

Rere School

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

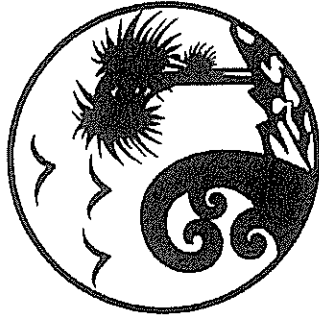
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Rere School

Financial Statements - For the year ended 31 December 2016

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RERE SCHOOL
Flying High

RERE SCHOOL

ANALYSIS OF VARIANCE 2016

Rere School will develop the whole child enabling personal excellence.

READING

Strategic aim: All students are able to successfully access the New Zealand Curriculum, as evidenced by progress and achievement in relation to the National Standards of Literacy and Mathematics.

We chose this strategic aim because the community, parents, and whānau indicated during the consultation process that high levels of student achievement in literacy and mathematics was a top priority for them.

Annual aim for 2016: Improve the rate of progress for all learners deemed at risk of not achieving or are below the National Standards for Reading, Writing, and Mathematics.

Baseline data: Measure; PM Benchmarks years 1-3, PROBE years 2-8, e-asTTle years 4-8, PAT Comprehension & Vocabulary years 4-8, PAT Listening Years 3-8, STAR years 3-8, classroom observations.

Analysis of school wide Reading data in February 2016 identified:

- 17/21 (81%) of our learners were achieving at or above National Standard for their year level, with 12/21 of those learners above National Standard.
- 8/11 (73%) of the boys were achieving at or above National Standard for their year level, with 7/11 of those learners above National Standard, 3/11 below the National Standard.
- 5/7 (71%) of our Māori learners were achieving at or above National Standard for their year level, with 3/7 of those learners above National Standard, 2/7 are below the National Standard.
- 4/21 (19%) of our learners were not achieving to the National Standard in Reading. 2/4 of the learners below the National Standard in Reading were Māori males.

Targets for 2016:

- All learners achieving below the National Standards in reading in 2015 will make accelerated progress and will be at their year level standard by the end of 2016.
- Māori students below the National Standards in reading in 2015 will make accelerated progress and will be at their year level standard by the end of 2016.
- To raise the number of students at or above the National Standards to more than 85%.
- 72% of males are @/> the NS with 63% of males above - the target is to raise the number of boys @/> NS to 80%
- 71% of Māori are @/> the NS with 43% above - the target is to have 80% of our Māori learners working at or above with 60% above

Analysis of school wide Reading data in December 2016 identified:

- 22/26 (85%) of our learners are achieving at or above National Standard for their year level, with 18/26 (70%) of those learners above National Standard.
- 13/15 (87%) of the boys are achieving at or above National Standard for their year level, 10/15 (67%) of those learners above National Standard.
- 5/7 (72%) of our Māori learners are achieving at or above National Standard for their year level, with 5/7 (72%) of those learners above National Standard.
- 4/26 (15%) of our learners are not achieving to the National Standard in Reading. Three of these learners are male, two are Māori.

Planning for 2017:

- An annual target will be set in next year's annual plan regarding the learners who did not achieve the National Standard for Reading.
 - One junior learner is below the national standard in reading.
 - Three senior learners are below the standard in reading.
 - 2/4 of those below the national standards in reading are Māori males.
- Maintain level of support for those below the national standard – 1:1 with teacher aide, RTLit.
- Collaborative action research into innovative practices that improve learning outcomes, particularly for our Māori students.
- Continued focus on oral language and vocabulary development.
- Focus on observational/visual skills.
- Classroom focus on listening skills.
- Assessment by outside providers e.g. neurodevelopmental therapist.
- Improving student outcomes through observational data linked to teacher appraisal.
- Teacher inquiry into teaching and learning practise.
- Continuing review of what have we done to achieve acceleration thus far.

Actions (what we did)	Outcomes (what happened)	Reasons for the Variance (why did it happen)	Evaluation (where to next)
<ul style="list-style-type: none"> • Early identification of learners who may be at risk of not achieving the National Standards in reading and a programme of support put in place. • Support classroom programmes with extra 1-1 literacy support with a teacher aide. • Teachers developed targeted programmes to meet the individual needs of the students. Specific learning intentions and success criteria. • Focus on children being able to self-monitor and use the language of learning intentions and success criteria to determine next steps in learning. • Whānau workshops to support reading in the home. • Assessed oral language needs of junior learners. • Individualized programmes in place to support oral development. • Assessed auditory/visual memory and teacher aide provided programme to develop skills. • Referral to CAMHS and VNT services for further assessment. • Focus in junior room on listening skills to support reading programme 	<ul style="list-style-type: none"> • 22/26-85% of our learners are working at or above the national standard in Reading. Target was to raise this to more than 85% so not achieved, • At the beginning of the year, four learners were below National Standard. • One of those learners left the school during the year. • Two learners below the NS have made a year's progress but this was not accelerated enough to allow them to be at NS. Both are six months below. • One new female learner in the junior area of the school in term 4 is below the NS. • One female child has been diagnosed with dyslexia. • At the end of 2016 we have four learners not yet working at the national standard in Reading. • One is well below. • 10/15 -67% of males are above the National Standard in Reading. • 5/7- 72% of our Māori learners are above the National Standards with 0 at. Target was to have 80% so have 	<ul style="list-style-type: none"> • One new junior enrolment below NS • Support for parents as to how to help their child at home still ineffective for target group. • For the target group face to face discussions were specific about what was expected from parents to help make that difference in their child's learning. • Three senior students below the NS have certainly had a big shift in skill and attitude towards reading, though this is not reflected in assessment data. 	<ul style="list-style-type: none"> • Need to be more innovative in how to achieve the home support/ mileage for those learners below the NS. • All students below the National Standard in reading will have 1-1 teacher aide support half hour daily. • Continue with peer tutoring opportunities. • Continue to identify learning needs of each individual student and support required to improve progress and achievement. • Have those difficult conversations early so that a solution can be found when a learner stops learning. • Continue to establish active partnerships with whānau that involve joint responsibility for promoting students learning. SLC. • Whānau to attend one to one hui re information on how to support their child achieve next steps. • Access to reading material appropriate to a family's needs and interests – Web based programmes/ library kete especially over the holidays. • Regular monitoring of progress.

