

RERE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 2664

Principal: David Milne

School Address: 3294 Wharekopae Road, Gisborne

School Postal Address: Private Bag 7623, Gisborne 4040

School Phone: 06 867 0868

School Email: office@rere.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Kerry Worsnop	Presiding Member	Elected	November 2023
David Milne	Principal ex Officio	Appointed	
Richard Candy	Parent Representative	Elected	November 2023
Casey Maddock	Parent Representative	Elected	June 2022
Bart Cheetham	Parent Representative	Elected	June 2022
Georgina Kemp	Parent Representative	Elected	June 2022
Paula Reedy	Staff Representative	Elected	June 2022

Accountant / Service Provider: Eclipse Solutions 4 Schools Ltd



RERE SCHOOL

Annual Report - For the year ended 31 December 2021

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Rere 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.

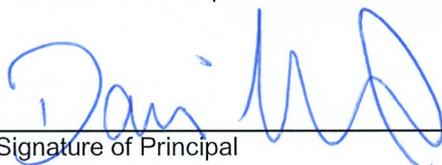
The School's 2021 financial statements are authorised for issue by the Board.

Georgia A. Kemp
Full Name of Presiding Member


Signature of Presiding Member

31 May 2022
Date:

DAVID MILNE
Full Name of Principal


Signature of Principal

31 May 2022
Date:

Rere 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	522,783	493,008	523,541
Locally Raised Funds	3	27,189	8,625	8,508
Interest Income		2,336	3,000	4,645
		<u>552,308</u>	<u>504,633</u>	<u>536,694</u>
Expenses				
Locally Raised Funds	3	14,836	4,580	7,356
Learning Resources	4	305,153	258,881	285,430
Administration	5	76,001	43,973	37,760
Finance		241	-	23
Property	6	69,947	81,825	80,006
Depreciation	10	23,778	22,120	22,334
Loss on Disposal of Property, Plant and Equipment		280	-	-
Loss on Uncollectable Accounts Receivable		-	-	393
Transport		92,373	94,240	87,891
		<u>582,609</u>	<u>505,619</u>	<u>521,193</u>
Net Surplus / (Deficit) for the year		(30,301)	(986)	15,501
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(30,301)</u>	<u>(986)</u>	<u>15,501</u>

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

Rere 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		682,644	682,644	667,143
Total comprehensive revenue and expense for the year		(30,301)	(986)	15,501
Equity at 31 December		652,343	681,658	682,644

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.

Rere School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	284,241	305,159	342,904
Accounts Receivable	8	16,620	14,501	21,007
Prepayments		10,315	10,000	10,308
Investments	9	192,359	190,000	188,543
		<u>503,535</u>	<u>519,660</u>	<u>562,762</u>
Current Liabilities				
GST Payable		4,428	5,000	10,542
Accounts Payable	11	24,536	23,508	24,725
Revenue Received in Advance	12	1,000	1,000	1,202
Finance Lease Liability	14	2,264	2,264	343
Funds Held for Capital Works Projects	15	72,722	60,000	83,127
		<u>104,950</u>	<u>91,772</u>	<u>119,939</u>
Working Capital Surplus/(Deficit)		398,585	427,888	442,823
Non-current Assets				
Property, Plant and Equipment	10	276,988	277,000	255,322
		<u>276,988</u>	<u>277,000</u>	<u>255,322</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	18,176	18,176	14,827
Finance Lease Liability	14	5,054	5,054	674
		<u>23,230</u>	<u>23,230</u>	<u>15,501</u>
Net Assets		<u>652,343</u>	<u>681,658</u>	<u>682,644</u>
Equity		<u>652,343</u>	<u>681,658</u>	<u>682,644</u>

