$	$	$
Provision at the Start of the Year	136,991	136,991	87,050
Increase to the Provision During the Year	28,500	28,500	28,459
Adjustment to the Provision	(4,091)	-	26,982
Use of the Provision During the Year	(30,000)	(10,000)	(5,500)
Provision at the End of the Year	131,400	155,491	136,991
Cyclical Maintenance - Current	31,500	66,091	31,091
Cyclical Maintenance - Term	99,900	89,400	105,900
	131,400	155,491	136,991

15. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	$	$	$
No Later than One Year	51,860	73,203	73,203
Later than One Year and no Later than Five Years	56,184	32,997	32,997
Future Finance Charges	(11,574)	(9,487)	(9,487)
	96,470	96,713	96,713
Represented by			
Finance lease liability - Current	45,316	66,161	66,161
Finance lease liability - Term	51,154	30,552	30,552
	96,470	96,713	96,713

16. Funds Held in Trust

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	$	$	$
Funds Held in Trust on Behalf of Third Parties - Current	19,338	372	372
	19,338	372	372

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

17. Funds Held on Behalf of COL Cluster

Rangiora New Life School was the lead school and held funds on behalf of the COL cluster. This cluster has now been transferred to Oxford Area School.

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	$	$	$
Funds Held at Beginning of the Year	8,693	8,693	15,086
Funds Received from MoE	-	-	1,633
Funds Spent on Behalf of the Cluster	(8,693)	-	(8,026)
Funds Held at Year End	-	8,693	8,693

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 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 1.3. 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".

19. Remuneration

Key management personnel compensation

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

	2021 Actual $	2020 Actual $
Board Members		
Remuneration	6,305	5,220
Leadership Team		
Remuneration	401,705	435,044
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	408,010	440,264

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

Principal

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

	2021 Actual $000	2020 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	170 - 180
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	2021 FTE Number	2020 FTE Number
100 - 110	9.00	7.00
120 - 130	3.00	2.00
	12.00	9.00

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:

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

21. Contingencies

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

Holidays Act Compliance – schools payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has not entered into any contract agreements.

(Capital commitments at 31 December 2020: nil)

(b) Operating Commitments

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

(Operating commitments at 31 December 2020: nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Cash and Cash Equivalents	232,492	350,025	383,466
Receivables	337,844	298,399	298,399
Total Financial Assets Measured at amortised cost	570,336	648,424	681,865
Financial liabilities measured at amortised cost			
Payables	374,764	344,237	344,237
Finance Leases	96,470	96,713	96,713
Total Financial Liabilities Measured at Amortised Cost	471,234	440,950	440,950

24. Events After Balance Date

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

25. Comparatives

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

BDO Christchurch

26. COVID 19 Pandemic on going implications

Impact of Covid-19
During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

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

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

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

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

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

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

Reduction in International students
Under alert levels 4, 3, 2 and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

There has also been a financial impact on the finances due to staff leaving/being terminated because of the mandate and additional relief staffing costs incurred during that process.

2021 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) Purposeful daily reading of scripture
B) Further enhancing Founders' day, Easter, and Anzac day as significant celebrations in our school calendar
C) Having Christian performance events linked to our special character.
D) Having regular staff worship.

Baseline data: *In 2020*

- 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.

Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
• Purposeful daily reading of scripture was added to our strategic plan at the start of the year	• Many staff took the opportunity to read scripture as pat of in class devotions. Our Head of Christian Living provides a daily scripture based devotion as part of our school notices. Some staff utilised just this - There is more to do here to encourage this practice.	• Continue to encourage this
• Staff were encouraged to try varied methods of worship for our staff worship sessions.	• We had varied worship styles and much more variety than previously.	
• Both of our head students spoke at the Rangiora Anzac service, with the deputies being flag-bearers.	• Our Head students spoke at the Rangiora Anzac service and our deputy students were flagbearers for the parade.	
• Founders day - didn't happen, but was incorporated into the primary prizegiving.	• We continue to honour the founding of the school with students, parents and the wider community	