<ul style="list-style-type: none"> • Clear benchmarks established for accelerated progress through reading levels. • Data focused discussions between colleagues that promote reflection, and set term goals to be achieved. • Audio assisted reading programme • Three days a week children hear, read, respond then read at their guided level to gain as much mileage as possible • Learning intentions clearly stated in homework books • Buddy reading for those who do not read at home • Learning intentions given so that children know what strategies they are learning to use • Online reading programmes • Strategies to support specific learning difficulties focus of professional hui and incorporated into classroom programmes. • Focus on activities that promote higher order thinking. 	<p>not achieved this target.</p> <ul style="list-style-type: none"> • One of those learners at the NS at the beginning of the year remain at. Four are now above. • Twelve of those above the NS at the beginning of the year remain above. • 2/4 learners below the NS are Māori males. • 2/4 learners below are female New Zealander. • 18/26 (70%) of learners are above the National Standard. This has increased significantly since February. • One learner entering year 4 is below the national standard. Aim is to have all learners entering year 4 at the national standard. • One learner entering year 3 is well above the national standard. • One Māori male student at the NS in February is now above. 	<ul style="list-style-type: none"> • Focus on observational skills and visual language. • Focus on developing listening skills • Peered reading support programme in place. • Focus on supporting senior teacher to accelerate the learners below the National Standard with appropriate strategies so that rate of current progress continues.
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WRITING

Strategic aim: All students are able to successfully access the New Zealand Curriculum, as evidenced by progress and achievement in relation to the National Standards of Literacy and Mathematics.

We chose this strategic aim because the community, parents, and whanau indicated during the consultation process that high levels of student achievement in literacy and mathematics was a top priority for them.

Annual aim for 2016: Improve the rate of progress for all students deemed at risk of not achieving or are below the National Standards for Reading, Writing, and Mathematics.

Baseline data: Measure; NZC exemplars, ARBs, e-asTTle rubrics, observation survey, unassisted recounts, progress indicators, PAT Punctuation and Grammar Years 4-8, PAT –Supplementary Spelling Assessment Yrs 4-8.

Analysis of school wide writing data in February 2016 identified:

- 18/21 (85%) of our learners were achieving at or above National Standard for their year level, with 12/21 of those learners above National Standard.
- 8/11 (72%) of the boys were achieving at or above National Standard for their year level, with 4/11 of those learners above National Standard.
- 5/7 (71%) of our Māori learners were achieving at or above National Standard for their year level, with 2/7 above National Standard.
- 3/21 (14%) of our learners were not achieving to the National Standard in Writing.
- 2/3 of the learners below the National Standard in writing are Māori males.

Targets for 2016:

- All learners achieving below the National Standards in writing in 2015 will make accelerated progress and will be at their year level standard by the end of 2016.
- Māori students below the National Standards in writing in 2015 will make accelerated progress and will be at their year level standard by the end of 2016.
- To raise the number of students at or above the National Standards to more than 85%.
- 72% of our boys are working @/> the NS with 36% above- target is to raise the number of boys at to 45%.
- 71% of our Māori students are working @/> the NS with 28% above- the target is to raise the number of children above to 45%.

Analysis of school wide writing data in December 2016 identified:

- 23/26 (89%) of our learners are achieving at or above National Standard for their year level, with 15/26 (58%) of those learners above National Standard.
- 12/15 (80%) of the boys are achieving at or above National Standard for their year level, with 7/15 (47%) of those learners above National Standard.
- 5/7 (72%) of our Māori learners are achieving at or above National Standard for their year level, with 4/7 (58%) above National Standard.
- 3/26 (11%) of our learners are not achieving to the National Standard in Writing. All three are boys, two are Māori.

Planning for 2017:

- An annual target will be set regarding the students who did not achieve the National Standard for writing.
- Two Māori males to be targeted in 2017 as not achieving to the relevant National Standard.
- An annual target of 85% of our Māori learners working at or above the relevant National Standard.
- Strong focus on oral language, daily buddy talk time, wide range of experiences within and outside the classroom building vocab, children SKYPE weekly with two other schools
- Focus across the school based on building oral language/vocabulary through observation and visual language – noticing detail
- Principal to promote and foster the use of an inquiry-based approach to teaching, learning, and subsequent responsive planning

Actions (what we did)	Outcomes (what happened)	Reasons for the Variance (why did it happen)	Evaluation (where to next)
<ul style="list-style-type: none"> Professional development for teachers. Set clear National Standards for the end of each year level. Teachers, learners and parents are aware of these National Standards. Early identification of learners at risk of not achieving to the standard and specialised programmes/support people put in place. Classroom programmes focused on promoting spelling and vocabulary knowledge. Classroom programmes focused on developing listening skills. Use Learning Intentions and Success Criteria effectively. Use effective assessment practices. Exemplars, - collegial support to level thus ensuring consistency across school/s, e- asTTie. Formative assessment based on the exemplars —clear criteria given for success—personalised learning. Display exemplars/ examples of models so next steps are clear. Ensure students self-assess regularly against the exemplars. Strong oral and vocabulary enrichment programme. 	<ul style="list-style-type: none"> Three learners are not yet achieving to the National Standard. Two learners are within one phase of the relevant National Standard. One learner is well below. All learners below the National Standard in Writing are males. Two learners below are Māori males. 89% of the learners are writing at or above the National Standard. Aim was to have 90% or better so have achieved this target. 80% of our boys are working at or above the National Standard in Writing with 47% above so achieved target to raise the number of children above to 45%.. 72% of our Māori students are working at and above the National Standard with 58% above so achieved target to raise the number of children above to 45%. 	<ul style="list-style-type: none"> A new learner into the school term 4 is identified as being below the National Standard. Poor listening skills as determined by low stanines achieved in the PAT Listening assessments. Low vocabulary attainment/ knowledge to bring to the writing. 	<ul style="list-style-type: none"> Strong hands on experience based programme needed to provide motivation and vocabulary. Adopt a play-based pedagogy to reflect the Te Whāriki early childhood curriculum and weave this pedagogy thread through the literacy programme. Strong focus on observational skills/visual language and the associated vocabulary to enhance writing. Whanau support for writing in the home through daily diary writing to be shared at school. Ensure formative assessment - learning intentions, success criteria clear to learners with self-assessment opportunities written into planning. Teacher planning clearly identifies whole class and individual learning needs. Assessment of junior child for specific learning difficulties that may contribute to achievement. Set term goals to be achieved.