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

Rere 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		258,565	247,701	122,223
Locally Raised Funds		27,992	9,448	143,341
Goods and Services Tax (net)		(6,114)	(5,542)	12,707
Payments to Employees		(80,215)	(48,929)	(61,841)
Payments to Suppliers		(208,974)	(182,973)	(174,005)
Interest Paid		(241)	-	(24)
Interest Received		3,968	4,631	4,325
Net cash from/(to) Operating Activities		(5,019)	24,336	46,726
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(38,369)	(44,896)	(12,153)
Purchase of Investments		(3,816)	(1,457)	(3,814)
Net cash from/(to) Investing Activities		(42,185)	(46,353)	(15,967)
Cash flows from Financing Activities				
Finance Lease Payments		(1,054)	7,399	(81)
Funds Administered on Behalf of Third Parties		(10,405)	(23,127)	83,127
Net cash from/(to) Financing Activities		(11,459)	(15,728)	83,046
Net increase/(decrease) in cash and cash equivalents		(58,663)	(37,745)	113,805
Cash and cash equivalents at the beginning of the year	7	342,904	342,904	229,099
Cash and cash equivalents at the end of the year	7	284,241	305,159	342,904

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

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

Rere School

Notes to the Financial Statements

For the year ended 31 December 2021

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 and Training Act 2020. 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 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 Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

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.

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

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

Other Grants

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) 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.

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

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools 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.

g) 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.

h) 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.

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 to Crown Owned Assets	50 years
Furniture and Equipment	4–10 years
Information and Communication Technology	3 years
Textbooks	4 years
Leased Assets held under a Finance Lease	3 years
Library Resources	12.5% Diminishing value

i) 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.

j) 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.

k) Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

m) 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

n) 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, 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.

o) 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.

p) Budget Figures

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

q) 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	101,755	103,920	100,123
Teachers' Salaries Grants	225,432	192,530	212,406
Use of Land and Buildings Grants	39,649	53,940	54,157
Other MoE Grants	18,892	-	22,100
Transport Grants	137,055	142,618	134,755
	<u>522,783</u>	<u>493,008</u>	<u>523,541</u>

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	3,184	-	1,040
Curriculum Related Activities - Purchase of Goods & Services	7,092	-	-
Fees for Extra Curricular Activities	18	-	-
Fundraising & Community Grants	1,000	1,000	-
Other Revenue	15,895	7,625	7,468
	<u>27,189</u>	<u>8,625</u>	<u>8,508</u>
Expenses			
Extra Curricular Activities Costs	1,285	1,547	1,471
Fundraising & Community Grant Costs	-	100	-
Other Locally Raised Funds Expenditure	13,551	2,933	5,885
	<u>14,836</u>	<u>4,580</u>	<u>7,356</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>12,353</u>	<u>4,045</u>	<u>1,152</u>

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	16,300	23,874	10,841
Equipment Repairs	1,686	-	140
Information and Communication Technology	3,450	3,855	3,353
Library Resources	92	1,000	103
Employee Benefits - Salaries	278,349	223,902	256,892
Staff Development	5,276	6,250	14,101
	<u>305,153</u>	<u>258,881</u>	<u>285,430</u>

5. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	4,598	4,300	4,180
Board Fees	4,070	4,444	2,265
Board Expenses	19,889	5,844	4,781
Communication	1,251	1,100	1,044
Consumables	8,747	8,177	5,828
Other	5,737	800	1,254
Employee Benefits - Salaries	20,306	8,200	8,011
Insurance	6,283	5,988	5,377
Service Providers, Contractors and Consultancy	5,120	5,120	5,020
	<u>76,001</u>	<u>43,973</u>	<u>37,760</u>

6. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	3,294	2,300	2,077
Consultancy and Contract Services	-	700	-
Cyclical Maintenance Provision	3,349	3,349	3,349
Grounds	7,990	3,500	4,345
Heat, Light and Water	6,085	5,922	6,703
Repairs and Maintenance	1,276	1,500	1,194
Use of Land and Buildings	39,649	53,940	54,157
Employee Benefits - Salaries	8,304	10,614	8,181
	<u>69,947</u>	<u>81,825</u>	<u>80,006</u>

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 reasonably 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.

7. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	284,241	305,159	342,904
Cash and cash equivalents for Statement of Cash Flows	<u>284,241</u>	<u>305,159</u>	<u>342,904</u>

Of the \$284,241 Cash and Cash Equivalents, \$72,722 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	120	100	1,125
Interest Receivable	149	150	1,781
Banking Staffing Underuse	2,100	-	1,163
Teacher Salaries Grant Receivable	14,251	14,251	16,938
	<u>16,620</u>	<u>14,501</u>	<u>21,007</u>
Receivables from Exchange Transactions	269	250	2,906
Receivables from Non-Exchange Transactions	16,351	14,251	18,101
	<u>16,620</u>	<u>14,501</u>	<u>21,007</u>

9. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	192,359	190,000	188,543
	<u>192,359</u>	<u>190,000</u>	<u>188,543</u>
Total Investments	<u>192,359</u>	<u>190,000</u>	<u>188,543</u>

10. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	205,118	22,354	-	-	(6,629)	220,843
Furniture and Equipment	43,452	10,119	(280)	-	(13,185)	40,106
Information and Communication Technology	1,741	5,767	-	-	(1,918)	5,590
Leased Assets	1,037	7,355	-	-	(1,548)	6,844
Library Resources	3,974	129	-	-	(498)	3,605
Balance at 31 December 2021	<u>255,322</u>	<u>45,724</u>	<u>(280)</u>	<u>-</u>	<u>(23,778)</u>	<u>276,988</u>

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	297,996	(77,153)	220,843	275,643	(70,525)	205,118
Furniture and Equipment	192,659	(152,553)	40,106	183,995	(140,543)	43,452
Information and Communication Technology	44,920	(39,330)	5,590	39,838	(38,097)	1,741
Leased Assets	8,453	(1,609)	6,844	1,098	(61)	1,037
Library Resources	20,280	(16,675)	3,605	20,151	(16,177)	3,974
Balance at 31 December	564,308	(287,320)	276,988	520,725	(265,403)	255,322

11. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	5,908	5,000	3,607
Accruals	3,065	3,000	4,180
Employee Entitlements - Salaries	14,508	14,508	16,938
Employee Entitlements - Leave Accrual	1,055	1,000	-
	<u>24,536</u>	<u>23,508</u>	<u>24,725</u>
Payables for Exchange Transactions	24,536	23,508	24,725
	<u>24,536</u>	<u>23,508</u>	<u>24,725</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other Revenue in Advance	1,000	1,000	1,202
	<u>1,000</u>	<u>1,000</u>	<u>1,202</u>

13. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	14,827	14,827	11,478
Increase/ (decrease) to the Provision During the Year	3,349	3,349	3,349
Provision at the End of the Year	<u>18,176</u>	<u>18,176</u>	<u>14,827</u>
Cyclical Maintenance - Term	18,176	18,176	14,827
	<u>18,176</u>	<u>18,176</u>	<u>14,827</u>

14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	2,264	2,264	343
Later than One Year and no Later than Five Years	5,373	5,373	674
Future Finance Charges	(319)	(319)	-
	<u>7,318</u>	<u>7,318</u>	<u>1,017</u>
Represented by			
Finance lease liability - Current	2,264	2,264	343
Finance lease liability - Term	5,054	5,054	674
	<u>7,318</u>	<u>7,318</u>	<u>1,017</u>

15. 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.

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Plumbing & Drainage Remediation (215979)	-	38,163	(2,278)	-	35,885
A,B,D,E Roofing Replacements & Remediation (215891)	39,877	5,186	(45,063)	-	-
Footpath & Playground Replacement (221189)	43,250	4,510	(47,760)	-	-
AMS-A: DQLS Upgrade (215982)	-	38,432	(1,594)	-	36,837
Totals	<u>83,127</u>	<u>86,291</u>	<u>(96,695)</u>	<u>-</u>	<u>72,722</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	72,722
Funds Due from the Ministry of Education	-
	<u>72,722</u>

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Heating & Ventilation Upgrade (215980)	-	9,113	(9,113)	-	-
A,B,D,E Roofing Replacements & Remediation (215891)	-	40,377	(500)	-	39,877
Footpath & Playground Replacement (221189)	-	45,000	(1,750)	-	43,250
Project 10	-	-	-	-	-
Totals	<u>-</u>	<u>94,490</u>	<u>(11,363)</u>	<u>-</u>	<u>83,127</u>

16. 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.

Katrink Dekker (ex-Principal) rented the school house during the 2021 financial year. Total rent paid was \$210. Caron Purvis (Staff Member) rented the school house during the 2021 financial year. Total rent paid was \$1,325. Kate McIntosh (Staff Member) rented the school house during the 2021 financial year. Total rent paid was \$3,520.