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

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 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 2020 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 meeting. • A student initiated weekly prayer group started and was sustained from T 2.	• 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. Numbers have tripled in T2. The prayer group paused during Level 2 - we hosted it off-site or virtually.	• 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.	• Proprietors have been working on the parameters of this and plan to do this in 2022.	
• The within school Kahui Ako team started to review the values and verses that the school holds central.	• The team are making good progress with a range of stakeholders	• This is progressing well, with interviews capturing the history of the 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: **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 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) Having 80% of students at or above the expected curriculum level in reading, writing and mathematics
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) Participating in 2021 MOE PLD Teacher Only Days to understand the proposed changes to NCEA and refine the NCEA programmes being offered in L1-L3 at RNLS as a consequence. Continuing to develop electronic classroom pages.
F) Participation in Kahui Ako across school PLG's for teaching staff.
G) 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.
H) Encouragement of participation in Kapa Haka – for school events and participation in community events.
I) Wider participation in Maori language week, Matariki.
J) 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 2020*

OTJ Analysis Years 0 to 8 December 2020
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)

NCEA Results 2020

	N/A.	Pass	Ach.	M.	Ex	M/E
L1	**11%**	**71%**	**31%**	**29%**	**29%**	**58%**
L2	**11%**	**82%**	**30%**	**28%**	**30%**	**58%**
L3	**32%**	**72%**	**32%**	**21%**	**16%**	**37%**

	RNLS	**National***
UE	**58%**	**52%**

88 % of all leavers had at least L2 NCEA.

Actions	Outcomes (what happened?)	Evaluation
• **All teaching staff have identified target students that they are focussed on acceleratin g 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 RT Lit on writing programm e.** • **Target students are the focus.**	**OTJ Analysis Years 0 to 8 December 2020** At Year 1 (23 pupils) we have started structured literacy in 2021: 70 % of pupils performed at or above the expected curriculum level, with 30% **Reading Y2-8**: 33% of pupils performed above the expected curriculum level (68 pupils). 54% of pupils performed at the expected curriculum level (110 pupils. 11% of pupils performed below the expected curriculum level (24 pupils).: 2% of pupils performed well below the expected curriculum level (4 pupils) **Writing Y2-8**: 22% of pupils performed above the expected curriculum level (45 pupils). 69% of pupils performed at the expected curriculum level (142 pupils).15% of pupils performed below the expected curriculum level (31 pupils).2% of pupils performed well below the expected curriculum level (5 pupils) **Maths Y0-8** : 23% of pupils performed above the expected curriculum level (51 pupils). 62% of pupils performed at the expected curriculum level (139 pupils).12/% of pupils performed below the expected curriculum level (26 pupils).3% of pupils performed well below the expected curriculum level (7 pupils) **Reading**: **Māori**: 6% of pupils performed above the expected curriculum level (1 pupil).75% of pupils performed at the expected curriculum level (12 pupils).6% of pupils performed below the expected curriculum level (1pupil). 13% of pupils performed well below the expected curriculum level. **Mathematics** **Māori**: 88% of pupils performed at the expected curriculum level (14 pupils). 12% of pupils performed below the expected curriculum level (2 pupils). **Writing** **Māori**: 50% of pupils performed at the expected curriculum level (8 pupils).31% of pupils performed below the expected curriculum level (5 pupils). 19% of pupils performed well below the expected curriculum level (3 pupils). **Pasifika** All pupils were at or above for all curriculum areas (5 pupils). **NCEA Results 2021** **N/A. Ach. M. Ex M/E RNLS. Pass. NZ. Pass Decile 9 Pass** **L1 7% 47% 31% 15% 46% 93% 68% 69%** **L2 11% 33% 35% 21% 56% 88% 77% 84%** **L3 16% 32% 36% 32% 68% 84% 70% 80%** **UE 68% 50% 68%** 92 % of all leavers had at least L2 NCEA. This was three students, two of which left at Y11 - so couldn't get L2 NCEA. The third Y12 student leaver was only 1 credit short at the time of writing and is expected to achieve this.	In the first year of structured literacy - has been a huge area of learning for students and staff. We are confident through phonological testing that more than half of the students identified as below are on the cusp of being at the level. Reading: 87% of pupils performed at or above the expected curriculum level, a 3% improvement from 2020. Writing: 91% of pupils performed at or above the expected curriculum level, a 10% improvement from last 2020. Maths: 85% of pupils performed at or above the expected curriculum level, a 3% improvement from 2020. 100 % of Pasifika students were at or above for all 3 areas. The variance for Māori students compared to the cohort was - +1% for reading, -41% for writing , and +1% for Maths. Further analysis of the writing variance shows that are well below, with 5 below and confidence that the structured literacy approach will capture these students. The well below students are 2 students with specific learning needs. The variance for Reading and Maths shows that Māori students are achieving at the same level as all students for these two areas. NCEA These NCEA results show excepting minor cohort variance, pass rates ahead of Decile 9 schools, and we have met our targets for merit/excellence. Given that the school was affected by Covid - that is a very positive outcome and achievement for 2021. Having virtually all students achieve L2 NCEA as a minimum leaving qualification is a priority for us.