MATHEMATICS

Strategic aim: All students are able to successfully access the New Zealand Curriculum, as evidenced by progress and achievement in relation to the National Standards of Literacy and Mathematics.

We chose this strategic aim because the community, parents, and whānau indicated during the consultation process that high levels of student achievement in literacy and mathematics was a top priority for them.

Annual aim for 2016: Improve the rate of progress for all students deemed at risk of not achieving or are below the National Standards for Reading, Writing, and Mathematics.

Baseline data: Measure; NumPA (diagnostic interview) JAM (Junior Assessment of Mathematics), GloSS, PAT Years 3-8, ARBs, e-asTTle Years 4-8, basic facts assessments, IKAN Years 3-8, progress indicators, NZC exemplars, National Standards illustrations, class observations.

Analysis of school wide Mathematics data in February 2016 identified:

- 17/21 (80%) of our learners were achieving at or above National Standard for their year level, with 10/21 (48%) of those learners above National Standard.
- 7/11 (80%) of the boys were achieving at or above National Standard for their year level, with 4/11 (36%) of those learners above National Standard.
- 4/7 (57%) of our Māori learners were achieving at or above National Standard for their year level, with 1/7 (14%) of those learners above.
- 4/21 (36%) of our learners were not achieving to the National Standard in Mathematics.

Targets for 2016:

- All learners achieving below the National Standards mathematics in 2015 will make accelerated progress and will be at their year level standard by the end of 2016.
- Māori students below the National Standards in mathematics in 2015 will make accelerated progress and will be at their year level standard by the end of 2016.
- To raise the number of students at or above the National Standards to more than 85%.
- 47% above- target is to raise this by more than 5%
- 63% of males are at and above with 36% above- target is to raise this to 45% above
- 57% of Māori are @ and > with 28% above- target is to raise the number of learners above to 45%

Analysis of school wide Mathematics data in December 2016 identified:

- 21/26 (81%) of our learners are achieving at or above National Standard for their year level, with 14/26 (54%) of those learners above National Standard.
- 11/15 (73%) of the boys are achieving at or above National Standard for their year level, with 6/15 (40%) of those learners above National Standard.
- 5/7 (72%) of our Māori learners are achieving at or above National Standard for their year level, with 3/7 (44%) of those learners above.
- 5/26 (19%) of our learners are not achieving to the National Standard in Mathematics. Four are male. Two are Māori. Three are new to the school.

Planning for 2017:

- An annual target will be set regarding those learners not achieving to the appropriate National Standard in Mathematics.

Actions (what we did)	Outcomes (what happened)	Reasons for the Variance (why did it happen)	Evaluation (where to next)
<ul style="list-style-type: none"> • Clear expectations for the end of each year level. Teachers, learners and parents are aware of these National Standards. • Early identification of learners at risk of not achieving to the standard. • Data focused conversations between colleagues. Support to reflect on teaching and learning. • Professional development around effective pedagogy, assessment, planning and resources. • Whanau workshops aimed at supporting parents to learn an array of fun ways to support their child's basic facts and number knowledge learning at home. • Daily homework practice of basic facts, learners' weekly mastery success shared consistently so parents can see how well they are doing. • Access for families to appropriate mathematics websites to use at home. 	<ul style="list-style-type: none"> • Did not achieve target of accelerating progress of the two learners below to be at relevant standard. • Achieved target of having at least 54% of our learners above the National Standard. • 5/26 (19%) learners are identified as below the National Standards in Mathematics. • 21/26 (81%) are working at or above the relevant national standard. • Did not achieve target to raise males working above the National Standard to 45%. • Achieved target to raise the number of Māori learners above to 45%. • 6/26 (23%) learners are well above. • Inquiry into how best to achieve every child having access to the internet at home. 	<ul style="list-style-type: none"> • The one child well below at the beginning of the year has made progress and is now at. • One child below at the beginning of the year left the school. • Three new learners that have been recently enrolled are identified as below the national standard in mathematics. • One child has not made expected progress due to a range of specific learning difficulties. (Being assessed) 	<ul style="list-style-type: none"> • Collegial and professional development support to ensure multi-level needs across the classroom are being met. • PD around the ALiM project – accelerating learning in Mathematics project. • Parent workshops. • PD and parent support around the activities available online to support a child's learning. • Maintain strong basic facts programme throughout the school. • Ensure staff use nzmaths for planning and teaching programmes. • Reading programme focused on skills for comprehending mathematical word problems and instructions. • Regular review of PLPs with family, support needed to meet responsibilities and next steps. • Collaborative planning.

<ul style="list-style-type: none"> • Ensure that by the end of their second year at school learners are working in Strategy and Basic Facts Stage 4 or better. • Set term goals to be achieved. • Explore mathematics in everyday situations so that the children realize the importance of maths learning in their lives. • Realistic and regular opportunities to problem solve using mathematical explorations. • Include personalized or 'high interest' mathematics topics. • Effective use learning intentions and success criteria. Learning intentions and activities meet the individual and group needs of students and build on prior knowledge. • Students can describe their individual learning goals and next steps. • Apply the Inquiry process to mathematical learning. 			<ul style="list-style-type: none"> • The range of learning intentions has appropriate balance between surface and deep features and captures the depth of learning involved. • Professional development around the strategies and skills needed to support learning when there are specific learning difficulties exhibited. • Ensure teachers are realistic about achievement expectations/ next steps and have the knowledge to identify learners at risk early. • Continue to use observational data (video) to analyse learner knowledge and needs as well as teacher practise to improve student outcomes.
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PERFORMANCE

Strategic aim: To have high performing personnel: Board of Trustees, Staff and Principal, who have the knowledge and understanding needed to provide a high quality education.