17. Remuneration

Key Management Personnel Compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	4,070	2,265
<i>Leadership Team</i>		
Remuneration	139,222	111,725
Full-time equivalent members	1	1
Total Key Management Personnel Remuneration	143,292	113,990

There are six members of the Board excluding the Principal. The Board had held eleven full meetings of the Board in the year. The Board also has Finance (one member) and Property (one member) that meet monthly and quarterly respectively. 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 1

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	20 - 30	110 - 120
Benefits and Other Emoluments	0 - 1	2 - 3
Termination Benefits	-	-

Principal 2

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	50 - 60	-
Benefits and Other Emoluments	0 - 1	-
Termination Benefits	-	-

Principal 3

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	50 - 60	130 - 140
Benefits and Other Emoluments	1 - 2	-
Termination Benefits	-	-

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	-	-
	<u>0</u>	<u>0</u>

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

18. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	\$16,000	\$0
Number of People	1	-

19. 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.

20. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

- (a) \$45,000 contract for the AMS-A: DQLS Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$38,432 has been received of which \$1,594 has been spent on the project to balance date. This project has been approved by the Ministry.
- (b) \$48,903 contract for the Site: Plumbing & Drainage Systems Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$38,163 has been received of which \$2,278 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital Commitments at 31 December 2020: nil)

(b) Operating Commitments

As at 31 December 2021 the Board did not have any Operating Commitments.

(Operating Commitments at 31 December 2020: nil)

21. 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	284,241	305,159	342,904
Receivables	16,620	14,501	21,007
Investments - Term Deposits	192,359	190,000	188,543
Total Financial Assets Measured at Amortised Cost	<u>493,220</u>	<u>509,660</u>	<u>552,454</u>

Financial Liabilities Measured at Amortised Cost

Payables	24,536	23,508	24,725
Finance Leases	7,318	7,318	1,017
Total Financial Liabilities Measured at Amortised Cost	<u>31,854</u>	<u>30,826</u>	<u>25,742</u>

22. Events After Balance Date

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

23. Comparatives

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

24. 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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RERE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Rere School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, 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 18, 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, 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.

David Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Rere School

Kiwisport Report

For the year ended 31 December 2021

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2021 the school received total Kiwisport funding of \$435 (excluding GST). The funding was spent on sports fees and equipment.

The number of students participating in organised sport continues to be at excellent levels.

Charter 2021 Response

(Analysis of Variance)



RERE SCHOOL
'Flying High'

3294 Wharekopae Road
Private Bag 7623, Gisborne, 4040

Office email address: office@rere.school.nz
Phone number: 06 867 0878
www.rere.school.nz
MOE # 2664

Principal endorsement: David Milne
BOT Chair endorsement: Kerry Worsnop

Submitted to the MOE: 1 March 2022

School Name: Rere School 2664

School Number: 2664

Strategic Aim: All students are able to successfully access the NZ curriculum, as evidenced by progress and achievement in relation to the relevant curriculum level in literacy and Mathematics.

Annual Aim: Improve the rate of progress for all learners deemed at risk of not achieving or are not yet at the expected curriculum level in Reading, Writing and Mathematics.

Target: All akonga achieving below the expected curriculum level for their year in reading will make accelerated progress and will be at, or will have made significant progress towards being at expectation by the end of 2021.
All akonga identified as at the risk of being below the expected curriculum for their year during 2021 will be targeted to make accelerated progress and will be at, or above their expected level by the end of 2021.
To raise the number of Akonga above the curriculum level for their year.

Baseline Data: In June 2021 17/27 66% of learners were above or at expected levels for their age in Reading. 10/27 34% were below the expected levels for their age. In November 23/31 68% of learners were above or at expected levels. 8/31 32% of learners were below their age in Reading
In June 2021 16/27 59% of learners were above or at their expected levels for their age in Writing. 41% were below their expected age in writing. In November 23/32 70% of learners were above or at their expected levels. 30% of learners were below their age in Writing
In June 2021 22/27 85% of learners were above or at their expected levels for their age in Maths. 5/27 15% were below their expected age in Maths. In November 2021 28/32 88% of learners were above or at their expected levels for their age in Maths. 4/32 12% of learners were below their expected levels for their age.