Planning 2021: Identifying and working with target students will continue. Structured literacy is becoming an important tool in our toolkit.

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: **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: 4 Having good student wellbeing monitoring processes

Targets:

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

B) **Implementing PB4L Year 9 goals – strengthening Tier 1 &2 - making sure the RNLS way is consistently applied across the school.**

Baseline data: *In 2020*

- **Implemented Year 8 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	• The PB4L teams have continued to develop the work with Tier 2. Our external review from the MOE gave us great feedback of our implementations, with our best review score to date. We reported to the BOT as apart of a new annual reporting cycle.	• Our Tier 2 work will continue .The Tier 1 programmes are well embedded and ran well, with more students experiencing rewards for good behaviour.
• Our LSC further developed her role in the school.	• 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 Tier 2 work. We will continue to work with the various agencies to support the growth of capacity of the LSC's across Tipu Maia Kahui Ako.**

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

Targets:

A) **BYOD – strengthen Y5-Y13, investigating Y3 & 4.**
B) **Expanding parent engagement Portal, utilizing SeeSaw Y1-8, and fortnightly Kamar progress reports for Y9-13.**

Baseline data: ***In 2020 we completed rollout of BYOD to Y5 to Y13, and continued Kamar ATL reports.***

- **Completed Y5-Y13 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 needed them** • **Continued fortnightly ATL reports for Y9-13.**	• **We reorganised the school owned netbooks to support the changed environment. We have supplied two pods to Y3/4 classes** **Students can borrow a netbook from the library for short-term needs (<8 hours). An equity netbook (1 day to 12 months).**	• **With the Level 4 lockdown in 2021, the lessons learned in 2020 allowed a very smooth transition, with providing extra devices for families (approx 40)** • **ATL reports provide regular progress updates for parents**

Planning for next year:

ATL reports are embedded. BYOD/One Note/Seesaw is providing a good pedagogical modern learning style. It is also allowing easy transition to Home based learning in case of a Covid Level 4 lockdown. The use of school-owned devices to support families who struggle with the cost, or who are getting a device repaired is also working well.

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 : **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 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 2020 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. • 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. • Students have some career planning to support their studies.	• Careers focus is working well. • Continue and consolidate careers initiatives that allows students to better focus on the pathways out of school. • Continue forward with this

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 • Both Associate Principals participate in DP meetings in the Area School group and the Christian Schools.	• RNLS continues to contribute to CEN.	• The RNLS Principal meets termly with the CEN COL Principals to maintain connection with CENCOL
• The RNLS Principal was appointed to the Chair of the CEN for 2021, and continues in 2022. • School continues to support sponsored children through World Vision, and Christmas gift boxes, and cans for Christmas	• 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.	• Having Associate Principal's involved in CEN COL Schools strengthens the relationship at all levels.

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

Denchs Road, Rangiora

Ph: (03) 313 6332 Fax: (03) 313 6237

Email: admin@rnls.school.nz Website: www.rnls.school.nz

Kiwi Sport Funding 2021

Rangiora New Life School

Kiwisport is a Government funding initiative to support students' participation in organised sport.

During 2021, the school received in total: Kiwisport Funding of $8931.05 (excluding GST).

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

The number of students that participated in organised sport was 216.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RANGIORA NEW LIFE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

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 his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 25 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities 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, Statement of Responsibility, analysis of variance and Kiwisport reports, but does not include the financial statements, and our auditor's report thereon.

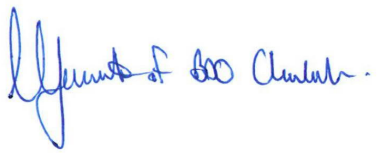
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



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