We chose this strategic aim because the community, parents, and whanau indicated during the consultation process that this was a top priority for them.
Baseline data: Observation of the learning environment.

- Action plans in place for Teaching, Principal, and BOT to review and inquire into practice to ensure a journey of improvement.
- Hautū document—Māori Cultural Responsiveness Self Review tool for Boards of Trustees yet to be completed.
- Need to focus on priority learners and how best to accelerate achievement.

Targets for 2016:

- All BOT members will undertake the e-learning opportunities offered by NZSTA
- Collaborative in school professional development opportunities for teaching staff focused on inquiry into teaching practice to ensure acceleration of priority learners.
 - use inquiry frameworks to strengthen working relationships with learners' parents and whānau
 - to complete a Google Docs course so that we know more about the apps that could enhance our teaching and learning
 - learn more about current understandings (neuroscience) of how the brain works so that we can better grow the brain especially for our priority learners
 - use observation to inquire into teaching practice – link to children using observation for inquiry and evaluation
- Action plan from review of Hautū document in place to tailor actions to the needs of our school and community. Regularly reviewed for improvement.

Actions (what we did)	Outcomes (what happened)	Reasons for the Variance (why did it happen)	Evaluation (where to next)
<ul style="list-style-type: none"> • Principal to manage the review of National standards for improvement, Inclusive practices, and MASAM documents, locate current practice, set goals for development, and engage in professional learning that leads to a step up in performance at the governance level. • Ensure all staff and BOT are registered with MOE training services. • Active promotion of upcoming e-learning opportunities. 	<ul style="list-style-type: none"> • Using the National Standards for improvement self-review tool used and changes made to how we reported to parents using the National Standards. • MASAM document and cultural audit determined next steps and professional learning needs for teaching staff and BOT 2017. • BOT undertaken review using the Hautū document. • Reviewed all policies and procedures to 	<ul style="list-style-type: none"> • As it was an election year PD was offered face to face for new BOT members instead on online. • Google Docs diploma was not completed by teaching staff as all skills learnt during the process were immediately put in place and it was deemed not relevant. 	<ul style="list-style-type: none"> • Board will lead own development "Using the National Standards for Improvement" MOE self-review tool for Boards of Trustees, as this is an important inquiry that can contribute to our school's strategic review. • New teaching staff in 2017 so all actions taken so far to improve our practise will need to be undertaken again in 2017.

<ul style="list-style-type: none"> • Contact made with providers and requests made for individualized learning opportunities that meet our specific needs if necessary. • As part of the appraisal process in school all staff will be asked what they think their next steps in learning are and what PD they need to be successful. • BOT will determine whole board or individual development based on identified need, the review cycle, and current issues to be addressed. • BOT consulted with school community on future focus for the school • Hautū Matrices reviewed at BOT and Staff level. Action plans in place for 2017 • Principal lead PD around cultural competencies for teachers and the link to RTC • Strong focus on the Inquiry framework for teachers and Principal within appraisal process. • Currently undertaking Principal lead PD around the six teacher capability matrices • Principal led PD on strategies to 	<p>ensure they align with these documents.</p> <ul style="list-style-type: none"> • Teachers are using the online training opportunities. • BOT consulted on many levels with families at SLC and through newsletters. Families are feeling their input is valued. • e-portfolios in place for teaching staff as evidence against the registered teacher criteria • Teacher capability matrices clearly linked to RTC and cultural competencies. • Teacher gathering evidence for ALL RTCs using an e-portfolio • Teachers have identified where they are at and what they are working on for improvement has been incorporated into the appraisal process • All teachers are using matrices for planning and rubrics for assessment that enable a differentiated curriculum. • Teacher and Principalship Inquiries/action research in place. • BOT undertaken 360 review using the NZSTA online tool. 	
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WHĀNAU ENGAGEMENT

Strategic aim: All parents and whānau are actively encouraged and empowered to support their children to achieve success in their learning through effective engagement and communication.

We chose this strategic aim because the community, parents, and whanau indicated during the consultation process that this was a top priority for them.

Baseline data:

- We have a number of parents and whānau who actively support their children to achieve success and are fully engaged with the school.
- Discussions with parents/whānau suggest they are happy with the levels of engagement and communication.
- Parents/whānau of our priority learners rarely come to workshops that would support home learning.
- It has been some time since priorities were effectively reviewed.
- Consultation with Rere Schools Māori community re the annual targets and progress towards the priorities identified should occur annually as per the Charter

Targets for 2016:

- Review how best to engage and empower whānau using ERO best practice indicators.
- Whānau are attending workshops and are actively involved in their child's learning.
- That parents/ whānau indicate that they are more satisfied with levels of communication and engagement.

Actions (what we did)	Outcomes (what happened)	Reasons for the Variance (why did it happen)	Evaluation (where to next)
<ul style="list-style-type: none"> • Both formal and informal interactions between all parties. • Parent/whānau meeting early in year to determine a process for consultation and engagement. • Teachers/Principal explored better ways to involve parents and whānau in 	<ul style="list-style-type: none"> • Consultation with Rere Schools Māori community re the annual targets and progress towards the priorities identified did not occur as per the Charter. • Principal's appraisal focused on consultation with parent/whānau/caregivers giving voice to the school community on a wide range of issues. 	<ul style="list-style-type: none"> • School wide consultation as part of Principal's appraisal provided a lot of feedback that needed to be addressed. 	<ul style="list-style-type: none"> • 2017 consult specifically with Māori community as per the Charter. • Extend opportunities for whānau to be involved in understanding and contributing to school-wide achievement challenges.