Actions (what we did)	Outcomes (what happened?)	Reasons for the variance (why it happened?)	Evaluation (where to next?)
<p>Training of staff in Yolanda Soryl Phonics program</p> <p>Some staff attended a Yolanda Soryl Phonics Training day in Napier—very intense, but well worth it. They are now using the program.</p> <p>Staff attended an online course based on phonics during lockdown</p> <p>Teachers met to discuss Teacher Aide hours, and how and where this could be most effectively used. T/A timetable has been drawn up and programs are underway.</p> <p>A parent information evening happened in early term two about how they can help at home.</p> <p>EASSTLE writing online workshops were undertaken by staff.</p>	<p>32% are now below their chronological age in reading and % are now below their chronological age in writing.</p> <p>Targets were not achieved in fact went backwards</p>	<p>The first two terms of the year were incredibly disruptive for the juniors in particular with having three teachers. I have not found any documentation of what was being done to provide for those children who need acceleration in those first two terms.</p> <p>The majority of older junior learners and senior learners are achieving at or above their chronological age for Literacy.</p> <p>Lockdown in the third week of Term two when we had only been in the school three weeks had a serious impact</p>	<p>We are working alongside agencies to provide a programme that is going to better meet the needs of the learners who are below where they should be for reading and writing. Structured Literacy.</p> <p>The full time teacher and Principal now meet regularly to review the learners that need acceleration and set targets.</p> <p>Learners not achieving at expected levels will receive targeted support in 2022 as part of class differentiation and/or our learning support programme.</p> <p>There will be a Curriculum evening early next year to introduce and answer questions on the Structured Literacy programme.</p> <p>Principal has and will be modelling effective practice.</p> <p>Experiences are going to be used to stimulate and support enriched quality of content. Explicit teaching strategies will be used to support learner understanding of forms and features.</p>

Actions (what we did)	Outcomes (what happened?)	Reasons for the variance (why it happened?)	Evaluation (where to next?)
<p>All parents whose child needs acceleration have been informed and have had a meeting with the teacher to discuss their child's progress and what is happening in class and what they can help with at home.</p> <p>Term 3 & 4 we integrated with Tanemahuta Atua to try and improve coverage.</p> <p>During Term two Principal purchased a variety of resources in both literacy and numeracy areas for use in the classrooms, as well as a book display unit for the junior class. It has helped make books, and so the joy of reading, more visible already.</p>			<p>The junior teacher has observed other teachers at Waerenga O Kuri and Makaraka School.</p> <p>Junior Teacher has attended a 2 day professional Development workshop that focused on:</p> <ul style="list-style-type: none"> • The underpinnings of the Science of Reading • The Key Principles and Elements of Structured Literacy • Assess, Plan and Teach Phonological Awareness • Alphabetic Principle • The Code to teach spelling from Y1-8 • A scope and sequence, decodable texts and relevant assessment tools • Structured Literacy lessons - planning and teaching • Data collection, record and track student progress. <p>Increased Teacher Aid hours to help with the accelerating of progress.</p>

School Name: Rere School 2664

School Number: 2664

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.

Annual 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.

Target:

- All staff are familiar with the appraisal process. (Professional Growth Cycle)
- Classroom Observations are completed by the Principal and feedback is provided for areas of improvement.
- All processes are transparent with the BOT
- Improved reporting of progress.

Actions (what we did)	Outcomes (what happened?)	Reasons for the variance (why it happened?)	Evaluation (where to next?)
<p>BOT supported the Principal in transition phase.</p> <p>Learning goals for admin staff</p> <p>BOT have reviewed all of the roles in job descriptions</p> <p>Focus on reviewing the school's documented curriculum to ensure it is current, localised and reflects the bicultural aspect of Aotearoa New Zealand</p> <p>At all levels worked on strengthening internal evaluation processes and practices to better determine the effectiveness of teaching programmes and learning initiatives on improving learner outcomes</p> <p>BOT to manage the review of relevant 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.</p> <p>PLD in self review, structures, Principal Appraisal and targeted PLD as identified is needed</p> <p>Targeted individual PLD plan for all staff approved by board.</p> <p>New learning and knowledge is reflected on, applied to benefit the students' needs and reported to the BOT</p>	<p>Promotion of upcoming learning opportunities at Board and School level.</p> <p>Teachers and support staff have identified where they are at and what they are working on for improvement and this has been incorporated into the appraisal process.</p>		<p>Inquire about ERO visit. When are they coming next? Would like a review ASAP</p> <p>Principal Appraisal needs to be arranged.</p> <p>Strong governance Leadership independent of Principal .</p> <p>Clear on engagement/ High trust .</p> <p>Parents have a greater sense of what the Board Role is .</p> <p>Unified and informed Board that can achieve open communication from community to Board, Principal, staff and students .</p> <p>Develop more meaningful use of the internal review information r</p>

School Name: Rere School 2664

School Number: 2664

Strategic Aim:

Strengthen internal evaluation processes and practices at every level of the school.