<p>designing and implementing their response to potential student underachievement.</p> <ul style="list-style-type: none"> Developed connections involving two-way collaborative working relationships that reflect the concept of mahi tahi. Used inquiry frameworks to support teachers to strengthen their working relationships with learners' parents and whānau. Teachers/Principal worked to remove the separation between home and classroom learning experiences. Expected parents to be involved. School's role was to help parents with this involvement. Regularly reviewed our working relationship with all parents. Persisted in finding ways to involve all parents of students we are focusing on, and ways for students to succeed. 	<ul style="list-style-type: none"> Used indicators from EROs Educationally Powerful Connections with Parents and Whānau. Nov 2015. Principal and Staff worked on building close, 1-1 relationships based on manākitanga with parents of priority learners so that there can be open and honest communication about their child's needs. Attempts made to extend opportunities for whānau to be involved in understanding and contributing solutions to school-wide achievement challenges. Effective school-home partnership practices were focused on student learning. Teachers developed partnerships with parents and whānau to support students' learning. Parents joined with students and the teacher in planning the students' next learning steps at the Student Led Conferences. Teachers supported whānau by providing them with strategies to continue their child's learning at home through daily notebooks, and parent workshops where aspects of the school's learning programmes or assessment processes were shared. Assisted whānau to support student learning at home through carefully designed, interactive homework, opportunities to participate in learning opportunities such as the workshops. 	<ul style="list-style-type: none"> Ongoing
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	<ul style="list-style-type: none"> • Whānau did indicate that they felt more comfortable supporting their child's learning at home. • Engaged and involved parents/whānau in learning and school activities to enable success for all learners. • Continually inquired into how better to value and engage parents, families, whānau and the community in the life and work of the school through active involvement in learning centred relationships. 		<ul style="list-style-type: none"> • Continue to involve whānau in school activities as 'experts'. • Parents to be fully involved in the development of the 'outdoor classroom'.
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OTHER

SCHOOL ROLL AND DAYS OPEN

The school roll at:	End 2016	27
	1 March 2016	21
	1 March 2015	21
	1 March 2014	28
	1 March 2013	23

The school was open for 386 half days in 2016 (2015=384, 2014 = 386, and 2013= 388).

KIWI SPORT FUNDING

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2016, the school received total Kiwi Sport funding of \$303.40 (excluding GST). The funding was spent on transporting Years 4-8 students to develop the skill they needed to compete proficiently in the rural and interschool competitions. The cost for travel alone to swimming was 5 x \$105.00 totalling \$525.00, pool and lane charges extra. The funding also went towards transport costs for Years 1-8 to attend the Rural School's cross country, triathlon, athletics, and swimming, and gymnastics competitions. The cost to do these things far exceeded the Kiwi Sport funding, though that does go some way to helping us offset the cost of ensuring our learners have access to a wide range of experiences to develop the skills they need to participate in organised sport.

ICT Funding

The ICT funding we receive in our operational grant (\$5,792.26) is fore mostly used to bring about improvements in educational outcomes for all our learners. Firstly it is used to ensure we have a sustainable and dependable infrastructure so that teachers can manage their teaching and learning programmes effectively (as per our Annual Plan). To date technical support has cost \$3,612. Now that we are with N4L the cost of internet in 2016 was only \$125.00.

The cost of purchasing access to a range of on-line learning environments such as Mathletics (\$381.76 per annum), Bug Club (\$655) Reading Eggs (\$476.10 per annum), Sunshine online (\$277.90 per annum), School Journal Listening Post (\$80.01), Spelling City (81.52) is increasing yearly as exciting educational opportunities arise.

Funding has also been used to offset the cost of our student management system (MUSAC) @\$522.68 which has certainly improved the efficiency and effectiveness of administration both at the school level and across the system as a whole.

Purchase of four new laptops plus accessories amounted to \$1,719.25. Professional development has a strong focus in our school; both internal and external providers are sourced to bring about significant improvements in the way ICT is used to enhance teaching. Though the ICT funding component goes a long way towards supporting the ICT costs in our school a great deal still needs to come from locally sourced funds.

Targeted Funding for Isolation (TFI)

The Rere School Board of Trustees appreciates the additional operational funding of \$8023.27. The extra costs of accessing the goods and services needed to operate our school and deliver the curriculum are escalating annually. Without this support we would need to re-consider the hiring of basic maintenance and compliance services such as plumbers and electricians. It means that we can access a greater range of facilities and a full range of goods and services, including professional development, specialist education services and ICT servicing. The actual cost of these services is difficult to determine as they are included in the invoice and we have not separated travel costs from service costs during the accounting process.

Property Maintenance Grant

Rere School Board of Trustees appreciates the funding of \$6,240.00 to manage our school's site services and buildings. Along with locally raised funds this grant has been used to water blast the school, clean carpets, upgrade the school swimming pool, purchase new storage cupboards in the Library, provide new benches and cabinetry in the classrooms, upgrade fencing and upgrade the incinerator. The PMG was also used for other small urgent health and safety work.

Heat, Light and Water Grant

This grant of \$5,562.61 is primarily used to offset the costs of electricity — supply, capacity and line charges. The cost so far for electricity is \$4,738. Our school is not connected to a town water supply or a district sewage disposal scheme, so the heat, light and water funding allocation is also used to offset costs of servicing (except by school staff), repairs, maintenance and consumables to the cost of \$335.00 as at December.

Targeted Funding for Educational Achievement

The amount of \$946.60 has gone towards enabling the board of trustees to lower barriers to learning and participating in all aspects of school life that students from low socio-economic communities might face. We have no school fees, there is no cost to our whanau for any EOTC events including school camps. Children are also provided with a school uniform, including school hat, for all EOTC events at no cost. There is no cost for travel to and from school on the buses. The targeted funding goes some way to supporting the locally raised funds required to meet these costs.

Vandalism Component

The amount of \$74.00 has not been accessed for any acts of vandalism during 2016. However the cost of insurance as protection against vandalism/ damage totalled \$5152.44.

Special Education Grant

The special education grant of \$2,176.02 was used for:

- Teacher aid hours; to work one to one with the learners not yet achieving at the National Standard, - \$7,932.00 as at December.

Relieving Teachers Grant

The relieving teachers' grant of \$5,012.35 has not been accessed during 2016. The surplus monies will be transferred from our operating account to a subsidization account to ensure that we have enough to fund the second teacher should that be needed.

2016 National Standards Reporting

Date: 15/12/2016
 Number: 2664
 Name: Rere School

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	1	3.8%	3	11.5%	4	15.4%	18	69.2%	26
Maori	1	14.3%	1	14.3%	0		5	71.4%	7
Pasifika	0		0		0		0		
Asian	0		0		0		0		
European/Pakeha/Other European									
All other ethnicities including MELAA (not published)	0		0		0		0		
Male	1	6.7%	1	6.7%	3	20.0%	10	66.7%	15
Female	0		2	18.2%	1	9.1%	8	72.7%	11

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school					2	100.0%	0		2
After 2 years at school							3	100.0%	3
After 3 years at school			1	14.3%			6	85.7%	7
End of Year 4			2	50.0%	1	25.0%	1	25.0%	4
End of Year 5	1	33.3%			1	33.3%	1	33.3%	3
End of Year 6							3	100.0%	3
End of Year 7							3	100.0%	3
End of Year 8					1	100.0%			1

2016 National Standards Reporting

Date: 15/12/2016
 Number: 2664
 Name: Rere School

Writing	Well below			Below			At			Above			Total
	Number	Proportion		Number	Proportion		Number	Proportion		Number	Proportion		Number
All students	1	3.8%		2	7.7%		8	30.8%		15	57.7%		26
Māori	1	12.5%		2	25.0%		1	12.5%		4	50.0%		8
Pasifika	0			0			0			0			
Asian	0			0			0			0			
European/Pakehā/Other European	0			0			7	38.9%		11	61.1%		18
All other ethnicities including MELAA (not published)	0			0			0			0			
Male	1	6.7%		2	13.3%		5	33.3%		7	46.7%		15
Female	0			0			3	27.3%		8	72.7%		11

Writing	Well below			Below			At			Above			Total
	Number	Proportion		Number	Proportion		Number	Proportion		Number	Proportion		Number
After 1 year at school							1	50.0%		1	50.0%		2
After 2 years at school										3	100.0%		3
After 3 years at school							2	28.6%		5	71.4%		7
End of Year 4				1	25.0%		2	50.0%		1	25.0%		4
End of Year 5	1	33.3%		1	33.3%		1	33.3%					3
End of Year 6							1	33.3%		2	66.7%		3
End of Year 7										3	100.0%		3
End of Year 8							1	100.0%					1

2016 National Standards Reporting

Date: 15/12/2016
 Number: 2664
 Name: Rere School

Maths	Well below			Below			At			Above			Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	1	3.8%	4	15.4%	7	26.9%	14	53.8%	26				
Māori	1	14.3%	1	14.3%	2	28.6%	3	42.9%	7				
Pasifika	0		0		0		0		0				
Asian	0		0		0		0		0				
European/Pākehā/Other European	0		3	15.8%	5	26.3%	11	57.9%	19				
All other ethnicities including MELAA (not published)	0		0		0		0		0				
Male	1	6.7%	3	20.0%	5	33.3%	6	40.0%	15				
Female	0		1	9.1%	2	18.2%	8	72.7%	11				

Maths	Well below			Below			At			Above			Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school					1	50.0%	1	50.0%	1	50.0%	2		
After 2 years at school							3	100.0%	3		3		
After 3 years at school			2	28.6%	2	28.6%	3	42.9%	7				
End of Year 4			1	25.0%	1	25.0%	2	50.0%	4				
End of Year 5	1	33.3%			1	33.3%	1	33.3%	3				
End of Year 6			1	33.3%			2	66.7%	3				
End of Year 7					1	33.3%	2	66.7%	3				
End of Year 8					1	100.0%			1				

Rere School

Statement of Responsibility

For the year ended 31 December 2016

The Board of Trustees (the Board) has pleasure in presenting the annual report of Rere School incorporating the financial statements and the auditor's report, for the year ended 31 December 2016.

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 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board Chairperson and the Principal.

~~Jody Hume~~ Mark Steele
Full Name of Board Chairperson

Mark Steele
Signature of Board Chairperson

17 May 2017
Date:

Katrina Dekker
Full Name of Principal

Katrina Dekker
Signature of Principal

17 May 2017
Date:

Rere School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue				
Government Grants	2	300,632	289,534	276,277
Locally Raised Funds	3	212,699	154,910	179,117
Interest Earned		3,029	6,400	6,345
Gain on Sale of Property, Plant and Equipment		-	-	2,674
		<hr/> 516,360	<hr/> 450,844	<hr/> 464,413
Expenses				
Locally Raised Funds	3	103,397	102,750	103,866
Learning Resources	4	201,752	199,346	216,804
Administration	5	28,464	35,456	34,334
Property	6	88,108	85,983	60,799
Depreciation	7	21,696	18,000	20,765
Loss on Disposal of Property, Plant and Equipment		320	-	-
		<hr/> 443,737	<hr/> 441,535	<hr/> 436,568
Net Surplus / (Deficit)		72,623	9,309	27,845
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> 72,623	<hr/> 9,309	<hr/> 27,845

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

Rere School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
Balance at 1 January 2016	418,083	418,083	390,238
Total comprehensive revenue and expense for the year	72,623	9,309	27,845
Equity at 31 December 2016	490,706	427,392	418,083
Retained Earnings	490,706	427,392	418,083
Reserves	-	-	-
Equity at 31 December 2016	490,706	427,392	418,083

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

Rere School

Statement of Financial Position

As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Assets				
Cash and Cash Equivalents	8	324,316	243,328	252,542
Accounts Receivable	9	13,448	20,801	20,801
GST Receivable		4,866	4,229	4,229
Prepayments		6,138	5,987	5,987
		<u>348,768</u>	<u>274,345</u>	<u>283,559</u>
Current Liabilities				
Accounts Payable	11	48,816	44,493	44,493
Revenue Received in Advance	12	1,419	882	882
Provision for Cyclical Maintenance	13	3,911	(13,600)	5,400
Funds held for Capital Works Projects	14	-	(1,150)	(1,150)
		<u>54,146</u>	<u>30,625</u>	<u>49,625</u>
Working Capital Surplus/(Deficit)		<u>294,622</u>	<u>243,720</u>	<u>233,934</u>
Non-current Assets				
Property, Plant and Equipment	10	211,278	194,584	188,649
		<u>211,278</u>	<u>194,584</u>	<u>188,649</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	15,194	10,912	4,500
		<u>15,194</u>	<u>10,912</u>	<u>4,500</u>
Net Assets		<u>490,706</u>	<u>427,392</u>	<u>418,083</u>
Equity		<u>490,706</u>	<u>427,392</u>	<u>418,083</u>