Annual Aim:

Strengthen internal evaluation processes and practices at every level of the school to inform decision making especially in relation to play based learning.

Target:

Review the annual meeting plan and document what information in particular will be required by the Board, who is responsible for reporting and when.

Boards Annual Review to link more directly to strategic goals and the annual plans

Review the reporting to Board Templates, contents and use to inform decision making.

Introduce reporting on all strategic goals at every BOT meeting.

Refer to the indicators at the start of a review process & use these to guide and target the Boards gathering of data and information.

Actions (what we did)	Outcomes (what happened?)	Reasons for the variance (why it happened?)	Evaluation (where to next?)
<p>Review the annual meeting plan and document what information in particular will be required by the board, who is responsible for reporting and when.</p> <p>Boards Annual Review to link more directly to strategic goals and the annual plans.</p> <p>Introduce reporting on all strategic goals at every Board meeting.</p>	<p>A range of changes were trialed to inform the Board on targets and changes made based on feedback within the next reporting cycle.</p>	<p>COVID19 lockdown period definitely impacted on much of the review as there were fewer Board meetings in which to achieve the planned actions.</p>	<p>We needed to find comparative data and we needed to collect with play based learning our data needs to come from anecdotal data, what we see and notice, formalised data collected and note down what you can see, voice data from children staff parents and then try and make sense of it.</p> <p>Observational data what am I seeing what am i noticing what are the messages I'm hearing from the people I'm talking to?</p>

School Name: Rere School 2664

School Number: 2664

Strategic Aim:

To improve relationships with the Rere School Community and cluster schools through the delivery of a rich localised curriculum.

Annual Aim:

To further develop strong relationships with the Rere School community and cluster schools through the delivery of a rich localised curriculum.

Target:

Regular communication between Board and community occurs

Strengthen stakeholder relationships between the BOT and Friends of Rere, Bus Group, Playgroup

Board have a good understanding of the school community's level of satisfaction with the BOT and Rere's school performance

Positive promotion of the school's activities - develop key messaging at the start of 2021.

The schools concerns and complaints process is confidently used by all stakeholders.

Actions (what we did)	Outcomes (what happened?)	Reasons for the variance (why it happened?)	Evaluation (where to next?)
<p>Delegate from the Board attended every meeting of the FOR & bus committee.</p> <p>Regular Communication with the Playgroup</p> <p>Increased interaction and level of participation with other rural cluster schools.</p> <p>Community curriculum consultation evenings.</p> <p>Junior Class Parent evening Accelerated progress meetings Parent consultation evenings</p>	<p>Promotion of upcoming learning opportunities at Board and School level.</p> <p>Playgroup included in school activities</p> <p>Principal and Staff worked on building close, 1-1 relationships based on manaakitanga with parents of priority learners so that there can be open and honest communication about their child's need</p> <p>School-home partnership practices were focused on student learning.</p> <p>Community survey on learning through lockdown</p> <p>Teachers developed partnerships with parents and whdnu to support students' learning.</p>	<p>COVID19 lockdown period Levels 3 & 4 definitely impacted on our ability to provide opportunities for community and cluster gatherings.</p>	<p>Inquire about ERO visit. When are they coming next? Would like a review ASAP</p> <p>Principal Appraisal needs to be arranged.</p> <p>The Board continue to provide regular communications between Board and community and seeks feedback from whdnu as to what further information they would like</p> <p>Strengthen stakeholder relationships between the Board and Friends of Rere, Bus Group, Playgroup</p> <p>Board have a good understanding of the school community's level of satisfaction with the Board and Rere School's performance.</p> <p>Board have a good understanding of the school community's level of satisfaction with the Board and Rere School's performance.</p> <p>The schools concerns and complaints process is confidently used by all stakeholders.</p>