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

Rere School

Statement of Cash Flows

For the year ended 31 December 2016

		2016	2016	2015
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		79,008	72,576	81,559
Locally Raised Funds		215,792	154,910	175,215
Goods and Services Tax (net)		(637)	-	(1,612)
Payments to Employees		(37,518)	(34,446)	(41,809)
Payments to Suppliers		(144,405)	(184,719)	(166,701)
Interest Received		3,029	6,400	6,345
Net cash from / (to) the Operating Activities		115,269	14,721	52,998
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(320)	-	(5,933)
Purchase of PPE (and Intangibles)		(44,325)	(23,935)	(684)
Net cash from / (to) the Investing Activities		(44,645)	(23,935)	(6,617)
Cash flows from Financing Activities				
Funds Administered on Behalf of Third Parties		1,150	-	(770)
Net cash from Financing Activities		1,150	-	(770)
Net increase/(decrease) in cash and cash equivalents		71,774	(9,214)	45,611
Cash and cash equivalents at the beginning of the year	8	252,542	252,542	206,931
Cash and cash equivalents at the end of the year	8	324,316	243,328	252,542

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

Rere School

Notes to the Financial Statements

For the year ended 31 December 2016

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Rere School

Notes to the Financial Statements

For the year ended 31 December 2016

Critical Judgements in applying accounting policies

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

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.

c) 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

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.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) Accounts Receivable

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

Rere School

Notes to the Financial Statements

For the year ended 31 December 2016

g) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

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:

Furniture & Equipment	3-10 years
Other Equipment	5-20 years
Information and communication technology	3-5 years
Building improvements - Crown	50 years
Library Resources	12.5% Diminishing value

h) 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.

i) 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.

Rere School

Notes to the Financial Statements

For the year ended 31 December 2016

j) 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, annual leave earned to but not yet taken at balance date.

k) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

l) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

m) Financial Assets and Liabilities

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

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

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

n) 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.

o) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

p) 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.

Rere School
Notes to the Financial Statements
For the year ended 31 December 2016

2. Government Grants

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	78,156	72,576	79,134
Teachers' salaries grants	158,750	158,750	169,861
Use of Land and Buildings grants	58,208	58,208	27,282
Other MoE Grants	5,518	-	-
	<u>300,632</u>	<u>289,534</u>	<u>276,277</u>

3. Locally Raised Funds

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

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	68,573	35,000	40,117
Fundraising	6,202	-	3,604
School House	5,460	5,460	-
Transport Revenue	126,874	113,500	127,781
Activities	5,590	950	7,615
	<u>212,699</u>	<u>154,910</u>	<u>179,117</u>
Expenses			
Fundraising (costs of raising funds)	23	250	31
Transport (local)	103,374	102,500	103,835
	<u>103,397</u>	<u>102,750</u>	<u>103,866</u>
Surplus for the year Locally raised funds	<u>109,302</u>	<u>52,160</u>	<u>75,251</u>

Income from Fundraising includes the following donations:

\$25,000 from J N Williams Trust
\$ 2,000 from The Infinity Foundation
\$ 1,500 from Mangatawa Beale Williams Trust
\$40,000 from Friends of Rere

4. Learning Resources

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	10,313	12,550	9,184
Equipment repairs	211	250	481
Extra-curricular activities	3,824	3,200	11,928
Library resources	190	300	170
Employee benefits - salaries	185,261	179,046	193,673
Staff development	1,953	4,000	1,368
	<u>201,752</u>	<u>199,346</u>	<u>216,804</u>

Rere School
Notes to the Financial Statements
For the year ended 31 December 2016

5. Administration

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,770	5,100	3,810
Board of Trustees Fees	2,965	3,000	2,690
Board of Trustees Expenses	2,197	2,100	-
Communication	1,143	1,080	2,520
Consumables	3,182	4,400	2,980
Other	1,383	3,525	2,454
Employee Benefits - Salaries	6,237	7,500	12,142
Insurance	3,487	4,651	3,838
Service Providers, Contractors and Consultancy	4,100	4,100	3,900
	<u>28,464</u>	<u>35,456</u>	<u>34,334</u>

6. Property

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,465	2,850	969
Cyclical Maintenance Provision	9,205	6,412	(7,517)
Grounds	5,816	3,650	2,232
Heat, Light and Water	5,855	5,100	6,228
Repairs and Maintenance	2,017	3,113	25,919
Use of Land and Buildings	58,208	58,208	27,282
Employee Benefits - Salaries	5,542	6,650	5,686
	<u>88,108</u>	<u>85,983</u>	<u>60,799</u>

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. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation of Property, Plant and Equipment

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture & Equipment	3,862	3,500	3,731
Information and communication technology	3,558	3,250	3,781
Other Equipment	9,642	7,500	8,563
Building improvements - Crown	3,807	3,250	3,725
Library Resources	827	500	965
	<u>21,696</u>	<u>18,000</u>	<u>20,765</u>

8. Cash and Cash Equivalents

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	98,313	77,024	86,238
Bank Call Account	226,003	166,304	166,304
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>324,316</u>	<u>243,328</u>	<u>252,542</u>

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

Rere School
Notes to the Financial Statements
For the year ended 31 December 2016

9. Accounts Receivable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Receivables	1,457	4,013	4,013
Receivables from the Ministry of Education	4,666	-	-
Teacher Salaries Grant Receivable	7,325	16,788	16,788
	<u>13,448</u>	<u>20,801</u>	<u>20,801</u>
Receivables from Exchange Transactions	1,457	4,013	4,013
Receivables from Non-Exchange Transactions	11,991	16,788	16,788
	<u>13,448</u>	<u>20,801</u>	<u>20,801</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Furniture & Equipment	13,539	1,965	(3)	-	(3,862)	11,639
Other Equipment	23,307	9,970	(6)	-	(9,642)	23,629
Information and communication technology	6,803	2,106	(2)	-	(3,558)	5,349
Building improvements - Crown	138,248	30,429	-	-	(3,807)	164,870
Library Resources	6,752	178	(312)	-	(827)	5,791
Balance at 31 December 2016	<u>188,649</u>	<u>44,648</u>	<u>(323)</u>	<u>-</u>	<u>(21,696)</u>	<u>211,278</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Furniture & Equipment	55,725	(44,086)	11,639
Other Equipment	80,923	(57,294)	23,629
Information and communication technology	38,026	(32,677)	5,349
Building improvements - Crown	218,140	(53,270)	164,870
Library Resources	20,201	(14,410)	5,791
Balance at 31 December 2016	<u>413,015</u>	<u>(201,737)</u>	<u>211,278</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2015						
Furniture & Equipment	14,323	2,948	(1)	-	(3,731)	13,539
Other Equipment	27,668	4,205	(3)	-	(8,563)	23,307
Information and communication technology	10,946	-	(362)	-	(3,781)	6,803
Building improvements - Crown	139,866	2,430	(323)	-	(3,725)	138,248
Library Resources	7,317	514	(114)	-	(965)	6,752
Balance at 31 December 2015	<u>200,122</u>	<u>10,097</u>	<u>(805)</u>	<u>-</u>	<u>(20,765)</u>	<u>188,649</u>

Rere School
Notes to the Financial Statements
For the year ended 31 December 2016

10. Property, Plant and Equipment Continued

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2015			
Furniture & Equipment	56,504	(42,966)	13,539
Other Equipment	81,398	(58,091)	23,307
Information and communication technology	37,181	(30,379)	6,803
Building improvements - Crown	187,711	(49,463)	138,248
Library Resources	20,994	(14,243)	6,752
Balance at 31 December 2015	383,789	(195,141)	188,649

11. Accounts Payable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operating creditors	36,949	23,895	23,895
Accruals	3,770	3,810	3,810
Employee Entitlements - salaries	8,097	16,788	16,788
	48,816	44,493	44,493
Payables for Exchange Transactions	48,816	44,493	44,493
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	48,816	44,493	44,493

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Other	1,419	882	882
	1,419	882	882

13. Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	9,900	9,900	18,600
Increase to the Provision During the Year	9,205	6,412	(7,517)
Use of the Provision During the Year	-	-	(1,183)
Provision at the End of the Year	19,105	16,312	9,900
Cyclical Maintenance - Current	3,911	(13,600)	5,400
Cyclical Maintenance - Term	15,194	10,912	4,500
	19,105	(2,688)	9,900

Rere School
Notes to the Financial Statements
For the year ended 31 December 2016

14. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Water Supply	<i>complete</i>	(1,150)	1,149	(1)	-	-
Sewer Replacement	<i>complete</i>	-	16,551	16,551	-	-
Totals		(1,150)	17,700	16,550	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

-

-

	2015	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Water Supply	<i>complete</i>	-	14,841	15,991	-	(1,150)
Totals		-	14,841	15,991	-	(1,150)

15. 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.

Rere School
Notes to the Financial Statements
For the year ended 31 December 2016

16. Remuneration

Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	2,965	2,690
Full-time equivalent members	0.08	0.06
<i>Leadership Team</i>		
Remuneration	94,758	95,009
Full-time equivalent members	1	1
Total key management personnel remuneration	97,723	97,699
Total full-time equivalent personnel	1.08	1.06

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:

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	90 - 100	90 - 100
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	2016 FTE Number	2015 FTE Number
110 - 120	-	-
100 - 110	-	-
	0.00	0.00

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

17. 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:

	2016 Actual \$0	2015 Actual \$0
Total	0	0
Number of People		

Rere School
Notes to the Financial Statements
For the year ended 31 December 2016

18. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2016.

(Contingent liabilities and assets at 31 December 2015: Nil)

19. Commitments

(a) Capital Commitments

As at 31 December 2016 the Board has entered into Nil contract agreements for capital works.

(Capital commitments at 31 December \$15,730)

(b) Operating Commitments

As at 31 December 2016 the Board has entered into Nil Operating Leases

20. 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.

21. Financial Instruments

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

Loans and receivables

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	324,316	243,328	252,542
Receivables	13,448	20,801	20,801
Total Loans and Receivables	<u>337,764</u>	<u>264,129</u>	<u>273,343</u>

Financial liabilities measured at amortised cost

Payables	48,816	44,493	44,493
Total Financial Liabilities Measured at Amortised Cost	<u>48,816</u>	<u>44,493</u>	<u>44,493</u>

22. Events After Balance Date

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

Rere School

Members of the Board of Trustees

For the year ended 31 December 2016

<u>Name</u>	<u>Position</u>	<u>How Appointed</u>	<u>Term Expired / Expires</u>
Jody Hume	Chairperson	Elected	Nov 2017
Katrina Dekker	Principal	Appointed	N/A
Anna Roberts	Treasurer	Elected	May 2019
Simon Ewen	Parent Rep	Elected	Nov 2017
Paula Reedy	Parent Rep	Elected	May 2019
Mark Steele	Parent Rep	Elected	May 2019
Casey Maddock	Parent Rep	Elected	May 2019
Tammy Steele	Parent Rep	Elected	May 2016



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RERE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

The Auditor-General is the auditor of Rere School (the School). The Auditor-General has appointed me, Victoria Jane Lawson, using the staff and resources of PricewaterhouseCoopers, 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 2 to 16, that comprise the statement of financial position as at 31 December 2016, 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 2016; 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 Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 17 May 2017. This is the date at which our opinion is expressed.

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

Basis 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 of Trustees for the financial statements**

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.



- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance (including Kiwisport), the National Standards Report, the Board of Trustees List which form part of the Annual 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 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in black ink, appearing to read 'V. J. Lawson'.

Victoria Jane Lawson
PricewaterhouseCoopers
On behalf of the Auditor-General
Napier, New Zealand